



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

**REPORT OF THE SECOND MENTOR WORKSHOP
Grenada Grand Beach Resort, Grenada
16-19 July 2012**



Mentors and facilitators on a field visit to Lavera National Park, Grenada

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1. Introduction

This report covers the main findings of the four-day mentor workshop that was held in Grenada during 16 – 19 July 2012. 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* which 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*.

An orientation workshop for mentors was held in October 2011 in St. Vincent (to see the full report of this workshop please see <http://canari.org/documents/CANARIMentorOrientationWorkshopReport-May2012.pdf>).

Participants built on the process of action learning for effective mentoring that they were introduced to in the first mentor workshop and had an opportunity to use the approach to solve specific problems and challenges they had been encountering in their roles as mentors. In particular, mentors built and strengthened their capacity in conducting community needs assessments, enhanced their understanding of the different stages of NGO development, monitoring and evaluation, and using participatory video as a tool for evaluation. The field visit during the mentor workshop was particularly valuable as a learning experience and validated the need for mentors to increase their capacity in facilitation and the need to be neutral and independent in one's approach to mentoring.

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.

2. Participants

The list of participants and resource persons is attached as *Appendix 2*. Fifteen mentors participated in the workshop from 10 countries - Antigua and Barbuda, Barbados, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Saint Lucia, St. Kitts and Nevis and St. Vincent and the Grenadines.

3. Agenda and objectives of the workshop

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

The objectives of the workshop were for mentors to:

- share their experiences in mentoring since the orientation workshop in October 2011;
- apply an Action Learning approach to learn more about mentoring;
- provide peer coaching and training to other mentors;
- have enhanced understanding of the different stages of NGO development;
- build capacity in carrying out a community needs assessment;
- strengthen skills and knowledge in monitoring and evaluation;
- participate in a participatory video process;
- agree on next steps.

4. Methodology

The four-day workshop was very participatory and interactive. The workshop used a variety of methods and tools that were introduced in the first mentor workshop in October 2011 including ice-breakers, brainstorming, nominal group technique and small group work. Facilitators also introduced new methods and tools including participatory video as a tool for monitoring and evaluation. All of the tools and methods used in the workshop were facilitated and introduced in a way that mentors gained enough understanding to apply them in their own work.

Day 1 of the workshop began with a welcome from the facilitators and a review of the workshop's goals and objectives. A short parable, "The Seven Blind Men and the Elephant" (see *Appendix 4 and Appendix 5*), was read by one of the mentors and used to help the participants analyse and reflect on action learning as a process. The facilitator explained to the participants that this workshop would build on the action learning approach that was introduced in the first mentor workshop in October 2011. Participants validated the following points in a discussion on the parable:

- Asking questions in a reflective inquiry process is a key component of successful action learning. By asking questions, you learn more about a situation or problem and therefore are in a better position to identify innovative solutions as you get a bigger picture perspective of the actual problem or problems. Questions are key for individual, team and organisational learning.

- Mentoring is about asking questions, being reflective, and trying to get the whole picture so that you can be effective in how you mentor.
- When mentoring a group, the challenge is that there are different individuals within a group with different perspectives about where a group should go and what they want to achieve. In addition, if new people come into a group, the group dynamic can change. Understanding the whole or real picture is important as perceptions of what the real needs or issues are may vary.
- Before you jump to conclusions on what the solution may be, asking the right questions and reflecting on the answers, can help you get perspective. If the blind men had been asking questions of the others, instead of making statements (“It’s a snake!”), they would have a better understanding of what they were dealing with. Questions – especially challenging ones – help group members to think and to learn.
- Questioning by individuals helps them to each recognise that they have something to contribute to the understanding of the whole.

Facilitators briefly reviewed the main topics covered in the first mentor workshop which included:

1. Defining what mentoring means
2. Building skills in project design and proposal development
3. Strengthening skills in effective mentoring and participatory facilitation
4. Applying an action learning approach to learn about how to effectively support civil society in biodiversity conservation.
5. Introducing CEPF and opportunities for grant support

Participants were then invited to share their experiences and say what they had achieved in their role as mentors since the first workshop, any challenges they encountered while mentoring and what they might be able to replicate in their own role as a mentor. These presentations included, in particular, a review of the national mentor workshops that were conducted by the mentors in Barbados, Dominica, Grenada, Saint Lucia, and St. Vincent and the Grenadines.

Mentors evaluating the capacity of an NGO using the Foundation for Civil Society’s “NGO Characteristics Assessment for Recommended Development” (NGO CARD)



Participants were then introduced to tools to help assess the capacity of NGOs and the stages of NGO development. They were given an opportunity to work in small groups to apply an evaluation tool to assess an NGO of one of their peers within the group as a learning exercise.

The facilitator also introduced the steps involved in doing a community needs assessment and participants brainstormed the types of things they need to assess within a community in their role as mentors.

During the last session of Day 1, participants were introduced to the field visit for Day 2 and given time to prepare a plan to facilitate a session with the community groups participating.

On **Day 2**, participants and facilitators visited the Levera protected area in northern Grenada.



Mentor from Grenada, Gordon 'Dread' Paterson, telling the group about Levera and its new status as a Ramsar site.

The group benefited from one of the mentor's (Gordon 'Dread' Paterson) intricate knowledge of the recently designated Ramsar site and then had an opportunity to meet two organisations in Rose Hill, an adjacent community. This field visit was an opportunity for participants to apply what they learned on facilitation and conducting a community needs assessment.

On **Day 3**, a focus was placed on action learning as an approach to mentoring. Mentors were asked to each send in one question that they had on mentoring before coming to the workshop. The facilitator selected five questions and these were used as a basis for the action learning discussion. Participants were divided into small groups and each acted as an action

learning group to examine the question submitted by one of the group members. Mentors reflected on the process of working in small groups to address one of their peer's action learning questions, using the action learning approach.

The rest of the day was dedicated to monitoring and evaluation. Mentors discussed what monitoring and evaluation meant to them and the importance of being able to identify clear outputs, outcomes and impacts – and being able to explain the difference between these indicators. The facilitator introduced the concept of Outcome Mapping as an alternative to the Logical Framework approach and mentors were given time to input into developing a monitoring and evaluation system for CANARI's mentoring programme using this Outcome Mapping approach.

On the final day of the workshop, **Day 4**, mentors were introduced to participatory video as a tool for monitoring and evaluation.

The facilitator explained that the participants would be involved in a participatory evaluation of the CANARI mentorship programme using participatory video. After explaining more about the actual process of creating a participatory video and giving the mentors some tips on using the video cameras and framing shots (see *Appendix 20*), the mentors set about brainstorming elements of the story that they wanted to tell to evaluate their experience in the mentorship programme, focusing on results and lessons learned. Building on the work already covered the day before, mentors used the outcome mapping approach to further analyse what results they wanted to portray in the video and also included recommendations for taking the mentorship programme forward. Each person drew their idea on what needed to be captured on film to reflect this idea, on separate pieces of paper. Participants then rearranged the elements of the story in a logical sequence that would represent the flow of the participatory video. This symbolised the rough 'storyboard' for the participatory video which was then turned into words and used in the editing process (see *Appendix 21: Mentor programme PV storyboard*).



Denyse Ogilvie, mentor from Grenada, works with Nicole Leotaud, CANARI facilitator, to put the mentors' drawings into a logical sequence or "storyboard" for the participatory video

The participants were divided into small groups of 2-3 to select the elements of the storyboard that they wanted to capture on film. The facilitator noted that using a storyboard is useful to mix drawing and writing when facilitating the process with a new group or in a community where you may not be sure of the literacy levels.

Mentors capturing footage for the participatory video to evaluate the results of CANARI's mentorship programme



The groups were given time to film their video clips and then all the footage was downloaded onto the facilitator's computer. The workshop time did not allow for the video to be fully edited, so the participants agreed to have CANARI edit the participatory video according to the storyboard and sequence of the clips that the mentors selected.

Mentors debriefed the process and experience of using participatory video as a facilitation tool and then facilitators began to wrap up the workshop, asking mentors to reflect on the four days and give their recommendations on the mentor programme in moving forward. Mentors provided CANARI with their personal evaluation of the workshop and facilitators thanked everyone for their participation and input.

5. Findings

5.1 Mentors: results and challenges

Participants gave 5-minute presentations (see *Appendices 6,7,8 and 9*) to update the group on what results they had achieved in their role as mentors since the mentor orientation workshop in October 2011, including the national level workshop that most mentors had an opportunity to facilitate.

5.1.1 Summary of key results of the mentor programme

- Mentors worked with local organisations and built their capacity specifically in the following areas:
 - How to develop SMART objectives

- How to identify root problems and develop a project proposal around a specific issue
- How to increase participation of group members in the decision-making process
- How to do a stakeholder identification and analysis
- How to complete a CEPF letter of inquiry
- How to do energisers/ ice-breakers to help to build rapport within a group and get the mood ready for open learning and sharing of experiences
- How to use action learning with communities as a facilitation tool
- How to effectively manage projects
- Mentors had many opportunities to practice their skills as mentors, working with local community based organisations and NGOs, as well as institutionalising mentoring within their own organisations.
- Mentors facilitated exchange visits between local organisations in Jamaica for the groups to share experiences and ideas.

5.1.2 Challenges experienced by mentors

- Mobilising communities and participants for workshops remains a challenge identified by the majority of mentors.
- The difficulty of working with community groups during times of political instability was a challenge shared by mentors in Haiti and St. Kitts and Nevis.
- There is still a need to build the capacity of agencies supporting NGOs and community based organisations in effective mentoring skills and in processes that nurture capacity building from the ground up, as opposed to the traditional top down approach.
- There is still a need to build capacities in facilitation.
- There is a need to document the work of mentors and communicate the value of mentoring to other organisations in the Caribbean.
- Mentors identified the need to build their capacity in conflict management and effective leadership.

5.1.3 National mentor workshops

A summary report on the *National workshops to build the capacity of civil society organisations to develop projects on biodiversity conservation in protected areas in the Caribbean islands* can be found on CANARI's website:

<http://canari.org/documents/MacArthurNationalworkshopsReport.pdf>

5.2 Action research and learning

The five problem questions on mentoring that mentors submitted before the workshop started:

- 1) How would one go about mentoring a group in a highly charged political atmosphere, where party politics pervades everything?
- 2) What techniques are useful for a mentor to use to manage participants' timing and attendance in community workshops?

- 3) What are some strategies you have used that have worked, to get organisations to move from being centred on one individual to engage in a more participatory approach, engaging more membership?
- 4) Which is more effective: setting a fixed time to be in touch with a mentee or keeping in touch at ad hoc times?
- 5) In at least one of my organisations, communication among committee/ Board members appears to be sparse or absent, with the consequence that group cohesion is weak, deadlines are not met and activities do not take place.



Mentors reviewing the action learning questions submitted by their peers and selecting which question they wanted to tackle within a small group

Reflecting on the process of action learning, the mentors had the following observations:

- The process of questioning really allowed us to dig deeper and get under the surface of the problem.
- After talking and questioning for a while, a light bulb came on and we realised that the problem that was originally identified was actually not the real or most important problem!
- As a group of mentors from different countries, experiences and sectors, it was interesting to hear the kinds of questions being asked as everyone had a different perspective on the problem / question.
- It was difficult at times to not blurt out a “solution”, but to keep the focus on reflective questioning. It’s hard to think in questions when we are so used to giving statements.
- The process helped to build the capacity of the group as a whole, not just the mentor who had the problem – through the questioning process, many ideas and perspectives were shared and there was a commonality within the group that helped the process to be effective.

5.3 Stages of NGO Development

5.3.1 Assessing organisational capacity

Some participants had done an organisational capacity assessment, using methodologies such as the Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses. Participants brainstormed the types of questions you could ask an organisation to assess their capacity as:

- What resources are available to the organisation?
- What is their human resource capacity?
- What are their technical capacities?
- What is their financial capacity?
- Do they see their work as relevant?
- Is the group vulnerable?
- What is their track record like? Have they produced results?
- What is their vision? Mission? Role? What are they trying to achieve? Are the staff members on the same page with this?
- What are their decision making processes and governance like?
- What is the history of the group? How did they come to be formed?
- Do they have any partnerships?
- What is the self perception of the group like?

Various models and tools to carry out organisational capacity assessments presented included:

- An Organisational Capacity Assessment Tool (OCAT) developed by McKinsey and Company for Venture Philanthropy Partners, which has been widely used for self-assessments and by donors and adapted by over 100 organisations (see http://www.vppartners.org/sites/default/files/reports/full_rpt.pdf). Each element from the Capacity Framework's seven elements of organizational capacity is scored on a grid, by selecting the text that best describes the organization's current status or performance. The seven elements of organizational capacity are: 1) Aspirations; 2) Strategy; 3) Organisational Skills; 4) Human Resources; 5) Systems and Infrastructure; 6) Organizational Structure; and 7) Culture.
- An OCAT developed by PACT and NGO partners (see *Appendix 11*). It was designed to look at key areas of competence and score performance: governance, human resources, financial management, programs, external relations and partnerships, and sustainability. Under each of the six categories, there are several sub-components assessed, so that there are a total of 175 separate elements that are evaluated using a ranking system.

These two OCATs were provided to mentors to use as resources.

5.3.2 Introducing the four stages of NGO development

NGOs go through different stages of development and so mentors need to do detailed assessments so that they can provide capacity building support to an organisation in relation to where they are in development. If not, the 'support' can backlash. As a mentor, you can unintentionally raise false hopes or criticise an organisation for not being further along in development when really, the NGO in question may still be growing and maturing at a steady pace.

NGO development has been classified into different stages by some researchers according to their competence in different components of organisational capacity. Figure 1 below shows an example of classification of NGO development.

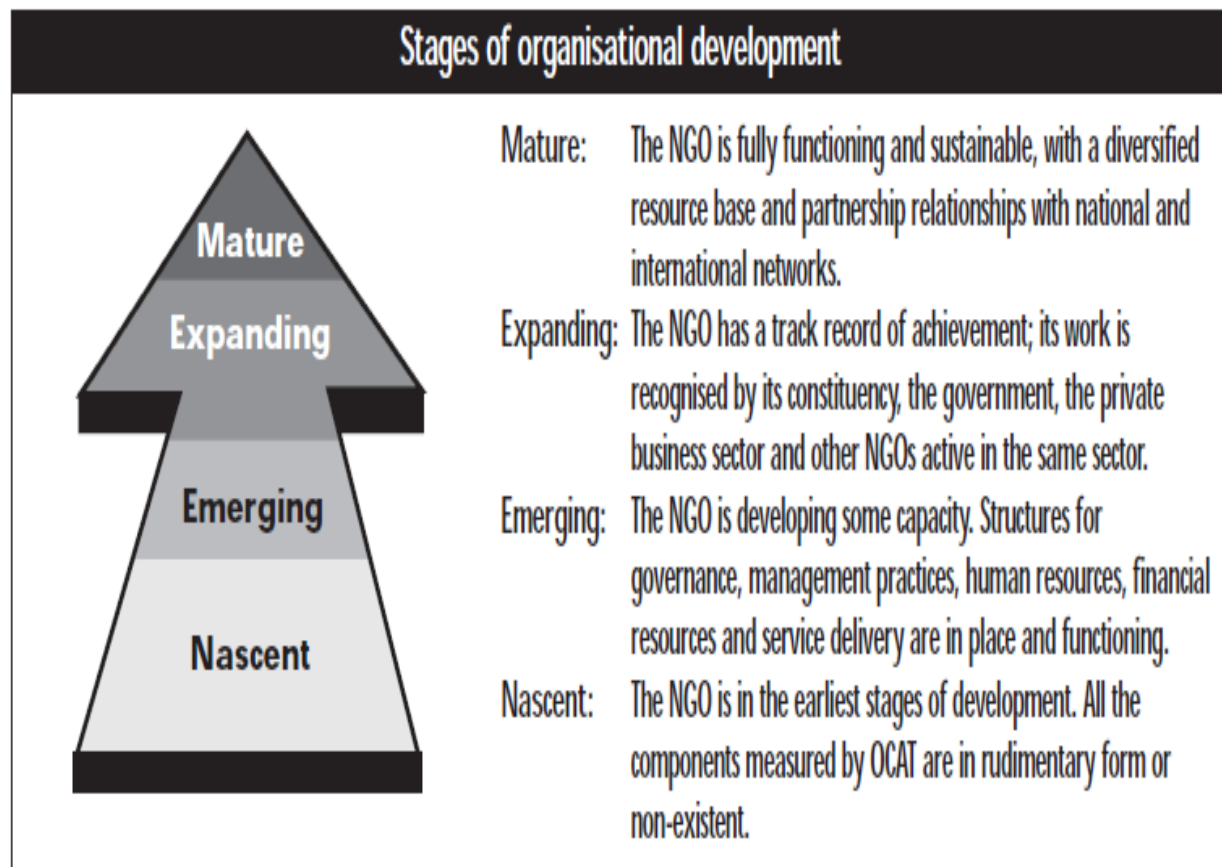


Figure 1: Stages of organisational development (Source: Booth, W.R. Ebrahim & R. Morin, 2001. *Participatory Monitoring, Evaluation and Reporting*, PACT, South Africa)

It is very normal for NGOs to go through stages of development as they are established and grow. Understanding what stage on NGO is can be useful in helping them to assess their needs and capacity building priorities because the capacity building effort needs to be tailored to where they are (i.e. you must first crawl before you can walk, and you must first walk before you can run). For example, an NGO that only has volunteers and no staff would not identify the development of a human resource management policy as a priority, even though this is important for more mature NGOs. Similarly, an NGO that just reached the stage of establishing

a bank account may require help to develop its financial management system but is probably not ready to look at establishing an endowment fund.

One of the mentors, Una Mae Gordon, observed that we may “need to CANARI-ise the model and make it more cyclical” as there may be times within an NGO where something changes, for example, the financial support collapses or a new leader comes in – in which case, an NGO may need to refocus what they are about.

5.3.2 Assessing NGO development – using the tools

The mentors worked in small groups to evaluate the stage of development of one of their own NGOs using the Foundation for Civil Society’s “NGO Characteristics Assessment for Recommended Development” (NGO CARD), see *Appendix 12*. Table 1 below outlines the feedback from mentors on the process of using the NGO CARD.

Benefits of using the NGO CARD	Challenges of using the NGO CARD
The tool generates ideas and the person asking the questions can choose to dig deeper and go beyond the questions presented on the NGO CARD to get a better understanding of the organisation.	It can be confusing, some of the questions are not relevant to the Caribbean or specific country context.
The organisation being questioned can learn a lot from the process of being questioned and assessed.	It can be difficult to fit an organisation into a box – i.e. an organisation’s capacities may vary across categories, being strong in some areas and weak in others and so it is difficult to give an accurate ‘score’ on the stage of their development
	It is important for the interviewer to stick to the questioning and refrain from giving opinions on the answers.

Table 1: Mentors’ feedback on the process of using the NGO CARD



Mentors working in small groups to use the NGO CARD

In addition, mentors identified the following lessons learned from using the NGO CARD:

- For regional organisations, each sub office should be assessed. Any organisation that has different components, programmes or staff as perspectives can differ even within a small organisation.
- The tool can be used as one part of an assessment. It would also be important to review organisational documents and pull together findings from a range of assessment methods.
- It is important to interview more than one person from an organisation and to structure the questioning in a way that encourages several people from the organisation to feel comfortable in participating.
- In a large group setting, this tool could be difficult! An option would be to split up into smaller focus groups (for example, interviewing the staff; then the Board; then combine the groups to validate answers).
- Interviewers may also want to involve key stakeholders of an organisation in order to get another perspective.
- Sometimes the answer is not always important, but it's the process of questioning and reflecting that can be valuable.
- It is important for the interviewer to not have pre-conceived notions of an organisation that would impact which questions or the tone in which questions are asked.
- Interviewers should be flexible and not 'stick to the script' when using the tool which may not always be relevant in the local context.
- Before using the tool with an organisation, try to break the ice and ensure everyone is comfortable and knows that it is not a test – but a tool to help organisations assess what stage they are in development so that they can plan for targeted capacity building.

- When donors require a capacity assessment tool to be used, it can be intimidating for an organisation as they are sometimes fearful that a low score could have an impact on funding opportunities.
- The tool can be seen as static- for example, can you be a very small, volunteer-driven organisation and still be very effective? It depends on the scope of the organisation and whether or not the organisation is meeting its mission and fulfilling its role.
- Looking inwards and identifying strengths and weaknesses can be difficult for an organisation.
- The tool does not have to be used in a formal setting which can feel interrogating for an organisation. So, instead of sitting on opposite ends of a table writing notes, the mentor can make the questioning feel more like a flowing conversation over lunch or walking about in the community.
- It is important to clarify with the organisation at the very beginning, the purpose of the assessment – it is not to judge the organisation, but to support them.

5.4 Community needs assessment

In addition to conducting a capacity assessment of an NGO, it is also important to understand the broader context of a community and other external that may affect how an organisation functions. Conducting a community needs assessment can provide such information.

Mentors brainstormed the types of things that they normally assess before working within a community. These included:

- Access to financial resources
- Reach, buy-in
- Economic activity
- Demographics
- Literacy
- Sociology
- Relationships – especially looking for conflict
- Experience of the whole community/ history
- Identifying partners – who works in/ within the community
- Environmental resources, status, impacts
- Reliance on the resources, livelihoods

A handout on community needs assessment questions was used as a foundation (see *Appendix 13*). In addition to the areas identified in the handout, mentors suggested the following points that can be added to the assessment:

- Selecting the community – doing a ‘quick and dirty’ assessment from other partners can be useful before going to the community to verify. Mentors should be deliberate in selecting the community to work with depending on the goal (i.e. building capacity and the enabling environment for natural resource management / conservation that benefits biodiversity and livelihoods).

- Making preliminary contact with a few different communities can be useful to offer support. Those that may take up the offer are those groups that are genuinely interested and will often be more receptive to advice, resulting in a more successful engagement.

Mentors agreed that there is a lot of preliminary work that needs to be done before actually implementing a project or taking action. The phase of assessment is very important in order to identify root problems and key opportunities that need to be considered by a community.

5.5 The need to be flexible and adaptable when facilitating

Thinking on your feet when what you planned...doesn't go to plan

The field visit to the Levera protected area and adjacent community of Rose Hill proved to be an unexpected learning opportunity for the mentors. The original plan was for mentors to meet with community members of Rose Hill including members of various community based organisations including the Rose Hill Community group, St Patrick's Eco-Conservation Tourism Organisation (SPECTO) and Ocean Spirit. Mentors were prepared to facilitate a community needs assessment exercise as part of the visit. However, on arriving at the Rose Hill community centre, mentors were faced with a situation whereby the community groups did not want to work together or even be in the same room for the meeting. It was therefore critical that mentors regrouped and followed the facilitators' lead in managing the conflict for the short period of time spent within the community.



Gordon 'Dread' Paterson (mentor from Grenada), Nicole Leotaud (CANARI facilitator) and Viviane Julien (mentor from Haiti) facilitating a community mapping exercise with members from the Rose Hill community.

Mentors recognised the importance of being flexible and adapting to the situation at hand by having more than one tool up their sleeve. After a few ice-breakers were used to relax the participants and get the conversation flowing, mentors decided to separate the groups and facilitated a community visioning exercise. With limited time left in the afternoon, the mentors decided to focus on the role of the community groups in the protected area and the relationship between the groups themselves and how they can better work together and with other key stakeholders.

Mentors and facilitators asked probing questions such as, “What do you see in your community in ten years? What does Rose Hill community look like? What kinds of activities are going on? What does the environment look like? What kinds of facilities are available? What are people in the community doing?”



Saint Lucian mentor, Una Mae Gordon, assists members of the Rose Hill community in a community mapping exercise to help the group in expressing their vision for the community.

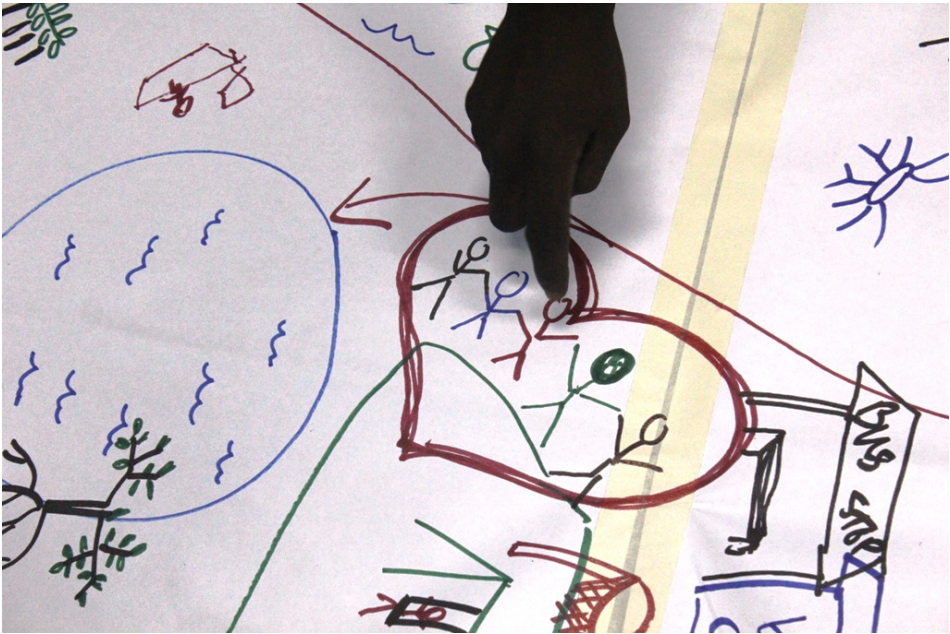
After going through the community mapping and visioning exercise, one thing became apparent for the different groups – their visions were similar and complementary – a clean environment, sustainable livelihoods and a sense of togetherness amongst the community members. It was also noted that the only way to achieve these outcomes, is if everyone in the community works together, pooling resources and ideas where possible.

As the role of a mentor is to *guide* as opposed to tell organisations what to do, the community groups presented their community maps and through effective questioning and facilitation by the mentors, the field visit was wrapped up with the overarching message that groups within the same community must find a way to work side by side if they are to achieve what is best for the community at large.

The field trip also proved to be a unique learning opportunity for the mentors in being flexible when working with community groups and also recognising the need for conflict management.

CANARI prepared a letter of recommendations (see *Appendix 14*) that was sent to the groups we met with and other key stakeholders such as the Forestry Department highlighting the need for conflict management, a comprehensive stakeholder analysis exercise, participatory mapping and development of stronger partnerships with external agencies.

A community member presenting his group's community map and vision for the Rose Hill community.



Recognising the importance of working together to achieve a common vision for the community

Some important lessons learned from the field visit

- ✓ Thorough planning is critical to prepare for any visit with a community.
- ✓ Be ready to adapt if the situation suddenly changes and you can no longer do what you had planned.
- ✓ Be aware of your mood – you need to portray confidence and clarity.
- ✓ Explain thoroughly who you are at the beginning of the meeting, saying why you are there and what you want to achieve.
- ✓ Take charge – chair/ lead/ facilitate.
- ✓ If you are visiting the community with a team of people, be clear on the roles and responsibilities of everyone in the facilitation team before you go.
- ✓ Ice-breakers can be a very effective way to start off a session with a group, helping people to feel more comfortable and also to build a sense of togetherness amongst people from different groups.
- ✓ Neutral, independent facilitation is extremely valuable in situations where tough questions need to be asked. An independent facilitator can be objective as they do not have a stake in the outcome of the meeting and so they are seen as equal amongst all participants.
- ✓ Informal interactions in a community can be very valuable to build rapport and gather information. Whether you chat with people at the local parlour, during breaks or lunch or even just observe interactions between community members outside of the formal meeting time – no time should be wasted on your visit.

Mentors speaking with community members in Levera before the more formal meeting session with community groups



- ✓ It can be useful to engage the quieter people in the group on a one-on-one basis.
- ✓ When you need to manage a conflict within a community, it is important to:
 - Listen
 - Be neutral
 - Keep politics out of the discussion

- Build understanding among stakeholders of each others' interests and perspectives
- Keep groups/ individuals separated if the conflict has already escalated
- ✓ It is important to clearly wrap up the meeting at the end – summarise the results, lessons learned and next steps.
- ✓ Be sure to thank the community at the end of the visit for their time and participation.

5.6 Introduction to monitoring and evaluation

When asked to say the first word that comes to mind when they hear the words 'monitoring and evaluation', the mentors gave the following responses:

- | | |
|----------------|-----------------|
| - Apprehensive | - Anxious |
| - Anticipative | - Accountable |
| - Overwhelmed | - Scared |
| - Eager | - Enthusiastic |
| - Passion | - Contemplative |
| - Judgemental | - Help |

The facilitator noted that depending on who is doing the monitoring and evaluation, i.e. if you are monitoring and evaluating or if you are the one being evaluated, it can generate different feelings. As mentors, it is important to make the process of monitoring and evaluation a less anxious one for organisations.

The differences between monitoring and evaluation were discussed (see *Appendix 15* for the presentation), noting in particular that:

- monitoring happens throughout a project, evaluation happens at discrete points and at the end of a project;
- monitoring is ongoing, checking to see if you are following a plan;
- evaluation looks at the results achieved;
- evaluation involves documenting lessons learned and best practices;
- evaluation uses the information you get from monitoring.

5.6.1 The importance of accountability and learning

It is important to document and communicate the results that are achieved from a project or programme but we should also not be afraid to record lessons and learning. Groups are often afraid to tell donors when they are experiencing problems as it makes them feel weak and vulnerable. Lessons learned can be positive or negative but either way, it is important to document everything so that learning can be taken forward and considered in future projects and activities.

Framing things in a positive light can also help organisations to document learning through categorising best practices and recommendations.

5.6.2 Desired results of the mentor programme

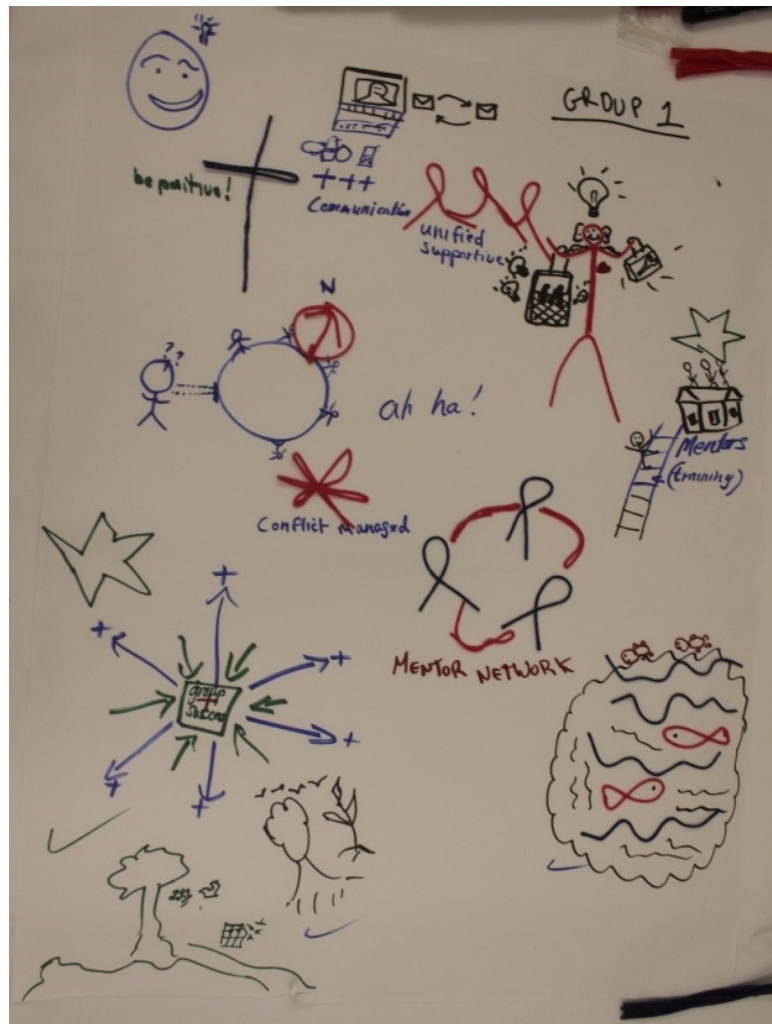
We often report on activities that have been carried out but less focus is placed on reporting on the actual *results achieved*. It is very important to first clearly define what you want to achieve in order to know where you are going and what needs to be done to get there. It is important to articulate results (outputs, outcomes, impacts) as opposed to activities.

Mentors worked in small groups to create visual representations of what results CANARI's mentor programme wants to achieve based on the proposed results from the concept note (see *Appendix 1* for the concept note).

Group	Desired results of the mentor programme
1	<ul style="list-style-type: none"> • Email group for mentors • More communication between mentors • More positivity, generation of ideas • Creation of “super mentors” with more ideas, tools, big ears (for listening) and heart • Development of networks of mentors in the islands • A regional mentor network • Less conflict • Snowball effect within the community and the country, built capacity and people passing on knowledge • Biodiversity conservation results – marine protected areas, more birds, etc.
2	<ul style="list-style-type: none"> • A network of mentors • Changed perceptions of community, helping them to see things differently • More positivity, sharing more knowledge, having more ideas, being more content, more projects at the community level, more support, balance
3	<ul style="list-style-type: none"> • Network of mentors across the region that is committed, encouraging an exchange of ideas, possessing tools and skills to build strong CSOs to take on biodiversity conservation efforts, building capacity • Skills training

Table 2: Mentors' desired results of the mentor programme

Visual representation of the results that Group 1 would like to see from the mentor programme



5.6.3 Defining results: outputs, outcomes and impacts

The facilitator gave a brief presentation on the definition of outputs, outcomes and impacts noting the differences of each and then asked the mentors to give examples of these types of results from the mentor programme. See *Appendix 16* for key monitoring and evaluation definitions and *Appendix 17* for the presentation on identifying results.

Outputs

- Observable short-term and medium-term tangible products as a direct result of your action.
- You control the outputs.
- Examples: the number of groups mentored, number of mentors trained, a committed group of mentors, national workshop, mentorship manual, database developed, built capacity of group of mentors.

Outcomes

- Observable changes in actions of people that potentially contribute to the long-term, sustainable improvement in people’s lives or the state of the environment.
- Your action contributes to these changes.
- Examples - number of conservation projects by groups, change in groups that mentors work with, organisations that mentors work with do better, have more effective projects, groups start to influence other groups. Things beyond the control of the project – for example, there is nothing within CANARI’s project to develop a Caribbean network of mentors but it may be a great outcome!

Impacts

- Long-term observable changes
- Your action contributes to these changes
- Examples - poverty reduction in rural communities in Grenada, improved livelihoods, conservation.

There are different ways to show or prove “value/ success/ achievement/ progress” and evaluation is about asking yourself questions in two main areas:

- 1) RESULTS: How can we “prove” that we are doing good work? How are we making a difference?
- 2) PROCESS: Is the approach we are using the best approach? What are we learning about how we can make it better?

It is important to be able to clearly define what you want to achieve to be able to evaluate if you are successful and can provide evidence that you are doing good work and achieving your mission, goals and objectives. In addition, evaluating your process is also valuable to determine how can you do things better.

5.6.4 Developing a monitoring and evaluation system for CANARI’s mentor programme

An important step in effective monitoring and evaluation is the very first step of developing a monitoring and evaluation system. General components of a monitoring and evaluation system presented (see *Appendix 18 - Measuring results*) were used as a guide to develop a system to monitor and evaluate CANARI’s mentor programme. It was noted that the development of some elements of the system had already been drafted:

- Goal
- Purpose
- Outputs, outcomes, impacts (identified by participants in a previous session)

It is important to identify clear and logical indicators that will show that you are achieving results and that can be used to measure progress. So the indicator is essentially the evidence that a result has been achieved.

RESULTS	INDICATORS
A group of mentors with capacity built to be able to effectively mentor	Reports by mentors submitted on work done (emails and verbal feedback at workshops)
Groups performing better	Successful applications to CEPF, number of applications submitted to different donors
Built capacity	Dollar value issued, value of cash being accessed by the groups (indicator of capacity to access funding)
Conflict managed in groups	Report from the evaluator, groups are holding joint meetings; local communities engaged with other stakeholders in management planning

Table 3: Indicators that are used to measure the results of the mentor programme

5.6.5 Outcome mapping as an approach to evaluation

CANARI is looking into different ways of thinking about results from the traditional logical framework approach. Outcome mapping is an approach that emphasises measuring results as desirable changes in the behaviour and relationships of people. It was developed by the International Development and Research Centre (IDRC) in 2001 as a method of evaluation that focuses on the social change needed. It is still being tested and developed. CANARI is using a two-pronged approach to monitor and evaluate the mentor programme, using the traditional logical framework and outcome mapping approaches to identify desired results.

Identifying target groups

It is very important to think about who you are trying to target in the outcome mapping approach. Based on the desired results of the mentor programme outlined above, the mentors identified the following target groups:

- The MacArthur Foundation
- CANARI
- Mentors
- The organisations that mentors work with
- Mentees
- Other mentors

In the outcome mapping approach, instead of using the words ‘target groups’ or ‘beneficiaries’, the term ‘boundary partners’ is used. Boundary partners are individuals, groups, and organisations with whom the programme / project interacts directly to effect change and with whom the programme / project can anticipate some opportunities for influence. For example, CANARI is not directly working with the organisations that mentors are working with, so the mentors are CANARI’s key boundary partners. So, something that CANARI looks for under the mentor programme in order to show that our boundary partners are influenced and effecting change can be defined in the following **mentor outcome challenge statement**:

“CANARI intends to see mentors who have built capacity to work with community based organisations”.

In the Outcome Mapping method, the indicators are called ‘progress markers’ which are gradual changes seen that will mean that progress is being made towards achieving the outcome. Progress markers can be grouped into: ‘expect to see’, ‘like to see’ and ‘love to see’ categories.

Expect to see markers would be the results that happen early on in a project or programme’s activities.

Like to see markers would involve more active learning and engagement.

Love to see markers are those results that are truly transformative!

Mentors defined their own outcome challenge statements and came up with refined indicators in the form of three categories of progress markers:

Outcome challenge for mentors

Mentors are effectively supporting CBOS, NGOs and local communities to achieve their vision.

Mentors are communicating and collaborating, including using action learning process to share information, provide peer support and work together. **Mentors** are actively working to further develop their own capacities in mentoring. **Mentors** are promoting mentoring approaches in the Caribbean and developing the capacity of others (in their organisation, country and sector) to become mentors.

EXPECT TO SEE

- Mentors are applying an increased number of techniques and tools from the two CANARI mentor workshops
- Mentors are doing more visits, having more phone calls, emails, skype calls with groups
- Mentors are practicing effective listening to ideas and needs of the mentee

LIKE TO SEE

- Mentors are applying new techniques learnt through peer sharing and personal study
- Mentors are working together:
 - o sharing information and tools on the online forum, via emails and skype and meeting mentors
 - o practicing peer action learning on the online forum, etc.
 - o acting as a resource person for other mentors

LOVE TO SEE

- Mentors are communicating and collaborating with new mentors
- Mentors are taking advantage of any and every opportunity to mentor

- Mentors are developing and implementing mentoring in partnership
- Mentors are helping to develop more mentors in other organisations, countries and sectors and transforming their own organisations into ‘learning organisations’

There are many steps along the way to meeting the indicators and it is important to recognise and track each small step in the right direction – i.e. each step towards changing behaviours. Monitoring is also important to help focus the organisations that mentors are working with, to help them track their own progress. Examples of progress markers that mentors can use when working with organisations to build their capacity are:

EXPECT to see – communities holding more effective meetings, groups more motivated to see action.

LIKE to see – more community members participating in community activities, initiating activities periodically on their own, using their own initiative, identifying and managing their conflict with other groups.

LOVE to see – groups meeting with ministers, influencing national policy, understanding how to influence policy and understanding the role of other partners.

5.6.6 Methods for collecting information

Collecting information that would show or prove that the project is making a contribution to achieving its progress markers is another critical step in the monitoring and evaluation process. Mentors identified the following tools they have used for collecting information:

- Direct observation
- Biophysical testing
- Documentation review
- Taking photographs and video
- Using questionnaires, surveys, interviews, focus groups and consultations
- Case studies
- Diaries, learning journals
- Ranking – on a scale of 1 to 10
- Historical trends and timelines – how things change over the years, describing the change over the years.
- Mapping – GIS or even drawing
- Impact flow diagrams
- Having people talk through steps, cause and effect
- Social, network or institutional mapping

Only one mentor had used participatory video before and none of the mentors had yet tried the ‘Most Significant Change Story’ method. The facilitator explained that this is a very simple tool to gather information by asking people a very broad question that allows them to think

more objectively about a result. For example, “What is the most significant change that you think CANARI has achieved over the past ten years in the Caribbean?” When you ask questions that are too specific, you can miss the most significant change to the interviewee.

Noting that there are indeed many tools that can be used to gather information, it is important to select the most appropriate one. The following is a list of criteria that can be used for selecting methods:

- ✓ Does it fit in with our commitment to participation?
- ✓ Will it build the capacity of the stakeholders involved?
- ✓ Does it give information for learning as well as for accountability?
- ✓ Will it capture complexity and the unplanned?
- ✓ Will it provide the information that is needed at the right time to feed into decision making?
- ✓ Is it cost effective – value for money?
- ✓ Do we have or can we get the capacity to use it?
- ✓ Does it fit in with what do already?

Participatory video is a tool that meets all of the above criteria and so is a great method to use for monitoring and evaluation.

5.6.7 Challenges in monitoring and evaluation

Mentors noted the challenges they faced in doing monitoring and evaluation and reflected on how the outcome mapping approach be used to complement and address traditional methods. The following is what mentors identified as some challenges to doing monitoring and evaluation:

- Data is not available - Some groups do not keep records
- Data is not accessible – through formatting, lack of permission
- Antagonism (probably coming from fear)
- Lack of accountability - people do not want to be held accountable
- Lack of transparency
- Setting of unrealistic targets and timeframe
- Lack of time, space and resources
- Purpose/ guidelines of monitoring and evaluation are unclear
- Lack of capacity
- Lack of culture of accountability
- People don't see the value of monitoring and evaluation to them – the learning value
- Inconsistent processes used
- People don't recognise results
- Lack of baseline information
- Lack of neutral and independent evaluations

5.7 Participatory video process

Participatory video was presented as an innovative tool that mentors can use for a variety of purposes including advocacy, exchange of ideas and experiences, participatory research and action learning, participatory monitoring and evaluation, facilitating dialogue and building consensus. Mentors applied the process of creating a participatory video (see *Appendix 19*) to conduct a participatory evaluation of the CANARI mentor programme. A proper participatory video process would normally take 2-3 days; however, mentors tested the tool during the last day of the workshop and so time was noted as a constraint.

Participatory video is very different to documentaries and testimonials – it is a facilitation tool used to give people a voice. People involved in the participatory video process are therefore given an opportunity to tell their story on their own terms and in their own voice. In participatory video, the process is as (or more) important than the product.

5.7.1 Reactions to watching a participatory video

Mentors gave their reactions to a participatory video entitled, “Fish for Gas: the Challenge for Blanchisseuse Fishermen” (see CANARI’s Youtube channel to see the video here: <http://www.youtube.com/watch?v=8SFnazhiu9Y&feature=youtu.be>) that was developed by the Blanchisseuse fishers on the north coast of Trinidad for advocacy. Most of the mentors admitted that the video made them very **concerned** and incited a feeling of **wanting to help**. Participants also felt **frustrated** watching the video, knowing that there were things that could be put in place fairly easily by the government or other agencies to improve the situation and livelihoods of the fishers. Above all, the participants **recognised the tenacity of the fishers** and their positive outlook in the face of adversity – they were clearly committed to change. The video gave an impression of **complexity** as well – the mentors discussed whether or not the vendors were taking advantage of the fishers or also just trying to deal with their own struggles. The overarching feeling that **the fishers were proud** people gave a sense of **encouragement** to their story – they had no intention of portraying themselves as downtrodden in the video.

The video had produced real results for the fishers in Blanchisseuse (see *Appendix 20*). After presenting their video to a number of key agencies in Trinidad, they received upgraded facilities, a gas pump, an ice storage room and other benefits. The use of participatory video in this case was a means to connect the fishers to the decision-makers, bringing the people, their issues and their voice to the capital city in a real and impactful medium.

5.7.2 Doing a participatory video for monitoring and evaluation

The mentors recognised that it is better to ensure full participation in editing as it allows for participants to be conceptually involved in reviewing versions of the video, to say what music they want, etc. At the end of the day, the group involved in creating a participatory video is the owner of the final video product.

6. Evaluation

The workshop objectives were fully achieved:

- The mentors effectively shared their experiences in mentoring since the orientation workshop in October 2011 via presentations and discussions throughout the workshop that highlighted results, challenges and lessons.
- Mentors applied an Action Learning approach to looking at specific questions / problems about mentoring and found that the process was valuable both to the person raising the issue as well as to the group.
- Mentors provided peer coaching and training to other mentors through sharing and discussions in the workshop.
- Mentors have enhanced understanding of the different stages of NGO development to help them analyse what stage their mentee is in.
- Mentors build capacity in carrying out a community needs assessment through discussing several methods, but were not very successful in applying this to a case study in the field trip.
- Mentors strengthened their skills and knowledge in monitoring and evaluation and identified outputs, outcomes and impacts as well as examples of indicators of results. They also built their capacity is using an Outcome Mapping approach to monitoring and evaluation.
- Mentors conducted a participatory video process to evaluate the results and lessons from CANARI's mentoring programme.
- Mentors agreed on next steps for them and for CANARI to continue to develop its mentorship programme.

Mentors highlighted the most significant thing they learned from the workshop as well as a key recommendation for CANARI in moving forward (see Table 4 below).

Most significant learning	Recommendation
The field visit – the need to be flexible and to go prepared	Loved the field visit approach to learning – do more!
Community mapping	Continue to document and share results
More tools, action learning and a strengthened network of mentors	Hold an annual conference to help fundraise
Shared experience and reflection on the field visit	Want more focus on marine issues
Value of being a neutral mentor	Share more tools
Observing the conflict situation during the field visit – there are many similarities across the region	Submission of joint proposals to continue mentor training
This workshop complemented the first mentor workshop – feel energised and prepared	Continue networking of mentors in the region
Participatory video session	Continue mentoring development across sectors

An interchange with a young person in the community during the field visit – watching his interaction with others develop was revealing and inspiring	The field visit could have been better planned
Questioning and action learning as a process	
The field visit experience – how we dealt with the conflict	
Seeing mentors enjoy the participatory video session and learning from each other	

Table 4: Participants' evaluation of the mentor workshop

In addition, mentors completed a written evaluation form at the end of the workshop, the responses of which are summarised in *Appendix 22*.

7. Next steps

- CANARI will summarise the findings and recommendations of the visit to the Rose Hill community in a letter to key stakeholders (please see *Appendix 14* for a copy of this letter)
- CANARI will edit the participatory video, send to mentors and post on YouTube.
- Mentors will share their own tools and methods for conducting organisational capacity assessments, community mapping and ideas for energisers with each other
- CANARI will try to document how action learning can be a tool for Caribbean people to solve their own problems
- CANARI will resend mentors the instructions for logging onto the online forum
- CANARI will seek funding to continue training mentors; to host webinars for mentors; to facilitate exchange visits; to bring in new mentors into the programme; and to explore the use of additional resources and tools for mentors

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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)² 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

² 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.

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. 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 Profile³ 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.

³ http://www.cepf.net/where_we_work/regions/CaribbeanIslands/ecosystem_profile/Pages/default.aspx

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:

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 FACILITATORS LIST

No	First Name	Last Name	Organisation	Country	Contact Number	Email Address
Participants						
1	Brian	Cooper	Environmental Awareness Group	Antigua and Barbuda	268 463 1096 268 788 7586	brain.cooper.ag@gmail.com
2	Katherine	Blackman	University of the West Indies	Barbados	246 417 4512	katherine.blackman@cavehill.uwi.edu ; katamele@yahoo.com
3	Agnes Mary Ann	Esprit	UNDP GEF SGP	Dominica	767 245 6819 767 440 4345	agnese@unops.org ; agnesesprit@yahoo.com
4	Rildes	Sanchez	Fundación Progressio	Dominican Republic	809 558 2429 809 840 0331	fund.progressio@yahoo.com ; rildessanchez@hotmail.com
5	Denyse	Ogilvie	People In Action	Grenada	473 405 5253 473 231 5354	denyse.ogilvie@gmail.com
6	Gordon	Paterson	Ministry of Agriculture, Lands, Forestry and Fisheries, Forestry and National Parks Department	Grenada		massaiman2004@yahoo.com
7	Pierre	Emmanuel	DPC (Direction of Civil Protection)	Haiti	509 3685 8686	emmanuelpierre2@gmail.com
8	Viviane	Julien	UNDP (GEF/UNDP/MDE SNAP project).	Haiti	509 3457 0082	julien.viviane@yahoo.fr
9	Velva	Lawrence	Local Initiative Facility for the Environment (LIFE)	Jamaica	876 948 4400 876 967 3655	lifejamaica@cwjamaica.com

10	Asha	Bobb-Semple	Environmental Foundation of Jamaica (EFJ)	Jamaica	876 960 6744 876 372 8693 876 789 9574 (mobile)	aibsemple@hotmail.com
11	Charmaine	Webber	Environmental Foundation of Jamaica (EFJ)	Jamaica	876 960 6744 876 874 4109	cwebber@efj.org.jm
12	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
13	Donatian	Gustave	Ministry of Agriculture Lands Forestry and Fisheries	Saint Lucia	758 724 0896 758 284 2765 (mobile)	choulu79@gmail.com
14	Fitzgerald	Providence	Ministry of Agriculture, Forestry and Fisheries	St. Vincent and the Grenadines		fitzpro@yahoo.com
15	Emile Lemuel	Pemberton	Nevis Turtle Group	St. Kitts and Nevis	869 665 1814	mugabe@hotmail.com
Facilitators						
16	Nicole	Leotaud	Caribbean Natural Resources Institute (CANARI)	Trinidad and Tobago	868 626-6062	nicole@canari.org
17	Anna	Cadiz	Caribbean Natural Resources Institute (CANARI)	Trinidad and Tobago	868 626-6062	anna@canari.org

APPENDIX 3 – AGENDA



**Caribbean Natural Resources Institute (CANARI)
Second Mentor Workshop
16 - 19 July 2012
Grenada Grand Beach Resort, Grenada**

AGENDA

WORKSHOP OBJECTIVES

By the end of the workshop, Mentors will have:

- shared their experiences in mentoring since the orientation workshop in October 2011;
- applied an Action Learning approach to learn more about mentoring;
- provided peer coaching and training to other mentors;
- enhanced understanding of the different stages of NGO development;
- built capacity in carrying out a community needs assessment;
- strengthened skills and knowledge in monitoring and evaluation;
- participated in a participatory video process;
- agreed on next steps.

AGENDA

TIME	AGENDA ITEM	FACILITATOR
DAY 1: Monday 16 July 2012		
8:30 – 9:00	Registration and collection of per diems	Anna Cadiz
9:00 – 9:45	Welcome and expectations	Anna Cadiz
9:45 – 10:15	Break	
10:15-12:00	Sharing, participant updates and review of national mentor workshops	Anna Cadiz
12:00 – 1:00	Lunch	
1:00 – 1:15	Energiser	Nicole Leotaud
1:15 – 2:30	Stages of NGO development	Nicole Leotaud
2:30 – 2:45	Break	
2:45 – 3:45	Doing a community needs assessment	Nicole Leotaud
3:45 – 4:30	Introduction to and preparation for field visit	Nicole Leotaud
DAY 2: Tuesday 17 July 2012		
10:45	Participants meet in hotel lobby	
11:00	Bus leaves hotel to Belmont Estate	
12:00 – 3:30	Lunch and tour at Belmont Estate	
3:30 – 5:00	Community-guided tour of Levera protected area	
5:00 – 7:00	Meeting Rose Hill and SPECTO community groups &	

	performing needs assessment	
7:00 – 8:00	Dinner with Rose Hill and SPECTO groups, leave to return to hotel	
DAY 3: Wednesday 18 July 2012		
8:30 – 10:00	Debrief of Day 1 and Day 2, and analysis of lessons and recommendations	Anna Cadiz
10:00 – 10:30	Break	
10:30 – 12:00	Action learning on mentoring	Nicole Leotaud / Anna Cadiz
12:00 – 1:00	Lunch	
1:00 – 1:15	Energiser	Nicole Leotaud
1:15 – 1:45	Introduction to Monitoring and Evaluation	Nicole Leotaud
1:45 – 3:00	Identifying results: outputs, outcomes and impacts	Nicole Leotaud
3:00 – 3:15	Break	
3:15 – 4:30	Measuring results	Nicole Leotaud
DAY 4: Thursday 19 July 2012		
8:30 – 9:30	Debrief of Day 3	Anna Cadiz
9:30 – 10:15	Introduction to using participatory video as a tool for monitoring and evaluation	Nicole Leotaud
10:15 – 10:45	Break	
10:45 – 12:00	Doing a participatory video to evaluate the mentoring experience in this project	Nicole Leotaud
12:00 – 1:00	Lunch	
1:00 – 1:45	Video filming continued	Nicole Leotaud
1:45 – 2:00	Break	Nicole Leotaud
2:00 – 3:30	Screening of footage and rough editing Debrief on participatory video as a facilitation tool	Nicole Leotaud
3:30 – 4:30	Reflection and workshop evaluation Next steps Thanks and close	Anna Cadiz

APPENDIX 4 – THE SEVEN BLIND MEN AND THE ELEPHANT

The Seven Blind Men and the Elephant

(adapted from the ancient Indian parable by J.G. Saxe, 1867)

Once, long ago, seven blind men and their teacher went to “see” an elephant. The teacher directed six of them to different parts of the elephant. The first blind student reached out and felt the elephant’s trunk. “Oh!” he exclaimed, “the elephant is like a big snake!”

The teacher just smiled and said nothing.

The second student slid his hands down a great long tusk and found its pointed end. “No,” he said, “the elephant is like a long curved spear!”

The third student explored the elephant’s broad ear with his hands. “You are both wrong. It is like a hand fan,” he said.

The fourth student was reaching wide with both hands, feeling the immense side of the animal. “None of you can be right – the elephant is the size of a house!” he exclaimed.

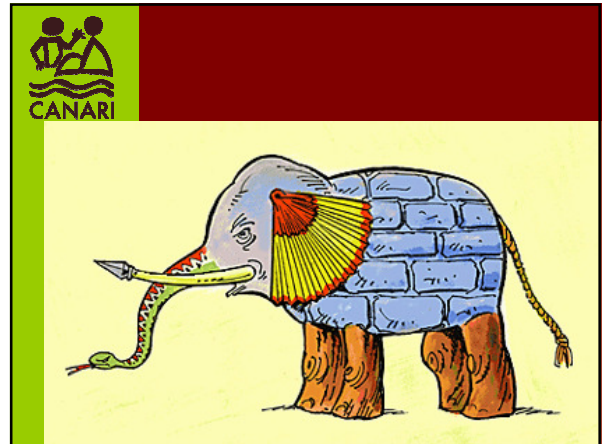
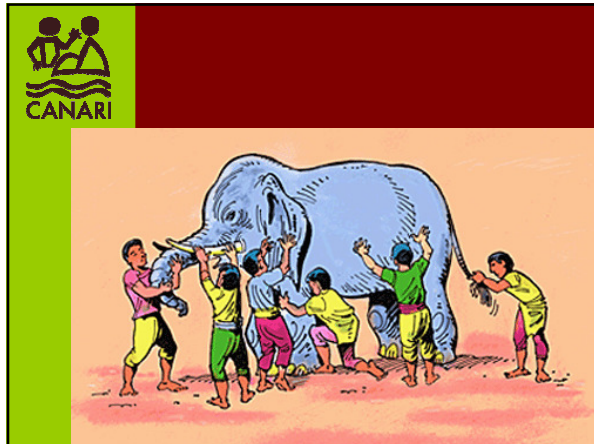
The fifth man was sitting on the ground with his arms wrapped around the elephant’s leg. “No, no,” he insisted. “The elephant is like a big tree with a rough bark.”

The sixth man had his hands around the elephant’s tail. “Don’t be silly,” he said. “It’s like a big strong rope!”

The seventh man had not been allowed to touch the elephant. He sat on the ground next to the teacher. “All of you are right and wrong at the same time,” he said thoughtfully. “Each of you has held a different part of the same animal. The elephant is the sum of its very different parts. You need to put them all together to know what an elephant really is.”

The teacher just smiled.

Appendix 5: Drawing of the Seven Blind Men and the Elephant



Appendix 6 – Mentor update from Antigua and Barbuda

Mentoring Report

Brian Cooper

CANARI Mentoring Programme
Training Workshop

Grenada
2012, July 16 - 19

Recent Mentoring Activities - 1 *Environmental Awareness Group*

- ▶ Continued my role as member on Board of Management.
- ▶ As senior member on the Board and with most members relatively new to the organisation, my contribution has included
 - Providing an "institutional memory"
 - Taking lead in liaison activities with government agencies and other institutions
 - Serving on committee organising the monthly field trip programme and leading some of these trips

Recent Mentoring Activities - 2 *Friends of Body Ponds*

- ▶ FOBP is a new CSO set up to stimulate interest and coordinate activities among the communities in the Body Ponds watershed area.
 - Area is located in central Antigua
 - Has been historical source of water for Antigua
 - Possesses significant scenic and bio-diversity resources
 - One or two communities attempted to develop eco-tourism related projects.
 - Environment Division, (MoA) involved in watershed rehabilitation work interested in supporting these initiatives – SIRMM project



Friends of Body Ponds - ctd

- ▶ FOBP is intended to provide a coordinating and leadership role for the community organisations in the watershed
- ▶ Four Communities represented - John Hughes, Swetes, Buckleys and Bendals
- ▶ The FOBP has developed a constitution but does not seem able to mobilise itself. Previous meetings with several of the Committee, had revealed a lack of communication among members

Appendix 6 – Mentor update from Antigua and Barbuda

Friends of Body Ponds - ctd

- ▶ Have approached them and offered my assistance in getting the organisation
- ▶ Have had a preliminary meeting where I described my ideas for a programme of organisation building.
- ▶ Acceptance by members present, but it will have to be taken to the Board for a decision.


Work with Swetes Community group

- ▶ Involvement centered around some training sessions on use of Body Ponds natural resources
- ▶ Visioning exercise on what they thought was valuable about Body Ponds
- ▶ Field trip to the area to stimulate their ideas
- ▶ Subsequent sessions on looking a possible projects
- ▶ Assistance with some technical inputs including maps and GIS information to do some community mapping



Appendix 7 – Mentor update from Barbados



MENTORING EXPERIENCE UPDATE (BARBADOS)



Katherine "Katie" Blackman, CERMES

Main opportunities


- Conset Bay Pilot Project
 - Develop a strengthening initiative for Conset Bay fishing community
 - Proposed Conset Bay advocacy group
- National workshop for civil society organisations for projects on biodiversity conservation
 - Held on June 30th 2012 at CERMES, UWI
 - Only 5 of the 8 organisations attended. A total of 10 participants.



Main opportunities



Main opportunities

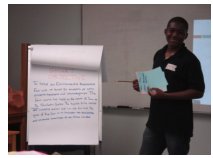


Key results of workshop & mentoring

- Good understanding of CEPF and the possibilities of funding for work in biodiversity conservation.
- Participants thought the workshop was useful as they now have a basic understanding of proposal writing; most of them have never written proposals.
- Participants found it useful to learn about the needs and priorities for biodiversity conservation.
- Build rapport with participants and approach to be a mentor.

Lessons learned

- Icebreakers are important for building rapport.
- Mentor must be extremely attentive and be an active listener.
- Mentor should always be positive and encourage/praise others' efforts.
- Time management is important.
- Knowing your audience is important.
- Always be prepared and be a spontaneous thinker as situations evolve.



Appendix 8 – Mentor update from Haiti

Mentoring action in Haïti

Civil protection against natural disasters
and environmental education

Environmental education Project in Forêt-des-Pins Forest Reserve

Integration of the ecological heritage and biodiversity of Forêt-des-Pins into the communities school programs

– **Goal:** Train future ecocitizens of Forêt-des-Pins and develop the youth's interest in knowledge about the ecological heritage of the Pine Forest and ecosystem services it provides to communities, develop in them a sense of belonging and responsibility towards the ecological heritage

Activities and methods

Provide appropriate tools and teaching methods, in a way to increase their capacity to transmit environmental and ecological information about Forêt-des-Pins, in which they live in and live of.

Help them set up a Consultative and Active Committee on the Environment (CACE) composed of educators, teachers, students, parents, representatives of agricultural community based associations and community.

- keep a diary as a mean of expression,
- exploration of the school's living environment and creation of a map of it
- establish an environmental policy,
- organize an ecological tour for the students,
- exposure to exchange and share information, ideas and opinions with other members of the community

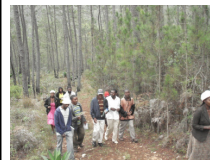
Teachers of 6 schools of Forêt-des-Pins and 6 representatives of CBOs



Mentoring actions :

listening – encouraging discussions – giving a great value to their work and the role they can have in transforming their reality by themselves – nurture positivity and reject fatality

- **Give voice** to teachers about the daily reality of the community of Forêt des Pins and about the feelings evoked by this living ;
- **Emphasize teachers' knowledge** about their environment ;
- Give teachers a **taste of transmitting knowledge** and know-how on biodiversity in the Forêt des Pins ;
- Teachers to **recognize the heritage value** of the Forêt des Pins ;
- Let the teachers **be aware of the importance of maintaining the ecological balance** of this unique ecosystem in Haiti and the world, for them and the next generation.



Appendix 8 – Mentor update from Haiti

Mentoring action in Civil protection and natural disaster management

- try to better support communities to cope with natural disasters
- how to use their leadership to make changes in behavior to protect their environment in order to make it resilient

Action learning :

Better communication tools with and within the groups – inspired from action learning experience from previous workshop (ice breakers...)



Appendix 9 – Mentor update from St. Kitts and Nevis

The Mentor Experience 29/05/12,
survey of nesting turtle population



Gingerland Men's Wellness Group,
Promoting Healthier lifestyles for men



Help to conserve our marine resources
such as the Caribbean Spiny Lobster



Fishing in the off sea turtle nesting
season, youngsters from the area



Schools Environmental Education
Programme: Planting red mangrove



In-Water tagging of foraging sea turtle
population 28/03/12



Appendix 10 - Recap of Action Learning




RECAP OF ACTION LEARNING




Action learning

Action learning is a **process** that involves a small group working on real problems, taking action, and learning while doing so. It is a powerful **programme** that creates dynamic opportunities for individuals, teams, leaders and organisations to successfully adapt, learn and innovate.



Key concepts of action learning

- Learning and team development as important as solving the problem
- Groups charged with implementing solution as well as solving the problem
- Membership not reserved to experts or involved people



Key concepts con't

- Questions form a critical part of process
- Learning Coach who helps members to achieve clarity and optimise learnings
- Urgent and complex problems requiring unique systems thinking



Benefits of action learning

- Develops leaders and teams of leaders
- Promotes and facilitates problem solving
- Develops systems-thinking and creativity
- Builds teams
- Creates learning cultures and learning organisations

2-9. There is a clearly defined time-limit to Board member mandates that does not exceed 3 years.	0.0		0.0
2-10. Board members may not serve more than 2 - 3 mandates.	0.0		0.0
2-11. The Board enhances the credibility and transparency of the Organization.	0.0		0.0
2-12. The Board plays an active leadership role for the Organization.	0.0		0.0
2-13. The Board has the capacity to play key roles, such as fundraising and advocacy.	0.0		0.0
2-14. The policies proposed by the Board of Directors serve the interests of the Organization's primary beneficiary groups.	0.0		0.0
2-15. The Board has the potential to mobilize its membership to fulfill their Board responsibilities.	0.0		0.0
2-16. The Board has the potential to negotiate proposals with external partners.	0.0		0.0
2-17. The Board exercises its rights and responsibilities according to the Organization Statutes and Internal Regulations.	0.0		0.0
2-18. The Board recognizes the value of building the organizational capacity of the Organization.	0.0		0.0
2-19. The Board is actively involved in defining the fundraising strategy of the Organization.	0.0		0.0
2-20. The Board meets regularly in accordance with the Organization Statutes.	0.0		0.0
2-21. The Board participates in the strategic planning process of the Organization.	0.0		0.0
2-22. The Board is actively involved in approving multiple year and annual plans of the Organization.	0.0		0.0
2-23. The Board is actively involved in reviewing quarterly reports on the Organization's progress on annual plan implementation.	0.0		0.0
A3. Fiscal Committee	0.0		0.0
3-1. The Organization has a Fiscal Committee	0.0		0.0
3-2. There is no overlap between the membership of the Fiscal Committee and the Board and/or staff membership	0.0		0.0
3-3. The members of the Fiscal Committee have the right type of skills and experience that enable them to play an effective role in fiscalizing the Organization's work.	0.0		0.0
3-4. The members of the Fiscal Committee are not paid for their participation on the Committee.	0.0		0.0
3-5. The Fiscal Committee systematically analyzes the financial management system, budgets, and financial reports of the Organization.	0.0		0.0
3-6. The Fiscal Committee defines policies that ensure that the Organization follows transparent accounting practices.	0.0		0.0
3-7. The Fiscal Committee conducts an internal audit of the Organization's books at least once a year.	0.0		0.0
3-8. The Fiscal Committee ensures that an external audit is conducted of the Organization's books by a reputable auditing firm at least once every two years.	0.0		0.0
A4. The Executive Team	0.0		0.0
4-1. Members of the Executive Team are recruited through a competitive and transparent process.	0.0		0.0
4-2. The Executive Team is responsible for implementing the philosophy of the Organization.	0.0		0.0
4-3. The Executive Team is consulted by the Board as they define the Organization's policies.	0.0		0.0
4-4. The Executive Team is accountable to the Board of Directors.			
4-5. The Executive Team systematically reports to the Board of Directors and the Fiscal Committee.	0.0		0.0
4-6. The Executive Team has an effective internal information management system that is well adapted to the needs of the Organization.	0.0		0.0
4-7. The Organization has internal administrative manuals that help guide the Executive Team in its day to day management.	0.0		0.0
4-8. The administrative guidelines outlined in the manuals are followed.	0.0		0.0
4-9. The Executive Team implements the activities outlined in the strategic plan and annual plan.	0.0		0.0
4-10. The Executive Team develops annual budgets for approval by the Fiscal Committee and Board.	0.0		0.0
4-11. The Executive Team spends funds in accordance with the approved annual budgets.			
4-12. The Executive Team actively involves key members of its staff in the planning process.	0.0		0.0
A5. Mission and Goals	0.0		0.0

5-1. The Organization has a Strategic Plan that guides its work over the medium and long-term.	0.0		0.0	
5-2. The Organization has a clearly defined vision and mission that guides all of its work.	0.0		0.0	
5-3. The Organization has a few clearly defined program goals that are compatible with its mission.				
5-4. The Board members, staff and beneficiaries of the Organization have a clear understanding of the Organization's vision, mission, and goals.	0.0		0.0	
5-5. The Organization actively involves the Board, Fiscal Committee, staff, beneficiaries and other key stakeholders in their planning processes.	0.0		0.0	
A6. Beneficiary Group	0.0		0.0	
6-1. The Organization has a clearly defined beneficiary group.	0.0		0.0	
6-2. The Organization's beneficiary group includes Orphans and Vulnerable Children.				
6-3. The Organization involves representatives of its beneficiary group(s) as key partners.	0.0		0.0	
6-4. The Organization conducts regular assessments of the needs of its beneficiary groups and the findings are used for planning purposes.	0.0		0.0	
6-5. Women and girls are adequately represented among those who benefit from the Organization's programs.	0.0		0.0	
6-6. The beneficiary group is regularly involved in the Organization's planning processes.	0.0		0.0	
A7. Leadership	0.0		0.0	
7-1. The Executive Team has a very clear understanding of its responsibilities and its relationship to the Board and the Fiscal Committee.	0.0		0.0	
7-2. The Executive Team encourages staff participation in decision-making.	0.0		0.0	
7-3. The Organization's decision-making process is transparent.	0.0		0.0	
7-4. The Executive Team delegates decision-making to relevant staff as appropriate.	0.0		0.0	
7-5. The Executive Leadership is accessible to the staff.	0.0		0.0	
7-6. The Executive Team is conscious of the need to build the organizational capacity of the Organization.	0.0		0.0	

B. Human Resources	0.0		0.0	
B1. Staff	0.0		0.0	
1-1. The personnel recruitment process is clearly defined, competitive, and followed.	0.0		0.0	
1-2. Each staff members has a written job description that clearly defines his/her responsibilities, tasks, and reporting relationships.	0.0		0.0	
1-3. The staff exercise their functions in accordance with their job descriptions.	0.0		0.0	
1-4. The talents, skills and experience of the staff is consistent with the mission and programs of the Organization.	0.0		0.0	
B2. Human Resource Development	0.0		0.0	
2-1. The Organization incorporates staff training as a part of its annual plan.	0.0		0.0	
2-2. The staff training plan is based upon the training needs of the Organization.	0.0		0.0	
2-3. The staff training plan is funded.	0.0		0.0	
2-4. Staff training is considered a priority for the Organization.	0.0		0.0	
2-5. Once trained staff have many opportunities to put into practice the knowledge acquired.	0.0		0.0	
B3. Internal Work Style	0.0		0.0	
3-1. Staff meetings are held on a regular basis.	0.0		0.0	
3-2. Staff participate in executive decisions.	0.0		0.0	
3-3. Group work is promoted.	0.0		0.0	
3-4. The staff is encouraged to take initiative.	0.0		0.0	
B4. Gender Issues	0.0		0.0	
4-1. Men and Women are evenly represented on the staff, within the Executive Team and on the Board and Fiscal Committee.	0.0		0.0	

B5. Diversity Issues	0.0		0.0	
5-1. The management and the staff understand and respect the habits and customs of the beneficiary groups.	0.0		0.0	
B6. Supervision	0.0		0.0	
6-1. Each staff member meets with his or her supervisor at least once a month for orientation and feedback on his/her work.	0.0		0.0	
6-2. Staff receive a formal performance evaluation from their supervisor at least once a year.	0.0		0.0	
6-3. Promotions and raises are based upon the results of the performance evaluations.	0.0		0.0	
B7. Salaries and Benefits	0.0		0.0	
7-1. The Organization has a clearly defined salary scale which determines how much staff are paid.	0.0		0.0	
7-2. Staff salaries are competitive.	0.0		0.0	
7-3. The Organization offers its staff a competitive benefits package.	0.0		0.0	

C. Financial Management	0.0		0.0	
C1. Accounting	0.0		0.0	
1-1. The Organization has a clearly defined Chart of Accounts.	0.0		0.0	
1-2. All transactions are coded in accordance with the Chart of Accounts.	0.0		0.0	
1-3. The Organization's Accounting System enables it to report by project.	0.0		0.0	
1-4. The Organization's Accounting System enables it to report by donor.	0.0		0.0	
1-5. The Organization's Accounting System enables it to handle more than one currency.	0.0		0.0	
1-6. Cash and bank transactions are filed separately.	0.0		0.0	
1-7. The Organization follows donor requirements in terms of opening separate accounts.	0.0		0.0	
C2. Budget	0.0		0.0	
2-1. The Organization has an annual budget.	0.0		0.0	
2-2. The annual budget is approved by the Board and Fiscal Committee.	0.0		0.0	
2-3. The annual budget is fully funded.	0.0		0.0	
2-4. Expenses are made in accordance with the annual budget.	0.0		0.0	
2-5. Expenses against budget are analyzed at least quarterly	0.0		0.0	
2-6. The Organization has a staff-person or management unit specifically responsible for budget management.	0.0		0.0	
C3. Financial Control and Inventory Management	0.0		0.0	
3-1. Cash transactions are kept to a minimum	0.0		0.0	
3-2. Cash is kept in a locked safe that requires two people to open.	0.0		0.0	
3-3. The cashier keeps a cash book documenting all cash transactions.	0.0		0.0	
3-4. All cash transactions are documented by a receipt that shows who disbursed the funds, who received the funds, who authorized the funds and how the funds will be spent.	0.0		0.0	
3-5. A person may not receive a cash advance if s/he already has an outstanding advance.	0.0		0.0	
3-6. Cash advances are only cancelled when adequate receipts and change are submitted.	0.0		0.0	
3-7. Bank checks are signed by at least two people, neither of whom is directly responsible for preparing financial reports.	0.0		0.0	
3-8. Bank payments are reviewed and authorized by someone who checks that proposed disbursement is in accordance with the approved budget.	0.0		0.0	
3-9. All fixed assets are coded and incorporated in a fixed asset inventory control.	0.0		0.0	
3-10. Consumption of office and other supplies is managed by an inventory control system.	0.0		0.0	

3-11. Internal audits are conducted at least once a year by the Fiscal Committee.	0.0		0.0
3-12. External Audits are conducted by a reputable firm at least once every two years.	0.0		0.0
3-13. Expenses are controlled by project and donor.	0.0		0.0
3-14. Competitive procurement practices are followed for all purchases over \$500.	0.0		0.0
C4. Financial Reports	0.0		0.0
4-1. The Organization produces internal monthly financial reports	0.0		0.0
4-2. The monthly reports are prepared by staff who have a strong accounting background.	0.0		0.0
4-3. The monthly reports are reviewed and approved by the Executive Director.	0.0		0.0
4-4. Quarterly financial reports are submitted for the review and approval of the Fiscal Committee.	0.0		0.0
4-5. The financial report includes a balance sheet.	0.0		0.0
4-6. The financial report includes a cash reconciliation.	0.0		0.0
4-7. The financial report includes a bank reconciliation.	0.0		0.0
4-8. The financial report includes a statement of expenses against budget.	0.0		0.0
4-9. Expenses are reported by project.	0.0		0.0
4-10. Expenses are reported by donor.	0.0		0.0
4-11. The financial reports are used to assist the budgeting process.	0.0		0.0
4-12. The Organization presents a full financial statement in its annual report for public consumption.	0.0		0.0
4-13. The Organization prepares and submits accurate financial reports to donors in a timely fashion.	0.0		0.0
D. Programs	0.0		0.0
D1. Program Development	0.0		0.0
1-1. The staff, beneficiary groups and other key stakeholders are involved in the identification and design of programs.	0.0		0.0
1-2. All of the Organization's existing programs have written annual plans.	0.0		0.0
1-3. All program plans include goals, objectives, results, activities and inputs.	0.0		0.0
D2. Sectoral Expertise	0.0		0.0
2-1. The Organization has a clear sectoral focus on the assistance of Orphans and Vulnerable Children.	0.0		0.0
2-2. The Board, Executive and staff of the Organization are recognized by their partners as being highly skilled and credible in the design and management of OVC projects.	0.0		0.0
D3. Beneficiary Group Involvement	0.0		0.0
3-1. The Organization's priorities are defined in collaboration with representatives of the OVC groups to be targeted.	0.0		0.0
3-2. The beneficiary groups targeted by this program are actively involved as true partners in program implementation.	0.0		0.0
3-4. The Organization has appropriate channels for reaching the NGOs and other agencies that serve the targeted beneficiary groups.	0.0		0.0
3-5. The Organization is able to reach the end beneficiaries through these NGOs and other agencies.	0.0		0.0
D4. Program Monitoring and Evaluation	0.0		0.0
4-1. All of the Organization's existing programs have clearly defined indicators of success.	0.0		0.0
4-2. Data to measure these performance against indicators is gathered and analyzed regularly.	0.0		0.0
4-3. The results of the monitoring process are used to make program adjustments.	0.0		0.0
4-4. The Organization has performed internal evaluations of program impacts.	0.0		0.0
D5. Program Reports	0.0		0.0
5-1. Internal program reports are prepared at least quarterly.	0.0		0.0
5-2. Program reports are reviewed and approved by the Executive Director and the Board.	0.0		0.0

5-3. The Organization presents high quality, tailored reports to its donors in a timely fashion.	0.0		0.0
5-4. The Organization publishes the results of its program evaluations.	0.0		0.0

E. External Relations and Partnerships	0.0		0.0
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E1. Relationship with the Beneficiary Groups	0.0		0.0
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1-1. The Organization has credibility in the eyes of the vulnerable groups it has served to date.	0.0		0.0
1-2. The Organization has a very good understanding of the needs and capabilities of the vulnerable groups it currently serves.	0.0		0.0

E2. Relationship with NGO partners	0.0		0.0
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2-1. The Organization has credibility in the eyes of the national and international NGOs with whom it collaborates.	0.0		0.0
2-2. The Organization has worked in partnership with local and international NGOs in the past.	0.0		0.0
2-3. The Organization has experience involving NGO partners in advocacy networks serving the interests of its beneficiary groups.	0.0		0.0

E3. Relationship with Government Partners	0.0		0.0
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3-1. The Organization works collaboratively with all of the key government agencies responsible for some aspect of social assistance for the vulnerable groups it currently targets.	0.0		0.0
3-2. The Organization has credibility in the eyes of its partners government agencies.	0.0		0.0
3-3. The Organization is insulated from political pressures that might inhibit its ability to meet its objectives.	0.0		0.0

E4. Relationship with Donors and the Private Sector	0.0		0.0
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4-1. The Organization has a diversified funding base.	0.0		0.0
4-2. The Organization is well respected by its current and potential donors.	0.0		0.0
4-3. The Organization is able to have a free and open dialogue with its donors.	0.0		0.0
4-4. The Organization has received support for its programs from the private sector.	0.0		0.0

E5. Public Relations	0.0		0.0
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5-1. The Organization has skills and experience in promoting its image.	0.0		0.0
5-2. The Organization has a clearly defined image that is well known.	0.0		0.0
5-3. The Organization disseminates information on its programs to the public.	0.0		0.0

E6. Press Relations	0.0		0.0
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6-1. The Organization makes use of the press to promote its own public image.	0.0		0.0
6-2. The Organization is often contacted by the press to comment on an issue relevant to its mission.	0.0		0.0
6-3. The Organization uses the press for public education purposes about issues related to its mission.	0.0		0.0

F. Sustentability	0.0		0.0
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F1. Program Sustentability	0.0		0.0
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1-1. The NGOs that the Organization has worked with in the past have always participated with cash or inkind support for their programs.	0.0		0.0
1-2. The programs started by the Organization have been turned over to the beneficiaries for on-going management.	0.0		0.0
1-3. The Organization prepares its NGO and community partners to take over responsibility for its programs.	0.0		0.0

F2. Institutional Sustentability	0.0		0.0
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2-1. The Organization has a clear understanding of its role within the Social Assistance arena.	0.0		0.0
2-2. The Organization actively supports the development of civil society.	0.0		0.0
2-3. The Organization is an active member of fora and networks with organizations that share its concern for the vulnerable groups it targets.	0.0		0.0

2-4. The Organization has linkages to universities and other relevant research insitutions.	0.0		0.0	
2-5. The Organization has the capacity to adapt its organizational structure according to changing needs.	0.0		0.0	
F3. Financial Sustainability	0.0		0.0	
3-1. The Organization has the ability to develop a diversified funding base capable of sustaining its programs over the long-term.	0.0		0.0	
3-2. The Organization has engaged in income generating activities as a means of limiting its dependence on donors.	0.0		0.0	
4-3. The Organization has a clearly defined fundraising strategy.	0.0		0.0	
4-4. The Organization has the capacity to successfully implement this strategy.	0.0		0.0	
4-5. The Organization has the capacity to write successful fundraising proposals.	0.0		0.0	

Appendix 12 – NGO Characteristics Assessment for Recommended Development” (NGO CARD)

CHARACTERISTICS ASSESSMENT FOR RECOMMENDED DEVELOPMENT (NGO CARD)

Source: Foundation for Civil Society’s “NGO Characteristics Assessment for Recommended Development” (NGO CARD). Downloaded from <http://www.setoolbelt.org/resources/34> on July 10 2012.

	START UP ORGANIZATIONS	YOUNG ORGANIZATIONS	GROWING ORGANIZATIONS	MATURE ORGANIZATIONS
GOVERNANCE				
Board <ul style="list-style-type: none"> - who provides overall policy direction for the NGO - who provides oversight of the NGO management - does the board fund raise - does the board assist with public relations activities - what is the variety of board members-expertise & experience - how often do the board members meet - how are board members selected 	<ul style="list-style-type: none"> • No board providing oversight. • No differentiation between oversight and management roles. • The NGOs constituency is not represented. • No one is assisting management to connect with and influence public opinion and/or legislators or raise funds for the NGO. • Meetings are infrequent and/or irregular. • Board members are founders. 	<ul style="list-style-type: none"> • Board identified, but only attending meetings, not yet playing a leadership role. • Not influencing public opinion or legislators. • Attempting to micro-manage NGO rather than provide oversight. • Doesn't have awareness of constituency needs. • Board members selected by founders. • Meetings more regular. 	<ul style="list-style-type: none"> • Board membership stable or improving. • Differentiation between Board's role and that of management. • Has some members who are leaders in NGO's field. • Beginning to influence public opinion and/or legislators, fund-raise, and perform public relations activities. Aware of responsibilities to provide oversight and constituency representation, but is not doing so. 	<ul style="list-style-type: none"> - Board composition includes leaders in the field of organization's mission as well as those capable of providing policy direction, fund-raising, public relations, and lobbying. - Has mechanisms in place for obtaining appropriate input from constituency and for monitoring organizational planning and functioning in relation to mission.
Vision/Purpose <ul style="list-style-type: none"> - does the NGO have a mission statement - how did the NGO decide that this purpose was needed - is it possible to realize NGOs purpose - do the programs reflect the stated purpose 	<ul style="list-style-type: none"> • There is only a vague idea of the mission of the NGO and the contribution it is attempting to make. • This idea is held by only a few management and/or Board people. • There may be activities conducted by members of the NGO, which seem unrelated to the mission. 	<ul style="list-style-type: none"> • The vision or purpose may be clarified internally, but not widely known by public. • Staff may perform functions that support the mission but there is no systematic annual planning or design of job functions based on the mission. 	<ul style="list-style-type: none"> • The vision is clear to staff, constituents and outsiders and strategies and objectives are based on it. • Operational planning is conducted by management and linked to the budgeting process, but without staff or constituents' input. 	<ul style="list-style-type: none"> • The vision is clear to staff, constituents and outsiders. • Strategies are coordinated with the mission and take the form of statements as to how it will be achieved, and readily translate that into a set of clear program objectives.

	START UP ORGANIZATIONS	YOUNG ORGANIZATIONS	GROWING ORGANIZATIONS	MATURE ORGANIZATIONS
<p>Constituency</p> <ul style="list-style-type: none"> - to what extent does the purpose of the NGO reflect the real needs of the community or constituency it serves - how is this verified - what information has been gathered - how was the information gathered - is the NGO an advocate for its constituents 	<ul style="list-style-type: none"> • Links with constituency are weak. • They are viewed by the NGO as worthy, but passive beneficiaries of the services of benefits of the NGO; not as potential partners. 	<ul style="list-style-type: none"> • Outreach to constituency improving, but only on an as needed basis. • Certain influential members of the constituency may be consulted and/or invited to participate in some decisions. • Some awareness of the need for legislative and/or institutional changes and support for constituents. 	<ul style="list-style-type: none"> • Well defined community base and constituency. • Needs and views of constituency are considered in planning and decision making. • NGO involved in lobbying and other advocacy functions on behalf of constituents. 	<ul style="list-style-type: none"> • Recognition of constituency as partners, and constituency regularly involved in review of organization's mission and strategies. • Regular survey of constituency needs with results integrated into planning process. • Full scale advocacy and lobbying functions
<p>Leadership</p> <ul style="list-style-type: none"> - Does management involve staff in designing the implementation of the NGO's mission - Does staff have input into program planning, policies and procedures - Does staff agree with founders' objectives 	<ul style="list-style-type: none"> • Within the NGO there are one or a few dynamic individual(s) controlling most functions. • Staff primarily provides technical input and usually understands work requirements only based on instruction from management. 	<ul style="list-style-type: none"> • Most decisions made by Board and management with some input from select staff. • Staff knows little of management decision-making process. • Leadership still controlling people through rewards and punishments and/or rules and procedures rather than with meaning and direction to staff and monitoring performance. 	<ul style="list-style-type: none"> • Management's relationship to staff is more consultative and decisions increasingly delegated to project personnel. • Basis for decision-making increasingly understood, but staff is not systematically involved. • Leadership's function seen as providing overall direction and monitoring of performance but still uses control methodology. 	<ul style="list-style-type: none"> • Board and management have clear understanding of roles and responsibilities which include developing a clear vision of the outcome or goal of the NGO and clearly and consistently articulating it. • Staff appropriately involved in direction and policy development and not just consulted on occasion



ORGANIZATIONAL MANAGEMENT				
<p>Information Management</p> <ul style="list-style-type: none"> - is there a system for collecting and analyzing data - is resulting information used for planning, decision making - how does NGO gather, use, disseminate, save, and retrieve information 	<ul style="list-style-type: none"> • No organization system exists for the collection, analysis, or dissemination of data in the NGO. • Information is collected randomly and manually. 	<ul style="list-style-type: none"> • A rudimentary electronic database system to manage information (MIS) is in place, but not used. • The potential use of data is not understood and computers may be used primarily for word-processing or spreadsheet work. 	<ul style="list-style-type: none"> • MIS operational, and staff has access. • System is primarily used for word-processing and bookkeeping but some staff understand database capability. • There is no mechanism for integrating MIS generated info into planning process. 	<ul style="list-style-type: none"> • MIS operational and data integrated into operational planning and decision-making. • There is improved project planning based on analysis of data provided through the system. • Data analysis capability exists.
<p>Operations</p> <ul style="list-style-type: none"> - Are there written policies and procedures - Is there an operating manual - What operations are formalized 	<ul style="list-style-type: none"> • Some informal system exists for getting things done, but it may not be complete or understood by staff, and it is not yet in writing. 	<ul style="list-style-type: none"> • Administrative procedures are being written down • Filing and recording systems are used, but not for all activities and there is no operating manual. 	<ul style="list-style-type: none"> • Administrative systems are functioning and there is an operations manual, although it is only updated as needed and is not accepted by management or staff as authoritative. 	<ul style="list-style-type: none"> • Operating manual reviewed as part of regular, strategic planning process and updated as needed. • It is accessible, flexible, and utilized by management and staff and considered the final word.
<p>Personnel</p> <ul style="list-style-type: none"> - Are these job descriptions - Is there a written employee manual - Are there evaluation/review policies - Are these salary guidelines - Is hiring a transparent process 	<ul style="list-style-type: none"> • There is no formal personnel administration system such as those to administer salaries or to record personnel data. • Formal employment procedures do not exist. 	<ul style="list-style-type: none"> • Basic personnel administration systems exist, but informal employment practices persist. • Positions are not advertised externally and there is no procedure for determining the qualifications for hiring and termination. 	<ul style="list-style-type: none"> • All personnel systems are formalized. • Occasionally informal mechanisms are used • There is little understanding of the need to integrate employment and personnel practices with the overall strategic planning process. 	<ul style="list-style-type: none"> • Personnel systems understood by staff, and staff opinion is part of policies and procedures. • Formal employment practices are utilized and reviewed so they are consistent with and support the NGO's mission, strategies, and policies.



<p>Planning</p> <ul style="list-style-type: none"> - Does the NGO do strategic planning - Does the NGO do organizational planning - Are staff and constituents involved in the planning - How often does NGO plan and review - Is planning measured against purpose statement 	<ul style="list-style-type: none"> • Planning ad hoc with limited participation from staff and constituents • Decisions and plans made without reference to the vision or the agreed upon strategies to achieve the vision • No assessment of needed resources, and few people make the decisions and plans without explanation to those who implement. 	<ul style="list-style-type: none"> • Annual operating plans are developed and reviewed throughout year primarily by management, but without connection to review of previous year or analysis of resource availability • There is little or no constituent or staff input and no review of job functions in relation to the annual plans. 	<ul style="list-style-type: none"> • Management conducts short-term operating and longer-term strategic planning and relates it to the NGO's purpose and vision • There may be some input from staff and constituents, but they are not involved in decision making. • There is some review of work achieved compared to objectives. 	<ul style="list-style-type: none"> • Based on the vision, strategies, and program objectives there is a review of previous year's achievements and analysis of resource availability. • Each project has annual operating plans which reflect the vision and are developed with staff and constituents • There is a regular review of long-term plans based on impact.
<p>Programs</p> <ul style="list-style-type: none"> - Who develops the NGO's programs - Are there systems for designing, implementing, monitoring, and evaluating the impact of project activities - Who is involved in program design 	<ul style="list-style-type: none"> • Program development largely donor driven and funded and managed on a project-by-project basis. • No systematic method for designing, implementing, monitoring, and evaluating the impact of project activities. • Often the requirements of the donor are inappropriately used. 	<ul style="list-style-type: none"> • Projects developed within an overall framework. • Occasional evaluations conducted, usually at request of donor. • Constituents role is only as recipient. • No system for reviewing the purpose and objectives of the projects, monitoring the actual implementation against planned activities, and measuring the real achievement and impact of the project. 	<ul style="list-style-type: none"> • Specific program approach used. • Sometimes this may be the system utilized by the donor or it may be one developed by the NGO, but it provides information required by donor. • Monitoring and evaluation conducted by staff. • Constituents consulted on program design and mobilized for implementation and evaluation. 	<ul style="list-style-type: none"> • Constituents serve as partners in comprehensive program design, implementation, and evaluation. • Integration of monitoring and evaluation systems information with impact evaluation. • Lessons learned are applied to future activities.
<p>Procedures</p> <ul style="list-style-type: none"> - How are procedures developed - Are systems and procedures regularly reviewed and modified to support changing plans and priorities of the NGO 	<ul style="list-style-type: none"> • Procedures are developed on an as-needed basis. • Staff and constituents may identify a variety of procedures that are unsatisfactory, but there is no method to identify problems or use suggestions to develop, modify, or change procedures. 	<ul style="list-style-type: none"> • Attempts made to develop/improve procedures on basis of complaints or suggestions. • No systematic collection and utilization of such information; it is done on an ad hoc basis. 	<ul style="list-style-type: none"> • Regular review and modification of procedures made using staff and external input. • Procedures written in manuals and introduced in orientation and training sessions. 	<ul style="list-style-type: none"> • External (donors/constituents) and internal (staff) surveys conducted to determine necessary procedural changes. • Staff continuously seeking best practice and are allowed time and opportunity to make improvements.



HUMAN RESOURCES				
<p><u>Staff</u></p> <ul style="list-style-type: none"> - Is there a clear assignment of responsibilities and tasks - Are the tasks assigned consistent with the vision of the NGO - Are things not getting done because they are not assigned 	<ul style="list-style-type: none"> • There is no particular process, or the process is income based, to determine relationship between the NGO's purpose and objectives, the work that needs to be done to achieve them and the human resources required. • The roles of existing staff and the assignment of work to them is unclear and changeable. • Staff fulfills responsibilities beyond their expertise and some essential tasks not carried out by anyone. 	<ul style="list-style-type: none"> • More specific coordination of responsibilities and tasks by management, but no analysis of total needs or review of job functions in relation to planning. • Some gaps exist between job skills required and those of existing staff. • Job descriptions do exist, but are usually based on supervisor's idea of work to be performed. 	<ul style="list-style-type: none"> • Jobs well defined and documented in regularly updated job descriptions or team assignments. • All basic skills required to perform these functions are covered by staff. • Some human resource planning does take place but still not integrated with planning process. 	<ul style="list-style-type: none"> • Organization-wide analysis of work requirements conducted and regularly reviewed and updated. • Update is linked to planning priorities and there is a clear relationship between the current objectives of the NGO and the functions to be performed by staff. • All skill areas competently covered and capacity exists to contract out for other needed skills. • Performance is also monitored and decisions about training and promotion are based on needs identified in human resource plan.
<p><u>Work</u></p> <ul style="list-style-type: none"> - Is the staff involved in the review of how the work is organized and jobs assigned - Does a chart exist which shows the most significant units or functions of the NGO - Is work organized by only one person - Are there cross-staff linkages and planning 	<ul style="list-style-type: none"> • Little understanding of necessity to organize work beyond issuing directives. • No mechanisms in place to coordinate work activities among different staff positions. • Little understanding of need (or what it means) to work as a team. 	<ul style="list-style-type: none"> • Work organized by supervisors. • Little attention paid to work flow or plans. • Individual or project plans developed, but not coordinated across positions, functions, or expertise. 	<ul style="list-style-type: none"> • A variety of work methods are utilized. • Staff is recognized as being able to make useful suggestions about how their own work should be organized. • Teamwork encouraged and work plans shared among projects. 	<ul style="list-style-type: none"> • Teams are self-directed in that they organize their own work around clear understanding of organization's mission and strategies. • There is a formal mechanism in place for inter-team linkages and inter-team planning, coordination, and work review.



<p>Performance</p> <ul style="list-style-type: none"> - Are there performance assessment systems used - Is training provided for staff - Is staff assigned and promoted according to performance - Is staff planning integrated with strategic planning 	<ul style="list-style-type: none"> • No assessment of performance conducted and therefore no planning done to change or improve the performance of staff through work planning, training, development, and promotion. • No understanding of the relationship between staff performance and the achievement of NGO purpose and objectives. 	<ul style="list-style-type: none"> • Staff evaluation system may exist, but not necessarily based on performance of job requirements as documented in job description. • Better match between staff position and skill requirements. • Resources identified for ad hoc training. 	<ul style="list-style-type: none"> • Performance-based appraisal system in place. • Performance appraisals conducted by employee and supervisor. • Staff assigned and promoted according to performance. • Staff development needs assessed and training plan exists. 	<ul style="list-style-type: none"> • Performance-based assessment system meets needs of human resource plan. • Training plans regularly updated according to performance improvement and career development needs of individual and organization. • Human resource planning integrated with strategic plan.
<p>Salary</p> <ul style="list-style-type: none"> - How are jobs valued - Are salaries based on internal value system - Are salaries based on performance - Is any market analysis performed 	<ul style="list-style-type: none"> • No system of salary and benefits. • Jobs are not classified internally or given comparative value in relation to each other. • Salaries are not determined on the basis of the market value of the work done or performance of individuals. 	<ul style="list-style-type: none"> • Salary and benefit system rewards staff according to job title not work performed. • Salaries not necessarily competitive with those in market. 	<ul style="list-style-type: none"> • Job classified according to an internal performance value system and salaries are based on this classification. • Salary increases based on job performance. 	<ul style="list-style-type: none"> • Salaries and reward systems sufficiently competitive to attract and retain highly skilled staff.
<p>Teams</p> <ul style="list-style-type: none"> - Is staff trained in conflict recognition and resolution techniques - Does staff work as a team(s) 	<ul style="list-style-type: none"> • Staff relationships not recognized as a factor that impacts the NGO's purpose. • Conflict is not addressed. • There is little awareness of the available practices and techniques and need to cultivate a positive and enabling work environment. 	<ul style="list-style-type: none"> • Focus is on individual achievement. • Little understanding of the value of collaborative work. • Management attempts to mediate conflict, but mediation techniques and conflict resolution methods regarded as unnecessary. 	<ul style="list-style-type: none"> • Recognition of need to foster collaborative work environment. • Grievance procedures in place. • Supervisors trained in mediation techniques. • Inter-personal skills and group training provided on an as-needed basis. 	<ul style="list-style-type: none"> • Organizational development recognized as a legitimate NGO management function. • NGO has policies and methods to develop skills and manage relationships and performance. • All staff trained in conflict recognition and resolution techniques.



<p>Communications</p> <ul style="list-style-type: none"> - Does staff meet regularly - Do staff meetings have an agenda - Are minutes taken at staff meetings 	<ul style="list-style-type: none"> • Meetings irregular, dominated by interest of few, do not have predetermined purpose/agenda, and do not reach concrete conclusions. • Staff provides technical input only and are not involved or informed of decisions. • No system for intra-NGO communication. 	<ul style="list-style-type: none"> • Regular meetings of staff are conducted according to written procedures • Select staff consulted on some decisions. • Intra-NGO communications conducted on an informal basis. 	<ul style="list-style-type: none"> • Communications are open. • Staff knows how to participate in meetings and are aware of how decisions are made. • Mechanisms exist for vertical and horizontal communication. • Projects are linked. 	<ul style="list-style-type: none"> • Staff increasingly able to shape the way in which they participate in management. • Constituents are surveyed for input to management decisions that directly impact them. • Regular staff meetings with written minutes.
<p>Constituent Representation</p> <ul style="list-style-type: none"> - Does the composition of the Board and staff represent constituency - Is staff treated equally and fairly 	<ul style="list-style-type: none"> • Staff and board are not representative of constituents on either the basis of ethnicity, gender, income, religious or stakeholder interest. 	<ul style="list-style-type: none"> • There is understanding and interest among some Board members, management, and/or staff as to the value and need for representation of constituents, but no policy in place. 	<ul style="list-style-type: none"> • Policies to diversify board and staff in place, but composition still does not fully reflect that of constituents. 	<ul style="list-style-type: none"> • Composition of board and staff fully represents gender, ethnic, and religious diversity of constituents.
<p>Volunteers</p> <ul style="list-style-type: none"> - Does the NGO have volunteers - Do volunteers have assignments - How are volunteers mobilized - Is volunteer help regular and consistent 	<ul style="list-style-type: none"> • No volunteers or small number of volunteers randomly providing services • Staff is unpaid (volunteers) due to insufficient planning and fundraising. 	<ul style="list-style-type: none"> • Management is not actively seeking to expand volunteer base. • Management identifies the difference between staff and volunteer duties and activities. 	<ul style="list-style-type: none"> • Volunteers mobilized under specific programs/projects. • Volunteers are integrated into the planning and evaluation process of the organization. 	<ul style="list-style-type: none"> • High integration of volunteers with paid staff. • Volunteers have specific assignments and activities and are actively planning, implementing, and evaluating their own projects and programs with staff oversight.
FINANCIAL RESOURCES				
<p>Accounting</p> <ul style="list-style-type: none"> - Are there financial reporting procedures in place - Does the NGO meet all the governmental financial reporting requirements - Are there procedures for reporting and recording in-kind contributions 	<ul style="list-style-type: none"> • Financial procedures and reports are incomplete and difficult to understand. • Organization needs to be prodded to produce them. • No accounting manual. 	<ul style="list-style-type: none"> • Financial reports are usually timely, but still incomplete and with errors and tend to present an optimistic versus realistic picture. • Financial recording system in place. • Informal accounting manual. 	<ul style="list-style-type: none"> • Financial reports are clear and complete, even as the portfolio of projects becomes more complex. • Financial reports are timely. 	<ul style="list-style-type: none"> • Financial systems and reports can quickly provide reliable information on a current basis. • Reports are always timely and trusted and feed back into financial planning process.



<p>Budgeting</p> <ul style="list-style-type: none"> - Does the NGO have a regular budget planning process - Are there controls to prevent expenditures in excess of budget - Do budgets analyze costs - Do budgets show actual costs when known 	<ul style="list-style-type: none"> • Budgets are inadequate or if they do exist are produced because required by donors. • Using budgets as a management tool is not understood, and the reliability of the projections are questionable. • Budgets are a marketing tool rather than a management tool. 	<ul style="list-style-type: none"> • Budgets are developed for project activities, but are often over or under spent by more than 20%. • The executive director or accountant are the only staff who know and understand budget information and do not delegate responsibility. • Funders do not get notice of budget adjustments. 	<ul style="list-style-type: none"> • Total expenditure is usually within 20% of budget, but actual activity often different from budget. • Only management is consulted by financial manager(s) about budget planning and expenditures. • Funders get written notice of budget adjustments. 	<ul style="list-style-type: none"> • Budget are integral part of project management and are adjusted to reflect project implementation results. • Budgeting is integrated with annual operational planning process. • Project staff are responsible for preparation, justification, and management of project budgets.
<p>Financial Control</p> <ul style="list-style-type: none"> - Is there a written policy, manual or guideline for accounting procedures - Is there a policy for authorizing financial transactions - Are there guidelines for controlling expenditures - Are staff time sheets prepared 	<ul style="list-style-type: none"> • No clear procedures exist for handling payables and receivables. • Cash management duties are not segregated. • Procurement procedures do not exist. • Staff time sheets are not prepared. 	<ul style="list-style-type: none"> • Financial controls exist but lack systematic procedures. • Cash management duties are not segregated. • Procurement procedures are informal and not documented • Staff time sheets are prepared, but not in a timely fashion. 	<ul style="list-style-type: none"> • Written financial systems exist. • Cash management duties are segregated to the extent possible, but the separation in not ideal. • Procurement procedures are documented and usually adhered to. • Staff time sheets are prepared in a timely fashion. 	<ul style="list-style-type: none"> • Excellent cash controls for payables and receivables. • Cash management duties segregated. • Procurement procedures are always adhered to.
<p>Audits-External/Independent</p> <ul style="list-style-type: none"> - Has NGO ever had an independent audit - Do you do internal audits on a regular basis 	<ul style="list-style-type: none"> • Audits or external financial reviews are not performed. • Independent audits are not performed. 	<ul style="list-style-type: none"> • Independent audits or external financial reviews are rarely performed but the NGO recognizes it as desirable. 	<ul style="list-style-type: none"> • Independent audits or external financial reviews are performed frequently, but not periodically. 	<ul style="list-style-type: none"> • Independent audits or external financial reviews are performed with regular and appropriate frequency.
<p>Funds Management</p> <ul style="list-style-type: none"> - Are cash systems in place to meet needs in a timely manner - Are payroll, petty cash, and basic supply costs met on a timely basis - Are donor funds placed in separate bank accounts 	<ul style="list-style-type: none"> • There is no categorization of accounts. • Projects and operating funds are not separated. • NGO can't meet its expenses. 	<ul style="list-style-type: none"> • Account categories exist and project funds are separated, but some temporary cross-project financing may occur. • NGO meets it's expenses, but not in a timely manner. 	<ul style="list-style-type: none"> • Standard procedure is to avoid cross-project financing. • Most funds are separated. • NGO meets its expenses in a timely manner, but needs to increase costs to increase projects and programs. 	<ul style="list-style-type: none"> • All project funds are separated. • Adequate controls exist to avoid cross-project financing. • NGO is expanding its programs and projects, and pays the increased costs in a timely manner.



<p>Resource Base</p> <ul style="list-style-type: none"> - What are the existing sources of the NGO's income - Is there a long-term plan for developing needed financial resources - What other sources of income are available to the NGO 	<ul style="list-style-type: none"> • Funds solicited for one short-term project and only from one source. • Local fund-raising for any income is untried or unsuccessful. • Project funding is insufficient to meet plans or provide projected services. 	<ul style="list-style-type: none"> • NGO can prepare multi-year program budget, but still dependent on single or limited donors. • Developing awareness of local resource possibilities, but few funds actually mobilized. • Funding is available to cover short-term project costs. 	<ul style="list-style-type: none"> • NGO has funding from 2 or more sources with no one exceeding 60%. • Developing a funding strategy. • Significant percentage of core costs covered by local resources. • Funding is available for short-term costs, and medium-term funding strategies exist within funding plan. 	<ul style="list-style-type: none"> • NGO has funding from 3 or more sources with no one exceeding 40%. • Long-term funding plan exists which results in NGO self-sufficiency. • All projects have funding plans and current funds meet project needs. • Basic program delivery can continue even if there is a funding shortfall.
SERVICE DELIVERY - PROGRAM IDENTITY AND EVALUATION				
<p>Sectoral Expertise</p> <ul style="list-style-type: none"> - How is the NGO performing in comparison with other NGOs - Does the NGO use program results and apply them in their planning process - Is there any demand for expansion to new constituencies - What percentage of costs are covered by constituents 	<ul style="list-style-type: none"> • NGO has limited track record in sector and area of service delivery, but has some good ideas for meeting the needs of target constituencies. • It has little operational experience and no specific sectoral expertise. • Constituents are not used as an income source. 	<ul style="list-style-type: none"> • Improved targeting and redefined service/technical package. • Growing expertise in sectoral area and ability to access additional expertise in that area when required. • NGO is beginning to develop constituent support. 	<ul style="list-style-type: none"> • Efficient delivery of needed services and identified constituent support. • Fee-for-service and other cost recovery mechanisms built into service delivery process. • NGO being recognized as having significant experience in sector and contributing to sector growth. 	<ul style="list-style-type: none"> • NGO is able to adapt programs to changing needs of constituency and to extend service delivery to additional constituencies. • Recognition as sectoral experts and consultants from other two sectors. • Constituent support is evident both financially and in program delivery.
<p>Community Ownership</p> <ul style="list-style-type: none"> - Do participants in projects contribute to the design and evaluation - Do constituents participate in developing plans for projects - How is capacity building provided to constituency to ensure their ability to assume future project planning, management, and implementation 	<ul style="list-style-type: none"> • Agenda/services defined by donors and/or NGO managers not by constituency. • Input of constituency not routinely sought. • Constituency capacity not seen as a possible objective and training and services are not offered in this area. 	<ul style="list-style-type: none"> • Some constituency input to defining services delivered, but not in a systematic or comprehensive manner. • Resources identified for ad hoc training of constituency, but not specifically in program or financial management or areas that support capacity building. 	<ul style="list-style-type: none"> • Constituency regularly surveyed for input to planning. • Formal mechanisms exist for constituency to participate in planning and monitoring activities. • Plans exist for transfer of project responsibility to constituency and training and development services provided to build capacity. 	<ul style="list-style-type: none"> • Constituency equal partners with NGO in defining services to be provided and management of projects and programs. • Training and planning regularly updated according to performance improvement and review of capacity of constituency.



<p>Impact Assessment</p> <ul style="list-style-type: none"> - How is the NGO's impact and performance measured - How often is it measured - How does the NGO know how it is performing in comparison with other NGOs - Is the impact of each program/project measured 	<ul style="list-style-type: none"> • NGO does not systematically monitor or evaluate program/project achievements against projected or planned activities. • It does not measure overall impact and has not determined impact indicators or established baseline measures of those indicators. 	<ul style="list-style-type: none"> • Individual projects evaluated to determine if projected activities took place as planned and if specific project objectives were achieved. • Objectives may or may not be measured. 	<ul style="list-style-type: none"> • The NGO is aware of the issue of program sustainability and is exploring how to measure impact. • There are no overall impact indicators selected and no baseline data available or used to provide a basis of comparison. 	<ul style="list-style-type: none"> • The NGO has overall program goals which include measures to sustain program achievements, including constituency based ownership. • Measurable indicators of success and impact have been determined for each goal. • Studies are done which provide baseline measures and this data is regularly confirmed and used.
EXTERNAL RELATIONS - PUBLIC RELATIONS AND COLLABORATION				
<p>Public Relations</p> <ul style="list-style-type: none"> - To what extent is the NGO known to the public - Does it have materials that describe its approach and achievements - What use does the NGO make of mass media to disseminate information about itself and its achievements 	<ul style="list-style-type: none"> • NGO is little known outside of its direct collaborators. • There is no clear image of the NGO articulated and presented to the public. • There is no document or prepared statement available which provides information about the NGO. 	<ul style="list-style-type: none"> • NGO is known in its own community, but does little to promote its activities with the public and government. • There is understanding that public relations is a management function of NGO, but little understanding of how to implement public relations. 	<ul style="list-style-type: none"> • NGO has limited contact with key decision makers and has limited lines of communication with public. • NGO has clear idea of intent and statement of purpose, but has not yet developed this into full and regularly updated policy platform. • NGO has an annual report. 	<ul style="list-style-type: none"> • NGO has clear image and message of intent, purpose, and policy. • NGO's work is well known to public and policy makers and uses this to attract support when necessary. • Able to engage decision makers in policy dialog and specific board and staff members actually do so.
<p>Constituency Development</p> <ul style="list-style-type: none"> - Is the NGO located near constituents - What does the NGO do to gather constituency needs information - How is NGO an advocate for its constituency 	<ul style="list-style-type: none"> • Work is a top-down structure. • Relationship of NGO to constituency is superior to passive beneficiary. • The agenda of the NGO is largely donor or management driven. 	<ul style="list-style-type: none"> • NGO is viewed as ally or protector of constituency. • Significant credibility is built with constituents and donors interested in same program areas. 	<ul style="list-style-type: none"> • Constituency input is solicited. • NGO's efforts viewed as services provided to the constituency. • Constituency is customer of NGO's services and counterpart resources. 	<ul style="list-style-type: none"> • NGO is valuable constituent resource. • Constituency's input is integrated into management considerations. • Relationship is that of full partners.



<p>Government Cooperation</p> <ul style="list-style-type: none"> - What is the state of the relationship between the NGO and local government - What is the state of the relationship between the NGO and national government 	<ul style="list-style-type: none"> • Relations with government is based on a “we” – “they” perception. • There is little planning with government working in same sectors or geographic areas. • Little understanding of the advocacy or public policy role of NGO. 	<ul style="list-style-type: none"> • Occasional cooperation established with different government groups around specific areas of activity. • Some understanding that the NGO can influence public policy, but efforts in advocacy ad hoc, short-term and unsustainable. 	<ul style="list-style-type: none"> • Cooperation is frequent; often on informal level. • NGO performs specific projects or sectoral collaboration or initiates government contact • Through public contact, NGO is seen as an advocate for its area of expertise. 	<ul style="list-style-type: none"> • Formal mechanisms, such as lobbying procedures, exist for collaboration and are often used. • NGO provides input into policy process on issues related to its program areas and sectoral expertise. • NGO is seen as an advocate which effectively influences public policy.
<p>NGO Cooperation</p> <ul style="list-style-type: none"> - Does the NGO cooperate/partner with other NGOs - Has the NGO established national linkages with other NGOs - Has the NGO established international linkages with other NGOs 	<ul style="list-style-type: none"> • Organization does not have experience working with other NGOs, either local or international. • NGO is not known or trusted by NGO community. • Does not try to plan or deliver services in collaboration with other NGOs or see the value of partnering. 	<ul style="list-style-type: none"> • Organization increasingly known and trusted by NGO community but has little experience with collaboration. • Tries to plan services in collaboration with other NGOs, but mostly on an ad hoc basis. 	<ul style="list-style-type: none"> • Organization works with international or local NGOs and participants in NGO networks. • NGO still does not play a leadership role in prompting NGO coalitions and projects. 	<ul style="list-style-type: none"> • NGO plays leadership role in prompting coalitions or projects and in the sponsorship and participation in a formal association of NGOs. • NGO is fully integrated into NGO community which includes developing and supporting formal group advocacy mechanisms
<p>Local Support</p> <ul style="list-style-type: none"> - How effective is the NGO in accessing local financial, human, and other resources - What is the state of the relationship between the NGO and its donors 	<ul style="list-style-type: none"> • NGO tends to view the private sector as the “other,” sometimes even with suspicion and distrust. • It does not work in cooperation with the private sector to draw on human or other resources, technical expertise, or advocacy support. • NGO programming has no relationship to locality. 	<ul style="list-style-type: none"> • Beginnings of support from volunteers and constituents. • NGO seeks technical assistance from some private sector and government resources. • NGO seeks support from service agencies in the private and public sectors. 	<ul style="list-style-type: none"> • NGO has support from private organizations and government agencies. • Sustaining project results depends on continued support from external donors. • Private and public sector individuals recruited to serve on board. 	<ul style="list-style-type: none"> • NGO’s projects bring support from local agencies to assist project results and sustain those results. • Staff member serves as development officer and knows the private and public sector donor opportunities. • Private sector/NGO cooperation is the norm and the NGO is a full community partner.



Appendix 13 - Community needs assessment

HANDOUT – COMMUNITY NEEDS ASSESSMENT

1. General on the community

- What do you think are some of the strengths of this community? With what aspects of this community are you satisfied?
- What do you think are some of the concerns of this community?
- What do you value about this community? What makes you proud about this community? How do you feel about this community?

2. Natural resources and their management

- What types of natural resources are around the community?
- Are the natural resources healthy or degraded? What are the factors causing natural resource degradation?
- Who owns the natural resources?
- Who manages the natural resources – both formally and informally?

3. Natural resource -based livelihoods

- How does the community currently use the natural resources?
- How does this use benefit the community?
- Do you know if the use is sustainable or not?
- Is there a formal or informal management agreement that governs the community's use of the natural resources?

4. Capacity of the community for participatory natural resource management

- *World view and culture:* How do people in the community feel about working with government to have a say in how the natural resource is managed?
- *Skills and knowledge:* What are the skills and knowledge in the community about natural resource management, sustainable use, natural resource -based livelihoods and how to get involved in decisions about natural resource management?
- *Structure:* Are there active community groups? Do they get involved in decisions about using the natural resources for livelihoods?
- *Adaptive capacity:* How does the community adapt to change? Are there any examples?
- *Relationships:* What is the relationship of the community with the natural resource owners and managers? What are the relationships within the community? Is there conflict?
- *Resources:* Does the community have the resources to get involved in natural resource management decision-making (for example to go to Roseau to meetings)?

5. Wider environment

- What are the policies and laws governing how natural resources are managed? Do these allow for and regulate the way this community is using the natural resources? Do these allow for community voice in decision making?

- Are there structures or processes in place to engage the communities in natural resource management?

Appendix 14 - Letter of recommendations for the Rose Hill community



CARIBBEAN NATURAL RESOURCES INSTITUTE

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

August 21st 2012

Dear All,

Recommendations for support for development of sustainable livelihoods and biodiversity conservation by the Rose Hill community, Grenada

The Caribbean Natural Resources Institute (CANARI) is currently facilitating an initiative to build the capacity of a cadre of mentors from 10 countries in the Caribbean to provide support to civil society organisations, especially community organisations, working on biodiversity conservation. This is funded by the MacArthur Foundation. Mentors from Grenada who are part of CANARI's capacity building initiative are Denyse Ogilvie from People in Action (PIA) and Gordon Patterson from the Forestry Department. As part of this work, a regional training of mentors workshop was held in Grenada July 16th – 19th 2012 and a practical field exercise was undertaken to the Rose Hill community to facilitate some mentoring experiences. The visit was hosted by PIA in collaboration with the Forestry Department and the Agency for Rural Transformation.

During the field exercises, mentors from around the Caribbean were able to interact with the Rose Hill community, including members of various organisations operating within the community. These included the Rose Hill community group, SPECTO and Ocean Spirit. A community visioning session was facilitated, as well as open sharing and discussions.

Based on the discussions, the mentors would like to respectfully submit the following recommendations for follow-up support to the Rose Hill community for your consideration:

1. Conflict management is urgently needed to resolve existing, and apparently escalating, conflicts among the various groups operating in the area. Although the groups have similar and complementary visions, they are not working together effectively to achieve a vision that can provide benefits to all groups.
2. A comprehensive stakeholder analysis exercise would be useful to identify the stakeholders with interests, rights and responsibilities, how they would like to benefit, and what are the potential areas of collaboration and conflict. Understanding the community's rights to access and use the resources is an important component of this process.
3. Participatory mapping and valuation of the many important community resources would be useful in planning how these can be sustainably used.

Appendix 14 - Letter of recommendations for the Rose Hill community



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4. There is potential for the local stakeholders involved to develop stronger partnerships with external agencies (for example the Forestry Department and the various NGOs working on community development) to access support and guidance.
5. Finally, conflict may continue as the perspectives of interests of stakeholders are different. But the conflict needs to be actively managed and should not distract from working towards achieving what is essentially a common vision of a strong and healthy community, sustainable livelihoods and well being, access to infrastructure and resources, and conservation of the biodiversity (and associated ecosystem goods and services) of the area.


We hope that these suggestions are useful and wish you all the best in your important efforts to support community efforts to develop sustainable livelihoods and conserve biodiversity.

Sincerely,

A handwritten signature in dark ink, appearing to read "Nicole Leotaud". The signature is fluid and cursive, with a prominent initial "N" and "L".

Nicole Leotaud
Executive Director

Appendix 15 – Introduction to Monitoring and Evaluation




INTRODUCTION TO MONITORING AND EVALUATION



Think about...

- What is the first word that comes into your mind when you hear the words “monitoring and evaluation”?



Monitoring - outputs	Evaluation - outcomes
<ul style="list-style-type: none"> • Conducted <u>throughout</u> the activity 	<ul style="list-style-type: none"> • Conducted at <u>discrete points</u> or <u>completion</u> of activity
<ul style="list-style-type: none"> • A continuous process 	<ul style="list-style-type: none"> • A defined single process
<ul style="list-style-type: none"> • Gives information on if following the plan, what assumptions change, what steps not achieved, etc. 	<ul style="list-style-type: none"> • Gives information on whether the activity was successful, had negative impacts, suggests improvements, identifies gaps & new avenues, etc.
<ul style="list-style-type: none"> • Inputs into constant revision of plan 	<ul style="list-style-type: none"> • Inputs into designing new projects
<ul style="list-style-type: none"> • Urgency – need to take action 	<ul style="list-style-type: none"> • Encourages broader reflection
KEEPING ON TRACK	BEING STRATEGIC



What are you asking in monitoring?


- What progress is being made?
- Are activities/programmes are being carried out as planned?
- What is being learned to improve effectiveness and efficiency?

Effectiveness: achievement of results
Efficiency: optimal use of resources



What are you asking in evaluation?

- Are you having desired (positive) results?
- Are you having unanticipated negative or positive results?

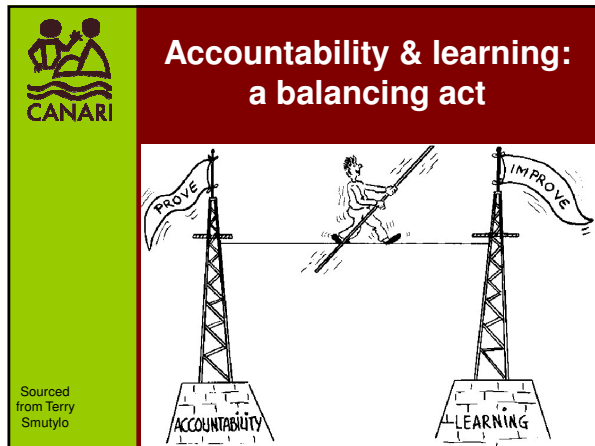


Purpose of M&E

1. Accountability
 - Upward, horizontal, downward
2. Learning
 - informed decision-making
 - enhanced knowledge and skills
 - providing information for communication and advocacy

- enhanced collaboration among partners
- built support, energy and enthusiasm

Appendix 15 – Introduction to Monitoring and Evaluation



Appendix 16 - Monitoring and evaluation definitions

Definitions in Monitoring and Evaluation¹


Term	Definitions	Explanation and examples²
Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.	Conducted throughout the activity. A continuous process. Gives information on if following the plan, what assumptions have changed, what has been achieved and what has not been achieved, if the approach is working, what needs to be done differently, etc. Inputs into constant revision of the plan and its implementation. Information gained results in urgent and immediate action. Helps projects, programmes, organisations keep on track.
Evaluation	The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention.	Conducted at discrete points or on completion of the activity. Is a defined single process. Gives information on whether the activity was successful, had positive and/or negative impacts, suggests improvements, identifies gaps and new avenues, etc. Inputs into designing new projects. Encourages broader reflection. Helps projects, programmes and organisations be strategic.

¹ Definitions taken from OECD (2002). Glossary of Key Terms in Evaluation and Results Based Management. Developed by the Development Assistance Committee (DAC) Working Party on Aid Evaluation. OECD, Paris.


² Adapted from Ricardo Wilson-Grau (2008). Customising definitions of outputs, outcomes and impact.

Term	Definitions	Explanation and examples
Result	A development result is the output, outcome or impact (either intended or unintended, positive or negative) of one or more activities intended to contribute to physical, financial, institutional, social, environmental, or other benefits to a society, community, or group of people.	All all-encompassing term. The output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention.
Output	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.	The immediate results of your organisation's activities – the processes, goods and services that it produces. For example: workshops, training manuals, research and assessment reports, guidelines and action plans, strategies, and technical assistance packages. The key to distinguishing outputs from other types of results is that your organisation <u>controls</u> its outputs. 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.
Outcome	The likely or achieved short-term and medium-term effects of an intervention's outputs. Outcomes are the observable behavioural, institutional and societal changes that take place over 3 to 10 years, usually as the result of coordinated short-term investments in individual and organizational capacity building for key development stakeholders (such as national governments, civil society, and the private sector).	Observable positive or negative changes in the actions of social actors that have been influenced, directly or indirectly, partially or totally, intentionally or not, by your activities or your outputs that potentially contribute to the improvement in people's lives or of the environment envisioned in the mission of your organisation. Your organisation only <u>influences</u> outcomes. Thus, what an individual, group or organisation does differently as a result of your intervention is an outcome because what you did does not determine that action.
Impact	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.	Long-term, sustainable changes in the conditions of people and the state of the environment that structurally reduce poverty, improve human well-being and protect and conserve natural resources. Your organisation <u>contributes</u> partially and indirectly to these enduring results in society or the environment.

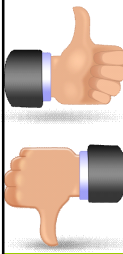
Appendix 17 – Identifying Results



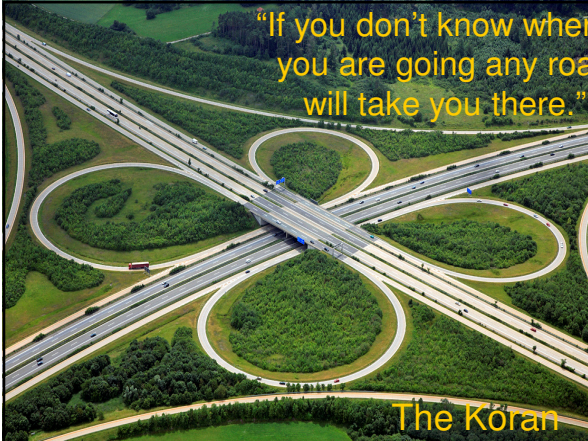
IDENTIFYING RESULTS



You are Bill Gates...



- What information (evidence) have you heard that convinces you that an organisation is doing a good job (making a difference) and you should support or work with them?




"If you don't know where you are going any road will take you there."

The Koran




Small group activity

- Draw a picture of what results CANARI's mentorship programme wants to achieve



What are outputs?


- Observable short-term and medium-term tangible products as a direct result of your action
- You control the outputs
- Examples?



What are outcomes?

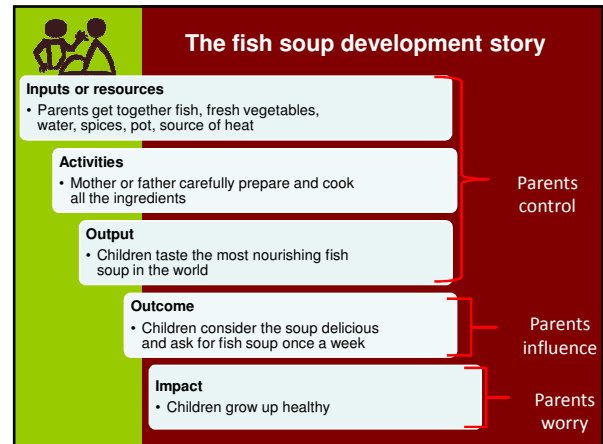
- Observable changes in actions of people that potentially contribute to the long-term, sustainable improvement in people's lives or the state of the environment.
- Your action contributes to these changes
- Examples?

Appendix 17 – Identifying Results



What are impacts?

- Long-term observable changes
- Your action contributes to these changes
- Examples?




Proving value / success / achievement / progress

- **Results:** How can we “show/prove” that we are doing good work? How are we making a difference?
- **Process:** What are we learning about how we work? Is the approach we are using the best approach? How can we make it better?

Appendix 18 – Measuring Results




MEASURING RESULTS



M&E system / plan

1. What do you want to achieve? (vision/goal, mission/purpose, target groups)
2. What are the desired results? (specific outputs, outcomes, impacts)
3. What are indicators that will show that you are contributing to these results?
4. How will you collect information?
5. How will the results will be communicated for learning and accountability?




Outcome Mapping

- Focuses on one type of **result / outcome** = changes in behaviours, relationships, actions, and/or activities of the people and organizations with whom you work directly.

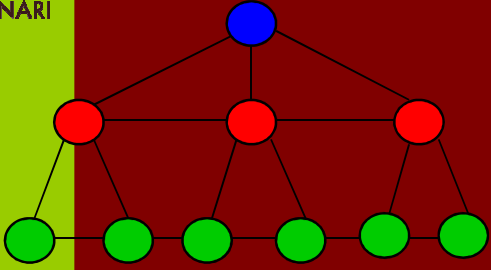


Who are the target groups?


- **Boundary partners:** Individuals, groups, and organizations with whom the programme / project interacts directly to effect change and with whom the programme / project can anticipate some opportunities for influence.



Credit: IDS




● Programme/project ● Programme/ project's Boundary Partners ● Boundary Partners' Boundary Partners




Mentor outcome challenge statement

- “CANARI intends to see [boundary partner: mentors] who [description of behaviours in the active present tense].”
 - Behaviours
 - Relationships
 - Activities
 - Actions
 - Interactions

Appendix 18 – Measuring Results



Indicators of change – progress markers



Love to see
*Truly transformative.
Set quite high.*

Like to see
*More active learning,
engagement.*

Expect to see
*Early response to
programme's
activities.*

Credit: IDS



Examples of progress markers

Expect to See local communities:

1. Participating in meetings
2. Applying new skills and knowledge
4. Contributing resources
5. Developing partnerships
6. Calling upon external experts when necessary
7. Requesting new opportunities for training



Examples of progress markers

Like to See local communities:

1. Developing partnerships
2. Calling upon external experts when necessary
3. Requesting new opportunities for training



Examples of progress markers


Love to See local communities:

1. Helping other groups establish themselves
2. Sharing lessons learned internationally
3. Influencing national policy debates & formulation on resource use and management




Tools for collecting information

- direct observation (of people's behaviour or state)
- biophysical testing (e.g. changes in ecosystems)
- documentation review
- photographs and video
- questionnaires, surveys, interviews, focus groups, consultations
- case studies
- diaries / learning journals
- brainstorming, nominal group technique, ranking
- historical trends and timelines
- mapping (of physical area - compare before and after)
- impact flow diagrams
- social, network or institutional mapping
- most significant change stories
- participatory video




Criteria for choosing a tool to collect info

- Does it fit in with our commitment to participation?
- Will it build the capacity of the stakeholders involved?
- Does it give info for learning as well as for accountability?
- Will it capture complexity and the unplanned?
- Will it provide the information that is needed at the right time to feed into decision making?
- Is it cost effective – value for money?
- Do we have or can we get the capacity to use it?
- Does it fit in with what do already?



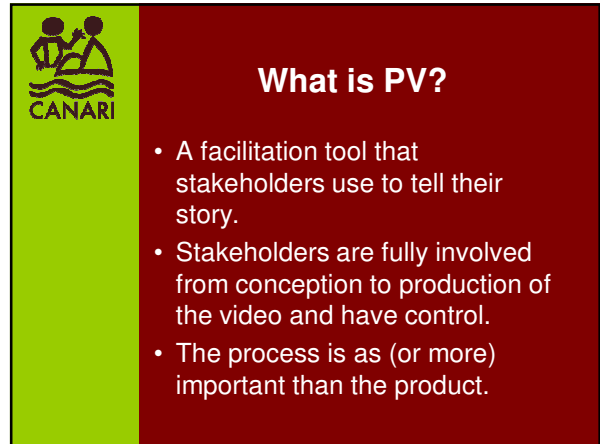
Challenges

“Not everything that counts can be counted...
and not everything that can be counted counts.”
Albert Einstein




The image is a vertical rectangular graphic divided into two main sections. The left section has a light green background and contains two icons: at the top, the CANARI logo featuring two stylized figures and the word 'CANARI' below them; at the bottom, a black stick figure with a question mark above its head, appearing to be in deep thought. The right section has a dark red background and contains the title 'Challenges' in white bold text, followed by a quote in white text: "Not everything that counts can be counted... and not everything that can be counted counts." attributed to Albert Einstein.

Appendix 19 – Participatory Video



Appendix 20 - The PV process in Blanchisseuse



THE PV PROCESS IN BLANCHISSEUSE



Deciding the challenges in fishing in Blanchisseuse

Participants were divided in groups to draw the challenges facing fishing in the community
Also helps to start think of how to visually present ideas





Everybody got involved!

Participants used a variety of material to document their challenges- markers, crayons, play-doh, wire, strings, bendarros, etc.





Presenting the challenges to the entire group

After drawing the challenges, the participants presented those challenges to everyone. The facilitators wrote the information on flip chart and coloured sheets



Each group came up with different challenges

Many of the challenges were the same but some were unique to the groups.



Trying to understand challenges

The facilitators used a problem tree to understand the real challenges.



Appendix 20 - The PV process in Blanchisseuse



Lots of thinking to understand the root causes of the problems



Democracy in action: Voting for the challenges they wanted to document



Understanding the possible solutions and identifying the target audience

The participants worked out the solutions, identified the target audience and the best places to show the video (including YouTube).





Understanding the cameras on the phones

UWI mFisheries helped the participants to understand the use of the videos on the smartphones.



Learning of different types of shots

Mid shots, head shots, long range shots !!! Different types of shots are used to convey different messages.



Practicing to use the camera



Participants used their Motorola Dely smartphones to create the videos. They had to understand framing the shots and capturing quality audio with the phones.

Appendix 20 - The PV process in Blanchisseuse



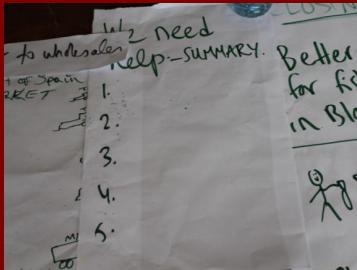

Tips from an expert!!!

Participants viewed the practice shots and got tips from an experienced videographer





Creating storyboard

You decide what you want each scene to portray. Lots of drawing!!



Deciding the order of the scenes





Iconic shots of Blanchisseuse

Known images of the community were included at various points in the video



Shooting the video



Participants decided the interviews



Shooting the video



Participants interviewed members of the fishing community in Blanchisseuse

Appendix 20 - The PV process in Blanchisseuse





Editing the video



Participants led the process of editing the video with technical assistance from the UWI mFisheries team



Re-shooting videos as needed




Participants reviewed the videos in the field




Final editing


Participants re-ordered the shots as necessary and decided the music for the video



Participants used the video share the challenges with agencies that can assist them



Results – lots of help!



- Gas pump
- Ice storage room
- Upgraded fishing facility (indirect benefit)
- Winch donated
- Offer of office equipment for the Association

Appendix 20 - The PV process in Blanchisseuse




Benefits

- Easy and accessible for all literacy levels
- Immediate and powerful communication medium
- Engages people to tell their own stories
- Builds community and consensus
- Catalyses analysing problems and identifying solutions
- Amplifies voices
- Empowers




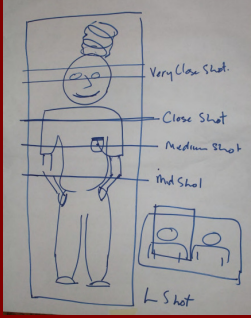
Tips on your camera

- Make sure the battery is in and the camera has power
- Make sure the memory card is in
- Turn the power on
- Check the setting (normal – daytime)
- Practice zooming
- Take a test shot and check to see if it saved
- Take a test shot to check for audio and playback to see if it is loud enough




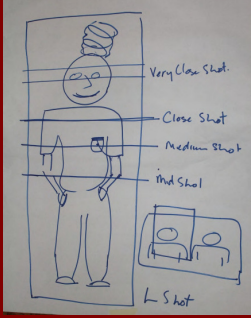
Framing an entire person

- Whole/long shot = head to toe
- Ensure you do not cut their joints e.g. head, ankle




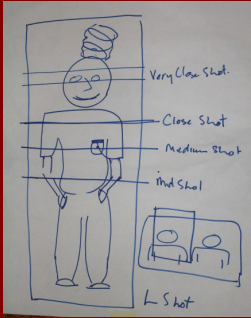
Framing mid-shot

- Mid-shot = framed just above the waist (or sometimes just below the waist)



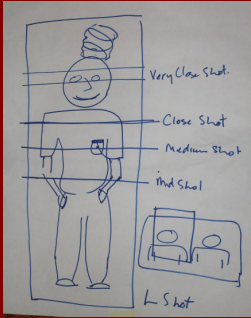
Framing medium shot

- Medium shot = half way between waist and shoulders



Framing close shot

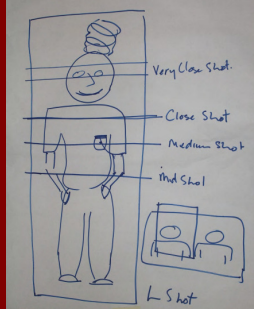
- Close shot = take just below the shoulder level





Framing very close shot

- Close-up shot = helps to capture emotion - can focus on the eyes, frowns, hands etc.



Other tips

- Balance the head room: frame the photo so that you have less space above the shot
- In video, if capturing one person speaking to another, you can cut between persons, but ensure the space between the two is appropriate (not too large or too small).



Other tips

- Do not zoom during shooting
- Do not pan during shooting
- Use tripod or steady surface (table, books, chair, fence, your body)
- Do not cut away from somebody speaking to scenery or what they are pointing to – you can capture that shot later and edit it in
- Check where the microphone is in relation to your voice and the person you are interviewing

Appendix 21 – Mentor programme PV storyboard

Mentor Training Workshop 16-19 July 2012, Grenada Participatory Video Story Board

Purpose of the video

The mentors used participatory video as a tool for monitoring and evaluation. PV was used to self-evaluate the mentor training that they had received so far as well as the work they had done as mentors. They also used the video to provide recommendations on the process of mentor training.

Story Board (SB)

SB1 – Regional mentors programme

Mentors introduce themselves and say what country they are from and groups they currently work with. To show that the mentor training programme that CANARI is facilitating is a regional Caribbean initiative.

SB2 – Action learning approach

Mentors using an action learning approach to learn from each other's experiences and solve problems

SB3 – Learning new tools and knowledge

Mentors learn new tools and techniques in CANARI workshops for facilitating and mentoring organisations in their countries

SB4 – Applying the new tools and knowledge

Mentors are applying the new tools and techniques that they learned in the CANARI workshops in their home countries in the region, having national level workshops and working with organisations on a one-on-one basis to build their capacity to be more effective in biodiversity conservation.

SB5 – Feedback from mentors on the CANARI workshops

Mentors' feelings on the workshops facilitated by CANARI

SB6 - Mentors working together:

- sharing information and tools on the online forum, via emails and skype and meeting mentors;
- practicing peer action learning on the online forum, etc;
- acting as a resource person for other mentors

SB7 – What's next: The future of mentoring in the region

OUTCOME CHALLENGE FOR MENTORS

Mentors are effectively supporting CBOS, NGOs and local communities to achieve their vision. **Mentors** are communicating and collaborating, including using action learning process to share information, provide peer support and work together.

Mentors are actively working to further develop their own capacities in mentoring. **Mentors** are promoting mentoring approaches in the Caribbean and developing the capacity of others (in their organisation, country and sector) to become mentors.

Mentors refined their indicators to make them more SMART.

EXPECT TO SEE (refined indicators)

- Mentors are applying an increased number of techniques and tools from the two CANARI mentor workshops;
- Mentors are doing more visits, having more phone calls, emails, skype calls with groups;
- Mentors are practicing effective listening to ideas and needs of the mentee

LIKE TO SEE (refined indicators)

- Apply new techniques learnt through peer sharing and personal study
- Mentors working together:
 - o sharing information and tools on the online forum, via emails and skype and meeting mentors;
 - o practicing peer action learning on the online forum, etc;
 - o acting as a resource person for other mentors

LOVE TO SEE (refined indicators)

- Taking advantage of any and every opportunity to mentor
- Developing and implementing mentoring in partnership
- Development of more mentors in organisations, country and sector

Appendix 22 – Summary of participants written evaluation

Caribbean Natural Resources Institute (CANARI)

Second Mentor workshop **Grenada Grand Beach Resort, Grenada** **Monday 16th – 19th July 2012**

Meeting evaluation form

1. Did you find the meeting further increased your capacity to facilitate participatory processes for the management of forests in the Caribbean?

Yes 13

No

Please explain:

- a. The examples used, the practical exercised and the information (new) that was presented sharpened the knowledge, skills, understanding and confidence.
- b. -That people are central in the process that manage rather than resolve conflict.
-That manages rather than resolve conflict.
-That many different tools available for mentoring process.
- c. More tools learnt to act as an effective facilitator and mentor.
- d. I have been exposed to new techniques that would be essential for me to be a good mentor.
- e. Additional facilitation tools shared by the CANARI team will be useful when engaging mentees.
- f. Because we found more tools and methods to be more efficient in our work with the communities in each of our countries.
- g. The visit to the Ramsar site and community of Rose Hill was very informative and drew on a lot of skill learnt in the various workshops.
- h. We were given tools that can assist us to mentor groups to operate sustainably, recognize issues and propose solutions through action learning, energizers to promote unity/relaxation etc.
- i. This meeting helped me, to understand better about the action learning approach about mentoring.
- j. We learnt action learning methods that brought out very interesting and in depth information from mentees as well as mentees recognized they have solutions within their grasp.
- k. In this meeting, I learned many new things, especially the management of inter group conflict and now I can be a good mentor for the COBs involved in biodiversity conservation in my country.
- l. Yes it is re-enforced and built on what was learnt at the first workshop.

- m. This workshop built on the experience in 2011 and furthered my knowledge of action learning and different techniques to assist my mentoring activities at home.
2. What was the most important thing that you learned / understood / felt from this meeting?
- a. The value of working together and “facilitating” not “dictating”
 - b. Use of different tools in mentoring process
 - c. Learnt during the field trip – that even when you plan, to expect the unexpected. This is as related to the uncertainty of behavior of community and or other stakeholders. That trip also highlighted the need for proper planning and mobilization before meeting any stakeholder in a community setting.
 - d. The most important thing that I learnt was that participatory videos must be created and developed and edited by the community. We only facilitate the process.
 - e. Planning and learning to adapt when engaging in a community group. Keeping focus on the purpose of the meeting and managing conflict.
 - f. -Learning: Using the tools of action learning.
-Understanding: Mentoring is about empowerment and autonomy and sustainability
-Feeling: I feel that some things I used to do are exactly fit into the mentoring process. It’s valuable.
-Now I feel more sure of myself to be able to get more results from my mentoring.
 - g. -Connected.
-The best of plans have its challenges in implementation.
 - h. Mentorship is important to empower groups, manage conflict and promote good local governance.
 - i. The most important thing that I learned was identify results from the action learning.
 - j. The role of a mentor and ways we could practice mentorship un-intrusively.
 - k. Action learning, conflict management, community mapping.
 - l. The importance of observation and knowing the group you are mentoring.
 - m. I think the most important information was about the process of assisting and empowering the “mentees” to ask their own questions and arrive at their own solutions to the problems they face.
3. What did you like about this meeting?
- a. The comradery, the relaxing atmosphere with everyone participating.
 - b. The different activities and skills learnt that can be used in mentoring.
 - c. The questioning session on peer review was excellent!
 - d. I liked the learning about new tools from the CANARI team and other participants. I liked making the video.
 - e. Interactive and outside of the box thinking and facilitation.
 - f. -The organisation was really great.
-Being with all the mentors gives more strength to the “network of mentors” to be.
-I was able to share much more of my experience and learn more about the other mentors actions.
-Grenada is a wonderful place and I like the people
-Most of all: THE FIELD TRIP!!

- g. The informal but seriousness of purpose.
 - h. Sharing of experiences, learning through doing.
 - i. The introduction using participatory video as a tool for mentoring and evaluation.
 - j. The interaction and exchange that enriched out skills and knowledge.
 - k. Furthermore the ability of facilitators, I really appreciate the conviviality of participants.
 - l. I liked the interaction and the action learning video.
 - m. It was not just about sitting down listening but actively sharing ideas, feelings and information with each other in a supportive environment.
4. What did you dislike about this meeting?
- a. The unclear guidance on the organisations / community and the related issues.
 - b. The least interactive sessions.
 - c. The uncertainty in/for the field trip to met stakeholders was a major distress. We did not know what to plan for. I found it quite embarrassing to me and “mentors” in front of the community.
 - d. More time was needed to make video but we got the job done!
 - e. There was nothing I disliked about the meeting.
 - f. We did not have enough time to finish the participatory video. I would have better like a one – scaled trip rather than a two scale trip (on the return to Haiti)
 - g. Nothing really, CANARI workshops are always totally enjoyable.
 - h. Room – no vegetation could be seen.
 - i. Everything worked fine, was great time for me. I enjoyed a lot.
 - j. Too short.
 - k. Nothing was bad in this meeting.
 - l. The distance to the meeting room.
 - m. Can’t think of anything I really disliked, but I was sorry we did not get to see the cocoa factory at Belmont estate.
5. Which sessions did you find particularly useful:
- a. The action learning practical session and the participatory video filming preparation session “the story line”
 - b. Field trip – hands on learning (community mapping) Action learning.
 - c. The session on peer review using questions.
 - d. -Participatory video.
-Visioning exercise with the Rose Hill community
-Needs assessment.
 - e. Field trip preparation, field trip, field trip recap. Action learning
 - f. -All action learning tools/energizers
-The participatory video
-The mapping of the community in Rose Hill
 - g. The making of the video. Session

- h. -Participatory video
 - Monitoring and evaluation
 - Exchange of information of how tools were applied.
 - i. Introduction to monitoring and evaluation.
 - j. The field trip and the PV
 - k. The sharing session. Session on video.
 - l. The participatory video session was very new and exciting to do.
6. How could the meeting have been improved?
- a. -If we had a large room, then we could probable have done more with the exercises.
 - Clarity to guide planning for meeting with community.
 - b. A few more interactive sessions. Fewer lectures.
 - c. Specifically for the field, needs analysis should be done of stakeholders, together with proper mobilization to active participate in meetings.
 - d. Having a session where we could apply/conduct a needs assessment for a CSO
 - e. One more day would've been better because days were too much filled with work.
 - But we did a real good job!!
 - f. Field trip better organized.
 - g. Having more time about monitoring and evaluation.
 - h. The video should have been introduced on day 1 and have a dialog session of ½ hr. to do production.
 - i. Another day would have been good – so we could have edited the video.
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	6	7		
Content	5	4		
Materials	7	4	2	
Facilitation	11	2		
Field trip	1	9	3	
Relevance to your needs	9	4		

Any additional comments on the above:

- a. A second perhaps shorter field trip can be useful
- b. The outcome of the field trip was very positive despite the challenges.
- c. The workshop was very useful as a compliment of the other workshop in the mentoring programme.

- d. It will help me considerable to better carry out my mentoring work at home.
8. What is one thing that you will apply from the meeting in your organisation's work?
- More use of art in capacity building sessions with group and participatory video
 - Attempt to get groups to look at broader picture in respect of the benefit of working together for the whole community.
 - The "needs analysis" format for workplace.
 - Introducing a participatory video in a community project or proposal.
 - Participatory facilitation / activities specifically action learning.
 - The mapping of the community
-The participatory video
 - "Maybe" I will make a video. I will definitely do a mapping exercise.
 - Visioning
 - Monitoring is very important to see what going on in the community field.
 - Mentorship has been part of our organisation we just had not defined our work as mentorship. We now have a frame work that defines our work.
 - It will apply "community mapping" I thing is important to help them to do this important thing so they can know really the problem of the community.
 - The ice breakers
-The action learning video
 - Action learning will certainly be used in my interaction with my groups.
9. What would prevent you from applying the ideas discussed in this meeting?
- Financial constraints could be a challenge but will devise ways to meet cost
 - Lack of funding in some instances, making the time to meet with all groups.
 - Not applicable
 - My limited experience I would like to read more for my personal development.
 - Time and accessibility to groups to mentor.
 - Nothing.
 - Nothing.
 - Lack of time and reasons.
 - More effort will be make from me as a mentor helping communities to move on.
 - Nothing already practicing.
 - The distraction or business of my regular office duties.
 - My ability will limited by the time I have available and willingness/availability of the groups I am mentoring.
10. Do you or your organisation have any additional training needs (that you have not identified already)?

- a. Preparing – designing, editing compiling knowledge products – documentary booklets, case studies etc.
- b. Building capacity for conflict management
- c. I can't think of any.
- d. Not at this time. Will be communicated if training needs are identified.
- e. Participatory videos.
- f. Mentorship workshops with community group leaders / members.
- g. I haven't taught about a need but we always need to improve our knowledge and experience.
- h. Yes – 3D mapping, other action learning tools participatory research.
- i. Yes. A training on “How to build resilient by consolidating and protecting the environment”.
- j. Leadership skills for individuals in the organisation.
- k. It would be helpful if we had access to a folder (electronic) or booklet with all the tools of energizers and ice breakers.

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

- a. Ensure documentation and sharing
- b. A greater profile for CANARI throughout Caribbean.
- c. Seek funding to build on the current successes in mentorship.
 - To provide more tools / skills of mentors
 - To expand the number of mentors in the Caribbean. – Great Job!
- d. Have a follow up workshop late in 2013.
- e. Continue doing great work and providing training to persons working in the environment and development sector.
- f. -I would like to have a workshop of the mentors in Haiti and I'm ready to think seriously about it with CANARI. There are different situations and challenges that have to be addressed.
 - I think that methods used by CANARI can help us more and we can inspire other mentors from the other Caribbean islands.
- g. Maybe look for a few good strategic partnership to advance your work and extend the reach of your / the action learning methodology.
- h. Just continue making effort to look for ideas to improve the mentor's skills.
- i. Regular networking, site visits to projects in other islands.
- j. I wish CANARI to continue to support the Caribbean islands; I recommend it to do fund raising for implementing more projects.
- k. This process needs to be expanded into other Caribbean countries and with more groups per country. The mentoring training is vital to strengthening of CSO's.