CRITICAL ECOSYSTEM PARTNERSHIP FUND

DESIGNING A CEPF CONSERVATION PROJECT

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Rosie Trevelyan

DESIGNING A CEPF CONSERVATION PROJECT: TOOLKIT FOR A CEPF MASTER CLASS

AUTHORS AND CONTRIBUTORS

Toolkit Author

The toolkit manual and PowerPoint slides were written by Rosie Trevelyan. The teaching style and approach is based on the Tropical Biology Association's workshops that train conservation scientists and managers in designing projects for conservation impact. The **Tropical Biology Association** is an NGO that builds the capacity of conservation scientists to manage and safeguard biodiversity by providing tailor-made training that is relevant and applicable to conservation on the ground.

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About the Critical Ecosystem Partnership Fund

CEPF is a global program that provides grants to civil society to safeguard the world's biodiversity hotspots. As one of the founding partners, CI administers the global program through a CEPF Secretariat. CEPF's purpose is to strengthen the involvement and effectiveness of civil society in the conservation and management of globally important biodiversity.

The Critical Ecosystem Partnership Fund is a joint initiative of l'Agence Française de Développement, Conservation International, the European Union, the Global Environment Facility, the Government of Japan and the World Bank. A fundamental goal is to ensure civil society is engaged in biodiversity conservation.

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TROPICAL BIOLOGY ASSOCIATION

ABOUT THE CEPF MASTER CLASS TOOLKIT

Aims

The toolkit provides a framework for a master class on how to design conservation projects and write good proposals for CEPF grants. It consists of this PDF Manual and an accompanying set of PowerPoint decks that CEPF staff – such as RIT or grant directors – can use. The PowerPoints can be adapted so that relevant examples can be included, or more information where more detail about specific calls for proposals would be useful.

The target audience for the workshops is CEPF grant applicants whose Letter of Intent has been favourably reviewed and who wish to submit a full grant proposal.

The toolkit is designed to help future CEPF grantees

- Understand CEPF goals and grant making process
- Produce a well designed project
- Write a well-constructed proposal for a CEPF grant
- Learn transferrable skills for future proposals

Structure and content

The toolkit is consists of a learners' "how to" manual and a series of trainers' PowerPoints to be delivered in a workshop or mentoring sessions.

The contents of the toolkit were chosen based on the common challenges that potential grantees find when writing proposals and the specific requirements CEPF has for successful grant applications. The toolkit doesn't aim to duplicate the large amount of information on the CEPF website – instead it introduces future grantees to most of the sections covered and provides signposts for them to find out more.

The toolkit is split into modules all of which will make up a master class. Alternatively, a selection of modules can be presented depending on the time available and the training needs of the participants.

Modules in the toolkit

MODULES	PDF MANUAL	POWERPOINT SLIDES
1. DESIGNING PROJECTS	Yes	Yes
2. WRITING THE PROPOSAL	Yes	
3. MEASURING IMPACT	Yes	Yes
4. ENGAGING STAKEHOLDERS	Yes	Yes
5. GENDER	Yes	Yes
6. BUDGETING AND FINANCE	Yes	Yes
7. CEPF ENVIRONMENTAL AND SOCIAL POLICIES	Yes	Yes
8. TIPS FOR TEACHING A MASTER CLASS	Yes	

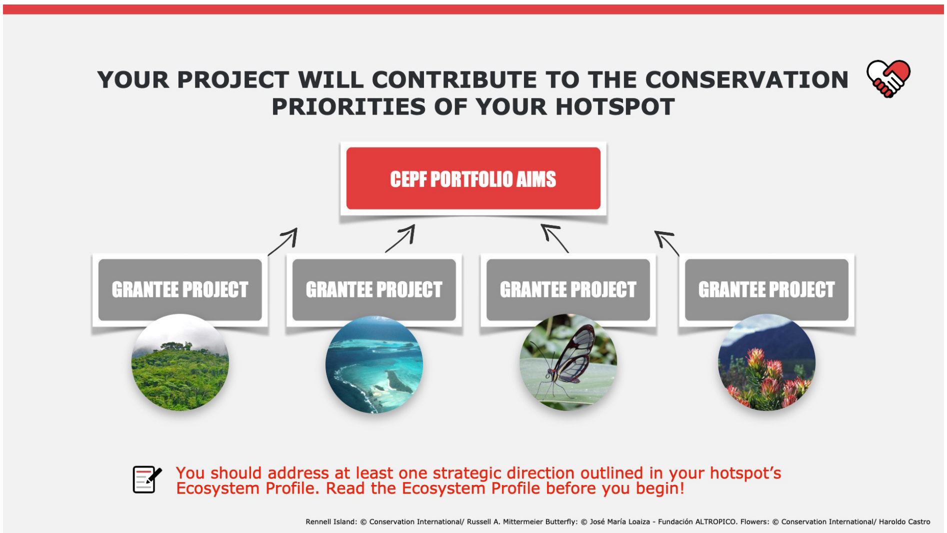
The aim of the toolkit is to provide guidance for grantees who are writing a LOI

DESIGNING PROJECTS

Picture: © Víctor Eduardo Obando Clavijo

A PARTNERSHIP WITH YOUR DONOR

It is good to remind yourself that the project you are proposing to do is going to help CEPF as much as CEPF is going to help you. You both share the same aims of conserving biodiversity hotspots – in the long run. So think of yourselves as partners as you revise and finalise your project proposal. CEPF's global aims are to protect biodiversity, build local conservation leadership and nurture sustainable development. CEPF also has portfolio aims which collectively achieve these global aims. Your project will help achieve these by addressing the conservation priorities (strategic directions) outlined in the Ecosystem Profile of your hotspot.



INGREDIENTS OF A GOOD PROJECT DESIGN

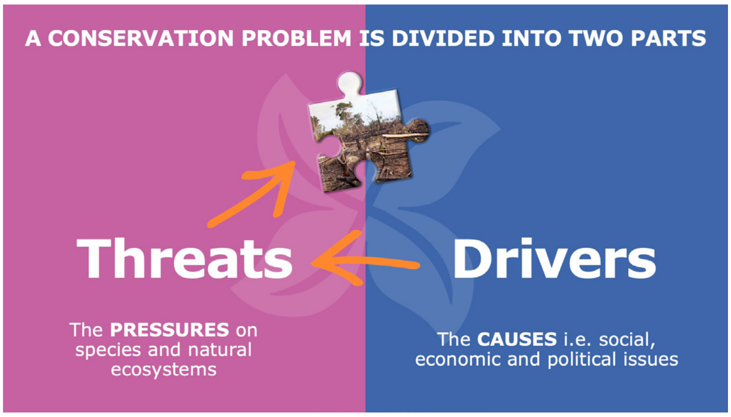
The CEPF website gives you lots of guidance on how to design projects, but here are 4 key things to address when you are designing or revising your project.

UNDERSTANDING WHAT PROBLEM YOU ARE TRYING TO SOLVE

Being really clear about the problem that you wish to solve is key to good project design. Conservation problems can be thought of at two levels:

1. **Threats:** these are the pressures on species and natural ecosystems that you will be trying to remove or reduce.
2. **Drivers:** what is actually causing these threats? These are the underlying social, economic and political situations.

Involving stakeholders at this stage is really helpful, since they will help you understand the situation on the ground. (See section on stakeholder engagement).



To design your project, and write your proposal, you need to answer three basic questions:

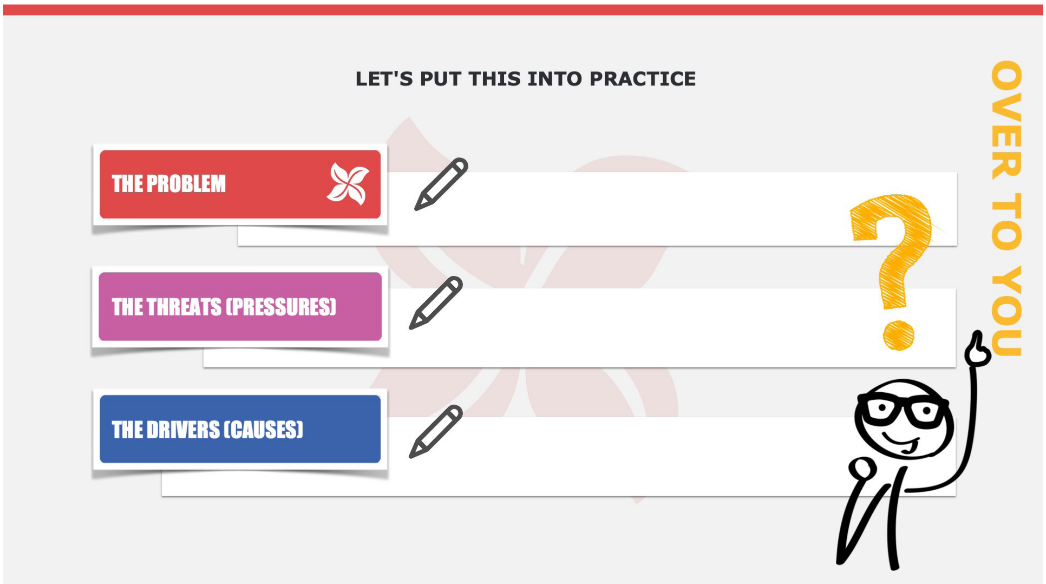
1. **What problem do you want to solve?**
   It is by solving the problem that you will have impacts.

2. **How will you solve it?**
   This is your project approach in the narrative section. Think about the results you need to achieve and the stakeholders that you need to work with. Do a double check that your project approach really will solve the conservation problem.

3. **How will you know you have solved the problem - what changes will have happened because of your project - and what will you measure to show you have succeeded?**
   These are your impacts (in section below as well as in the module “writing the proposal”). They needs monitoring and evaluation.

Over to you

Write down the conservation problem your CEPF project is solving, its threats and drivers.



How solving your problem leads to impact

Identify the underlying causes, e.g.:

- Grazing
- Charcoal burning
- Fuel wood
- Forest fires
- Farming
- Trail overuse

...and the change you want your project to achieve if you solve your problem

WHAT IMPACT WILL YOUR PROJECT HAVE?

Impacts are a way of showing how the world will look after you have solved the conservation problem you are tackling. When writing a project proposal you need to be able to show your "vision of the future" i.e. the long-term impact you wish to achieve. It might be to establish a community managed nature reserve, to increase the population size of an endangered species, or to restore a habitat. Your long-term impact must match CEPF's impacts which can be summarised as "to protect biodiversity and improve human wellbeing in biodiversity hotspots". Reaching such a long-term impact will take many years – and may need input from other actors (such as government or other NGO's) but it is a way of showing why your project is so important – and it shows how your project is so relevant to your funder's impacts.

All CEPF grants should address the shared priorities defined in the Ecosystem Profile for your hotspot. These may include:

- Enhanced protection of a KBA (key biodiversity area)
- Protected area or biodiversity corridor established or expanded in area
- Change in threat level or red list index of an important species
- Civil Society organisations (CSO's) with enhanced capacity
- Livelihood activities benefit people and biodiversity

A good project proposal needs to tell us about two kinds of impact

1) **Long-term impact**
   What is the long-term impact that your project will contribute to (that will happen after your project ends).

2) **Short-term impact**
   The measurable impact your project will achieve by the end of the 1-3 years' grant. It should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound.

Lets take a look at these in more detail...

Long-term impact

The long-term impact is the larger conservation goal that your project will contribute to. It won't be achieved during your project: but it's a way of showing why your work is important in the long term. And for CEPF grants, you need to show how your long-term impacts match the CEPF impacts because remember, you are helping CEPF achieve their "vision for the future" in your hotspot. So do make this clear when you describe your impact.

How long is long?

For a CEPF project, your long-term impact will be seen between 3 - 5 years. So while the long-term impact is not something your own project will measure, it is good to still give an indication of what the impact might feasibly be after a stated time frame – perhaps 5 years?

Examples of good CEPF long-term impact

✔ **Support creation of a sustainable Payment for Ecosystem Service scheme for the conservation of Limu National Reserve (a KBA) within 5 years after the start of this project.**

Why is it good?

You make it clear that your project is supporting the conservation of a KBA (which is identified as a priority in the Ecosystem Profile)

You have a timeframe

You make it clear that your project is not creating the PES scheme all on your own – this is the longer term change that your work is supporting. Remember the long-term impact is what you are contributing to – it is bigger than your own project impact.

Example of poor long-term impacts

Too big or broad

✖ **The project will reduce wetland degradation in Kenya.**

What is wrong with this?
Even as a long-term impact (perhaps 5 years after your project) you won't have made a significant contribution to reducing the degradation of all wetlands in all of Kenya given your project is probably only 2 years long

Too vague

✖ **We will improve wetland conservation in Kenya.**

As well as being too big this is very vague and doesn't tell us what you will do or exact target you are aiming for

Short-term impact

These are the conservation impacts your project will have made by the end of the grant period. They should be measurable - otherwise how will you know your project worked? You could think of them as your headline achievements that you would want to see in publicity, a conservation success story that you and your funder will be proud of.

How to write the impacts?

- Impacts are usually written as if you have already achieved them (past tense)
- Instead of "the project will restore 50ha of forest" you write "50ha of forest restored"
- Instead of "20% of people will change behaviour to protect fishery resources" you write "20% of people changed behaviour to protect fishery resources"

Try it out on your impacts

Write your impacts as if you have already achieved them - like in the example above.

Examples of short-term impact

What do you think makes this a good short-term impact?

✔ **25% of the farmland area of the "Mto kubwa" watershed in Mto KBA has adopted at least one of the identified farming practices that promote biodiversity conservation by the end of the two-year project.**

Why is it good?
This is good because it is quantified, specific and time-bound. We say measures of impact should be SMART: which means specific, measurable, achievable (this sounds achievable to us – its not too ambitious like aiming for 100% of the farmland area), relevant (it's in a KBA and it's about biodiversity conservation) and time-bound – it takes place in 2 years.

✔ **By the end of May 2022, at least 20% of people in the 3 target villages who are involved in illegal fishing at the start of the project changed behaviour to protect fishery resources.**

Why is it good?
You are clear about the change you want to see: fishery resources will be protected because people's behaviour will have changed. And you have quantified targets: you aim for 20% of people from 3 villages to have changed their behaviour (presumably stopping illegal fishing). It is time-bound: there is a start date and an end date.

✔ **By the close of the project (2022), 300 hectares of production landscape in Triode district are better managed for biodiversity [via predatory-safe animal husbandry methods and community awareness measures that reduce conflict between residents and lions.]**

Why is it good?
It is specific and measurable (300 ha can be quantified). It is relevant to CEPF: strengthening management of production landscapes for the benefit of biodiversity is one of CEPF's objectives: you are helping them achieve this.

Example of poor short-term impacts

✖ **Lions and people of Triode district living in harmony.**

Too broad
As well as being rather ambitious (all people of the entire district) it is very vague. What does living in harmony mean? Even if we knew what it means you don't show us how you will measure "living in harmony"

✖ **An action plan to implement the National Environmental Management Policy in the Endora indigenous lands.**

Too narrow
This is the other extreme. It is too specific to be a short-term impact: in fact it is a deliverable (or output) which we will talk about below

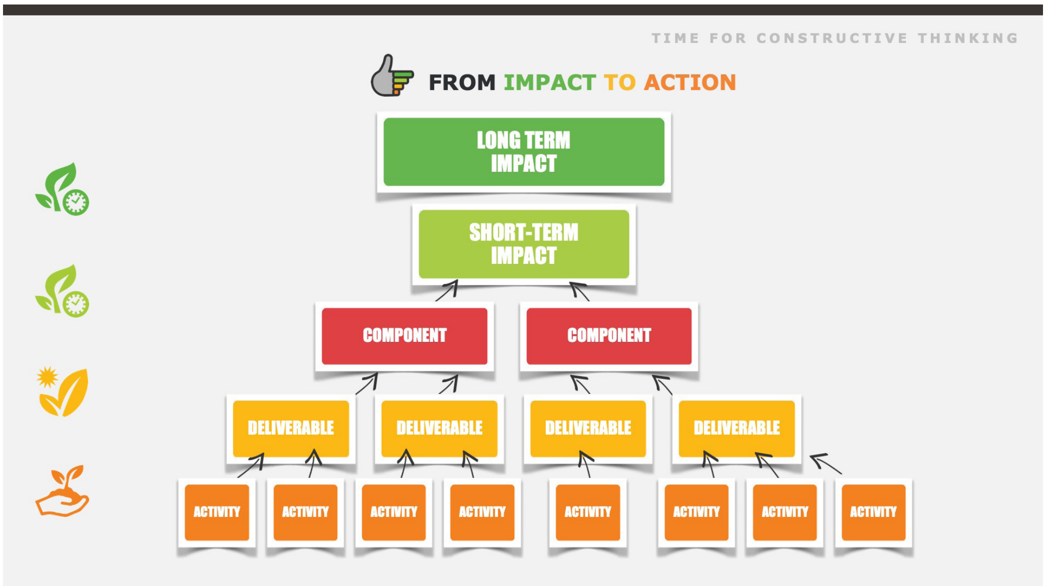
Try it out on your impacts

Impact	
Your long-term impact	
Your short-term impact	

CEPF PROJECT STRUCTURE: THE PROJECT LOGIC

Once we are sure about the long- and short-term impacts, we need to show how we are going to produce them. And to do this we need to learn some CEPF terminology – because it is unique to CEPF grants.

This is how the CEPF structure looks like



Project Components

CEPF project components are a collection of results, and together, the components produce/achieve your short-term impacts. Components are like a category – they are a way of grouping your deliverables together into a kind of theme and are meant to help you describe and then plan and manage your project. There is no "rule" as to how many components you should have for a CEPF grant – this will vary depending on your project's size and complexity. Components are there to help you structure your project into manageable sections. If your project has a one or more partners who are going to carry out the work – then each partner would be in charge of their component. CEPF will ask you to report your progress for each component. This means that components need to be clear and well understood by your project team.

A component might be: harvesting plans for Lima and Saba forests or organisational capacity for 20 CSO's built. Both of these components would need a number of deliverables – and associated activities.

Deliverables

Deliverables are tangible products or outputs that your project activities will produce. They might be a training manual or participatory land-use maps, or a community fisheries management plan. If you can see it, hold it or count it, it's probably a deliverable. As you will see from the diagram above, a set of deliverables is grouped to make up each component. They are produced by activities and when completed deliverables will generate the components.

Activities

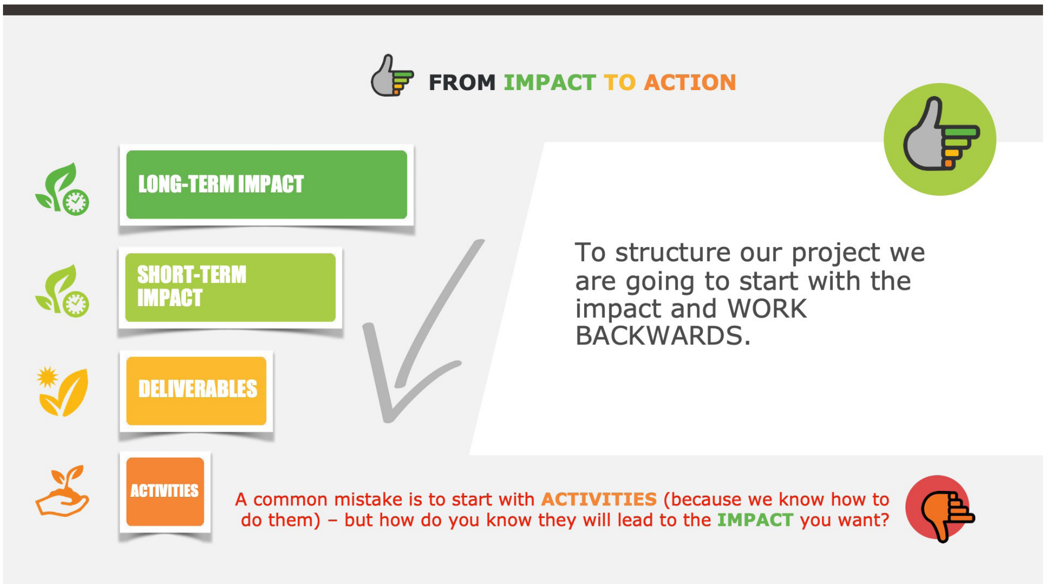
Activities lie at the base of your project logic. An activity cannot exist in isolation - each activity you carry out has to be necessary for your project to succeed. There has to be a clear link between each activity and its deliverable(s).

When you write your activities you write them in the present tense e.g. train 10 community rangers in use of Cybertracker; organize a meeting with commune officials; purchase three boats and outboard motors. Remember that impacts are written in the past tense - I know – it's a bit confusing.

Each activity will need a budget allocation - because activities usually need money and they certainly need to have people assigned to them to carry them out. We will talk about budgeting in another section.

Over to you

From impact to action planning exercise where people map the logic of their own projects : Now plan your own project by mapping backwards from your impacts.



RECAP AND TOP TIPS

Understanding CEPF priorities: Your project needs to address the strategic directions described in CEPF's Ecosystem Profile.

Achieving Impacts: Impact is the positive change in conservation that you will make. Short-term impacts are what your project will achieve and they should be measurable (SMART).

Planning logically: Project planning should start with thinking about the impact (and get the team and your stakeholders "buy in") and not with your activities.

WRITING THE PROPOSAL

Picture: © Critical Ecosystem Partnership Fund

PUTTING IT ALL TOGETHER: HOW TO PRESENT YOUR PROJECT DESIGN IN A CEPF PROPOSAL

Now we need to put this information into the CEPF project proposal portal: called ConservationGrants. Before writing any proposal, it is important to look at the grant template so you can see what sections there are for you to submit and any word limits there are. You should create an account through the CEPF website now so that you can access CEPF's grantee manual which gives you step-by-step directions for all parts of the application process – including those sections not covered in this manual.

This module gives some pointers on how to write the key sections of your project concept. They link very closely to the "good project design" module.

The core concept of your project can be summarised as:

Project Rationale	(what problem will the project solve and why is it so important?)
Project Approach	(how will you solve it? the top level description)
Project Impact	(the actual change your project will bring about – the measures that show you have solved the conservation problem)

Project Rationale

This is the underlying justification for your project, and its context. It explains the conservation problem you are aiming to solve and why your project is so important (or perhaps urgent). This is where you talk about your impact as well – in other words what change your project will bring about as a result of working on this conservation problem. By the end of your rationale, the reader will be convinced that you have a good project that fits in with the CEPF criteria and that is important enough to do now (and so deserves to be funded).

The rationale needs just enough background and context so the reader gets a really good picture of your project. Talk about the site you are working on (rather than the entire hotspot), why it is of conservation importance and why it needs protecting. Avoid going too broad because that will add confusion if you start writing about things your project is not actually directly working on. In other words, only include the background and context that is directly relevant to your specific project.

When drafting your rationale, remind yourself that this proposal is being written specifically for CEPF **(remember we said in module one you could consider it as a partnership).** So you need to have done all the background reading – about the CEPF's global aims and their portfolio aims.

CONTRIBUTING TO CEPF'S IMPACT
Refer to CEPF's ecosystem profile of your hotspot

There is a CEPF **ecosystem profile** for each hotspot which outlines the biological importance of the hotspot and the socio-political context. When you write the narrative sections of your proposal, you should use the ecosystem profile to give the context of your project and show how it addresses the shared conservation priorities of the hotspot.

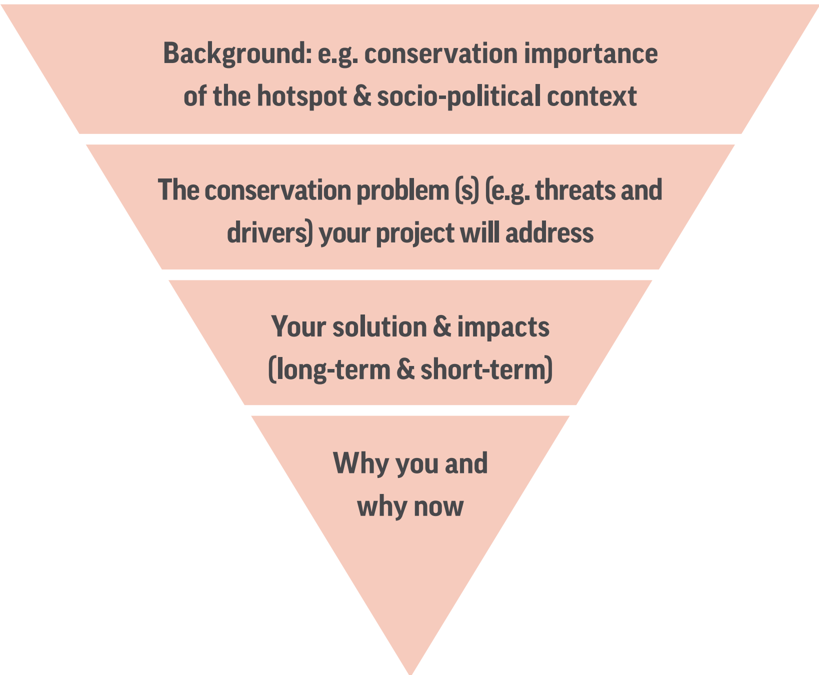
Have the call for proposals in front of you as you write this section – that way you will be able to show how your project is responding to the call.

Strategic Directions
Your project's expected impacts need to match one of the strategic directions that are described in the call for proposals and the ecosystem profile. This is because strategic directions describe shared goals for groups working on conservation in the hotspot. And your project impacts will contribute to those goals.

Examples of strategic directions and investment priorities (note each call for proposals for each hotspot will be different – so check yours now).

Strategic Direction	Investment priorities
Safeguard priority globally threatened species by identifying and addressing major threats and information gaps	Support the implementation of Conservation Action Plans for Critically Endangered and Endangered Species on the IUCN Red List
Empower local communities to engage in sustainable management of priority sites and consolidate ecological connectivity at the landscape scale	Demonstrate sustainable livelihood/job creation activities for local communities that will act as incentives for the conservation of priority sites (e.g. harvesting of NTFPs, sustainable agriculture, etc.)

STRUCTURE OF RATIONAL



You can get this from the ecosystem profile

This should match the strategic direction you have chosen
This should match the investment priorities

Expertise of you and partners & why you think your project will work

Top tips for writing a rationale

- ✔ Read the CEPF ecosystem profile so you can explain the conservation value of your project.
- ✔ Make sure you explain the specific problem you are solving - and what measurable short-term impacts you will have by doing this.
- ✔ Keep it concise and keep it relevant – include only the information that is directly related to your project.

PROJECT APPROACH

This is where you explain **how** you will solve the conservation problem and describe how you will measure your project **impacts** you have just mentioned in the rationale. It is an opportunity to convince the reader that your project impacts are achievable (and measurable), and you have a clear plan for delivering them. Although there are sections later on that specifically ask you for details on this plan: i.e. the activities, deliverables, components, and partners, the project approach gives you space to explain why and how these will work. For example, you can explain why you chose your particular activities and what their direct results will be (your deliverables) and how these will lead to your short-term impacts.

We talked about being **SMART** in the section on **project planning**. The project approach not only describes the entire project framework but it also tells us how you will measure your impacts and results (i.e. deliverables). For example if you say you will build capacity of members of the community you are working in, you will need to show what indicator you will use to show their capacity has increased.

Talk about your partners and stakeholders and their roles in your project - and how you will be working with them. You can show not only what skills you have, but also how your partners' skills will contribute to the project's success.

All the narrative sections in your project proposal should have a logical flow, and should match all the other sections.

Other sections of your project proposal and ConservationGrants

You will see all the other sections that you will need to write when you log in to your ConservationGrants account. Importantly, CEPF's grantee manual gives you step-by-step directions for all parts of the application process – including those sections not covered in this manual.

CEPF's main project proposal sections at a glance:

- Project Rationale (what problem will the project solve?)
- Project Approach (how will you solve it?)
- Project Impact (how will you know when the problem has been solved?)
- Link to CEPF Investment Strategy (how does the project address one or more of the investment priorities in the call for proposals?)
- Long-term Sustainability (how will the impacts of the project be sustained or replicated after the end of the CEPF grant?)
- Organizational Strengths (why should your organization lead the project?)
- Partners and Stakeholders (who do you need to involve?)
- Project Assumptions and Risks (what could go wrong; how can you avoid this?)
- Social Context (who lives in the project area and how do they use it?)

IN SUMMARY: TOP TIPS FOR WRITING YOUR PROPOSAL

Best practice

- ✔ Have the call for proposals in front of you so you can show how you are addressing the shared conservation priorities (strategic direction) for your hotspot.
- ✔ Understand CEPF's global and portfolio indicators – to show how your project is relevant to their aims.
- ✔ Be SMART: describe how you will measure your short-term impacts (what indicators will you use).
- ✔ Be realistic – show how you really can deliver this in the time frame you have.
- ✔ Talk about who you will be working with, including your stakeholders, and how you are engaging them.
- ✔ Understand possible safeguards that might be triggered.

Things to avoid

- ✖ Unclear problem(s) with unclear solution(s).
- ✖ Unstructured, rambling writing! Although it is called a narrative section it's very helpful to be concise. Use sub-headings to help structure the section and keep the logical flow.
- ✖ Ignoring previous work – if you are building on previous projects (yours or other people's), then say so. We rarely work in isolation and it is useful to show what else is being done or what you are building on.
- ✖ Short-term impacts that are unsustainable.

MEASURING IMPACT

Picture: © Rosie Trevelyan TBA

MONITORING AND EVALUATING PROJECTS FOR CONSERVATION IMPACTS

WHY IS MONITORING AND EVALUATION IMPORTANT?

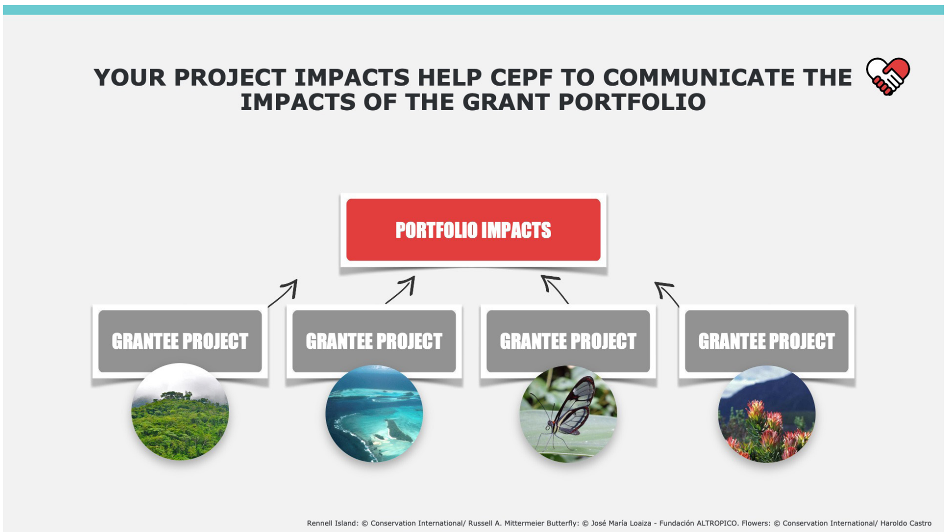
- ✔ To assess progress against our targets
  - This can guide us where we should adapt our approach if things are not going to plan

- ✔ Communication: we can show evidence our project was successful
  - Builds confidence with stakeholders, funders (and ourselves)

- ✔ Allows us to share lessons about what works and what doesn't so others can benefit

- ✔ Track record for your next project proposal

Your project impacts contribute to CEPF's global and portfolio indicators



What is the difference between monitoring and evaluation?

Monitoring is the regular and systematic collection of information to assess how things are going and whether targets are being met. It involves tracking progress against a set of targets or milestones. The information you measure during monitoring allows you to identify how you are progressing towards achieving your project objectives and to solve any problems arising.	**Evaluation** is when you assess the results or impacts you have actually achieved. To do this objectively, you need to have an agreed set of targets you expect to accomplish. Evaluation is usually done at the end of a project (as well as mid-way depending on the length and size of the project) and can be done in-house or by independent evaluators.

MONITORING

Monitoring can be done at several levels:

a) Budget and activities – how the budget (and other resources) are used and your activities happening on time (usually against milestones).

b) Deliverables/outputs – deliverables are tangible outputs that demonstrate the progress you are making with implementing your project.

c) Impacts – progress towards the end point of your project – the positive changes in conservation you hope to see as a result of your project.

Monitoring is most efficient when you have a monitoring framework or plan that shows what information you need to record – when and who is responsible. This means your whole team should be involved – not just the people writing the reports.

Monitoring on its own is usually not enough. We also need to evaluate whether we are making the impact we expected, and if not whether we need to adapt our programme. Monitoring and evaluation should be built in to your plan. They are not an add-on at the end!

EVALUATION

Evaluation examines the impact your project – or part of your project – has made. It analyses to what extent you have met your targets, and ultimately whether you achieved the impact you set out to achieve. Large projects often do a mid-term evaluation half-way into the project implementation period while final evaluation takes place at the end of the project. However, you could do an evaluation at any time e.g. if things look like they are not going to plan or your organisation wants to report on their impacts for a specific report or period.

The long-term impacts will not be seen until several years after your project has ended, so you are not required to measure them. Instead, you might be able to show that by achieving your short-term impacts you have made a contribution towards the long-term impacts your project is aiming to achieve.

HOW

The first step in deciding what to evaluate is to return to your project logic so you know what you are aiming to achieve. This provides a framework to design your evaluation.

MEASURES OF IMPACT – OR INDICATORS

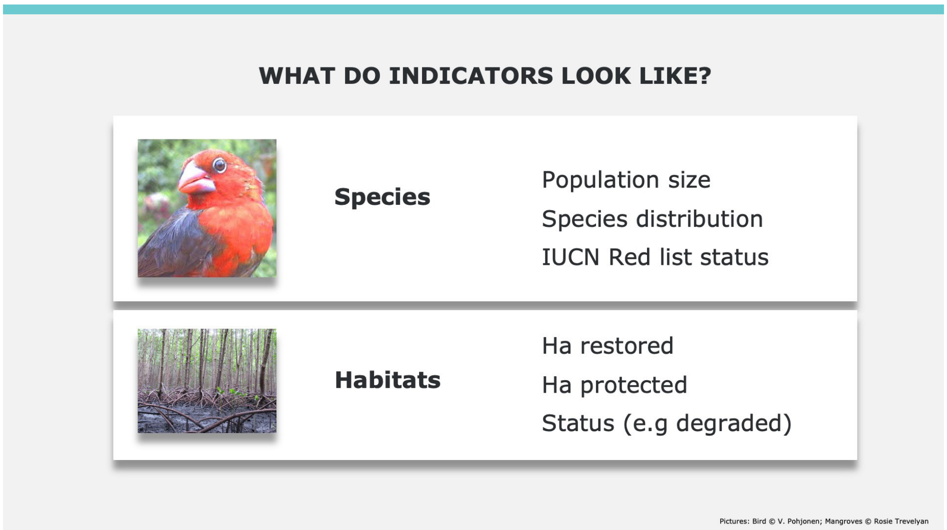
Indicators are the things you will measure to assess your impact.

Some donors ask your indicators to be **SMART**

Specific
Measurable
Achievable
Realistic
Time-bound

Involving your team in designing and choosing project indicators is a good learning and an experiences-sharing opportunity. Research has shown that when the team is involved in setting your indicators and in the evaluation process, they are more likely to take on board the lessons learnt and adapt and improve your work accordingly.

What do indicators look like?

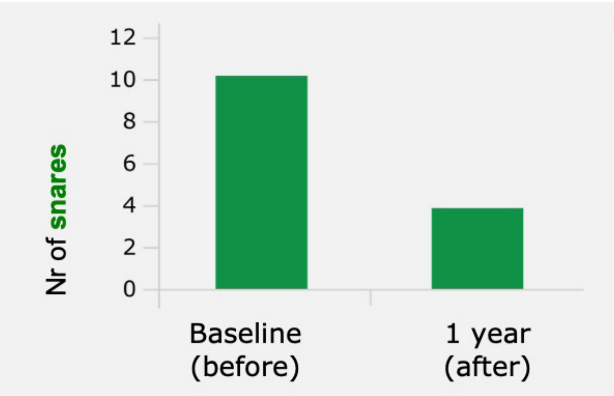


CHOOSING INDICATORS

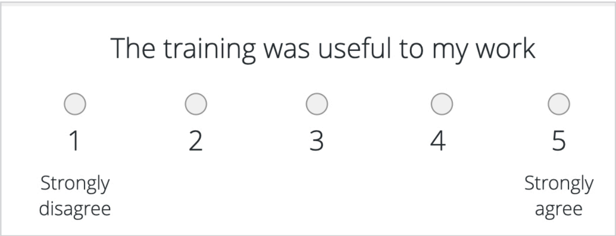
There are two broad categories of indicators; quantitative and qualitative.

Quantitative indicators are something that can be measured or counted such as numbers of individuals or answers to closed questions (see diagrams). Quantitative data allow you to carry out statistical tests and make comparisons.

EXAMPLE: using number of snares as a measure of levels of poaching before and after your project.



EXAMPLE: Closed questions that use a scale



Question:
What other indicators could you use for measuring the imact of a training programme?

Qualitative indicators are a more "subjective" assessment of a situation, such as the attitudes of people, or information about their behaviour. Though harder to analyse, qualitative indicators give useful insights that would be lost if we only used quantitative indicators. An example might be a verbal statement from community members or a viewpoint of what has been the most significant change as a result of your project.

TIP

Choose the most appropriate indicator for your situation. This means you are likely to want to use a combination of both quantitative and qualitative measures, i.e. a mixed method approach.

Most projects have targets – these are indicators that show what you want to achieve by the end of the project.

EXAMPLES OF INDICATORS AND TARGETS

- 50 women from 25 households trained in fish pond farming by year 3 [**indicator** = number of women trained; **target** = 50 women from 25 households];
- 10 traditional doctors trained on best practice in herbs' harvesting by end of year 1 [**indicator** = number of doctors trained; **target** = 10];
- Population of bat species [**indicator**] in the Abantu forest reserve doubles [**target**] by end of project

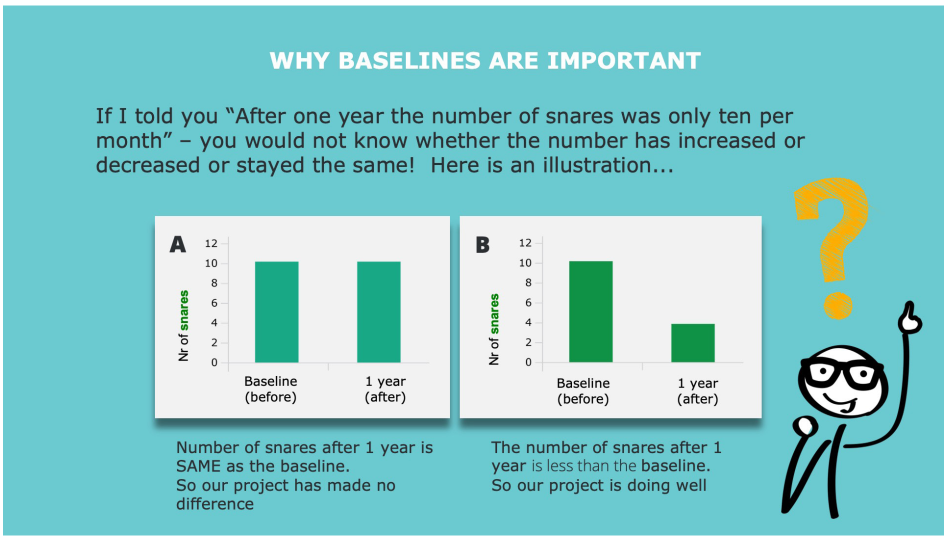
EXAMPLES OF INDICATORS AND MEANS OF VERIFICATION IN A LOG FRAME

	Indicators	How you will measure them or means of verification
Short-term impact Enhanced conservation of Kigoro wetland in KBA	150ha of wetlands under a revised management plan by 2019. Water quality (levels of siltation) show 35% improvement in water clarity.	Management plan is approved and signed by the authorities. Survey reports that measure water quality.

Deliverables Increased capacity of farmers in water monitoring and invasive plants management	24 farmers show improved skills in measuring water health. 24 farmers are clearing invasive species from their wetlands. Farmers in 3 villages actively participate in bi-annual invasive species clearing events around Kigoro wetland.	Workshop training report Community & event reports
Activities Training and awareness workshops	Training and awareness course for 24 farmers from Kigoro on measuring water health and managing wetlands invasive plants.	Workshop report

Baselines and controls

Baseline data help you know whether your project made a difference. In other words a baseline is the state of things before your project. For example, you could assess the baseline level of persecution of fruit bats before you start your community conservation programme, and again afterwards. An alternative to a baseline would be to compare the level of persecution in an area where you are not actively carrying out any work with the level of killings in the landscape that you are actively working in.



Making a monitoring plan

You must plan how you will monitor your impacts right at the beginning of your project. One way to do this is to create a monitoring plan such as the one below. This is far more detailed than the logframe and assigns tasks to different team members against specific timelines.

You need to assign individuals to specific monitoring and evaluation responsibilities as part of your project plan, and ensure everyone understands the information they need to collect and by when. Evaluation often requires the engagement of the wider stakeholders (project beneficiaries, funders, experts, etc.) and this needs to be factored in to your project plan.

A COMPLETED MONITORING PLAN

Short term impact	Indicator	Baseline	Data Source	When to collect data	Who is responsible	Notes
Lake Ol Bolosat's legal protection secures 500 ha of the KBA's fragile wetland habitats, and increases biodiversity by 10% by end of project.	500 ha fragile habitats under protection	0 ha fragile habitat under legal protection	Registered landuse maps & gazette notices	2018 Month 1; 2020 month 12	James, Admin Head	
	Resident water birds population increase by 10% annually; #active nests double by 2020	Year 1, waterbirds count and nest surveys	Annual water bird and nest count reports	1st & 2nd weekends of January & July each year	Peter G, Biodiversity Manager	Engage local scouts
	80% reduction in poaching of hippos by 2020	Year 1 monthly encounters of snares during fixed-distance patrols	Monthly ranger patrol reports	1st Saturday of the month	James, Admin Head	

MEASURING YOUR IMPACT: SUMMARY

INDICATORS tell us whether your project has succeeded in achieving its impacts and targets along the way

Look at **CEPF's portfolio indicators**: so your project is aligned with them

Make your indicators SMART

Have a **baseline**

Picture: © Tropical Biology Association

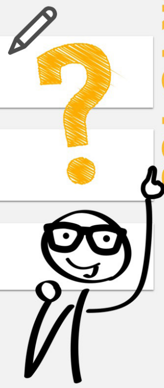
TIME FOR CONSTRUCTIVE THINKING

OVER TO YOU: ADDING INDICATORS TO YOUR PROJECT

SHORT-TERM IMPACT

DELIVERABLES

ACTIVITIES



OVER TO YOU

A FREE TOOLKIT ON HOW TO MEASURE IMPACTS

prism

https://conservationevaluation.org

..explains how to measure impact, gives examples of indicators, and provides practical methods to evaluate them.

STAKEHOLDER ENGAGEMENT

Picture: © Rosie Trevelyan TBA

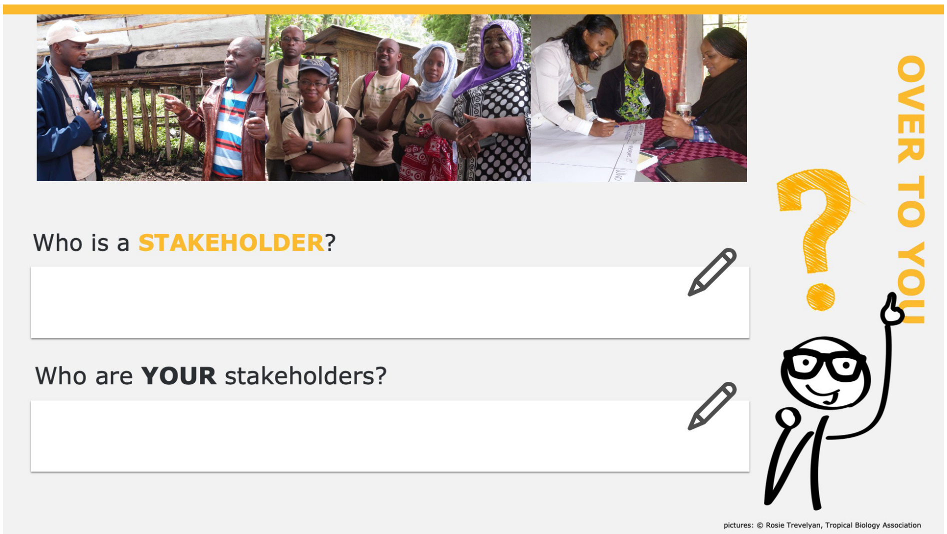
THE IMPORTANCE OF ENGAGING WITH STAKEHOLDERS

Your stakeholders – and how you work with them – are key to the success of your conservation project and its sustainability. Stakeholder engagement should begin right at the project inception stage and carry on throughout all stages, from planning through implementation and finally to reporting.

This module introduces the importance of stakeholder engagement, and how you can incorporate this into your own projects. Please also refer to the module on CEPF's environmental and social safeguard policies to understand specific CEPF requirements. For example any grant that is likely to generate adverse impacts on local or indigenous communities will be required to establish measures such as a stakeholder engagement plan - which is described on the CEPF website.

WHO ARE YOUR STAKEHOLDERS?

A stakeholder is anyone who has an interest in your project, or who might be affected by your project (this could be positively or negatively). In conservation stakeholders are usually indigenous groups, local communities, government, private sector and civil society organisations. **Perhaps you can think of others?**



WHY ENGAGE WITH STAKEHOLDERS?

Stakeholder engagement is key to good project design because conservation cannot work without them. Your stakeholders will have useful knowledge that you wish to tap into. They may be decision makers who will authorise the changes to management regimes you are aiming for. Stakeholders may hold positive or negative views about conservation so it is important you get to know each other at the beginning and work together so no-body loses out.

The involvement of stakeholders should be fair and participatory.

Benefits of engaging with stakeholders include:

- **Solving your conservation problem:** stakeholders have useful **knowledge** of the environment and local situation, and useful ideas you may not have thought of.

- For shared **ownership** and **collaboration** – everyone cares about the impact and has a part to play.

- Ensures people **benefit** from your conservation project.

- Lends **legitimacy** and **credibility** and improves negotiation around resource use and management.

- **Avoids harming** the most vulnerable.

Exercise

What benefits will your project gain from engaging with stakeholders?

Working with Communities: a particular type of stakeholder

Most conservation projects work with local communities because of their close relationship with the natural resources you are trying to conserve. Before you start your project, you need to understand the complexities of the communities you are working with (such as issues of power, governance, and culture).

The most important thing to consider is that a community is not homogenous. In other words, a community is not just "the whole village", it is composed of many different people who carry out different activities, have different values, and often have different levels of power or access to natural resources.

Some people within a community might risk being "hidden stakeholders" because they are less involved in decision-making processes. They may have less power than others and less access to resources. Conservation projects should not leave these members of the community out and leave them disadvantaged. And they may actually be key to the success of your project because of their specific knowledge or the way they are using resources.

How to consult and engage with stakeholders

All good projects should involve all stakeholders as early as possible in grant preparation, to ensure that their views and concerns are made known and taken into account.

Your project proposal to CEPF therefore needs to show not only who your stakeholders are but how you are consulting with them and how you will engage with them throughout your project. Much of this can be described in your project approach, and in project activities.

One way of understanding your stakeholders and their views and interests in your project is to fill in a stakeholder analysis (below). You can adapt this template by adding or removing columns to make it most useful to you.

Stakeholder	Interests	How they are likely to be affected by the project: positively (+ve) or negatively (-ve)
E.g. Subsistence farmers	Rely on the forest for firewood and polewood	+ve: In long-term, would benefit from sustainable use -ve: Will be affected by increased enforcement and restrictions on use

Ensuring fair participation of stakeholders at all stages of the project

Now that you are familiar with your stakeholders – and understand that they are not a homogenous group, you are in a good position to ensure you engage with them fairly in your project. Key questions to ask are:

1. **Have you designed your activities so that all social groups can participate?**
   Think about
   - time of day
   - will costs of participating exclude any group(s)

2. **Are any stakeholders dominating?**
   - How will you ensure ALL groups can participate and have their voices heard?

3. **Will all stakeholders benefit fairly from your project?**
   - How will you make sure none are negatively impacted?

Understanding CEPF's environmental and social policies when working with stakeholders

CEPF has environmental and social policies that help ensure that your projects do not inadvertently harm the environment or local people – and these are covered in a separate module in this toolkit as well as on the the CEPF website **https://www.cepf.net/grants/before-you-apply/safeguards**. The activities you plan to do may "trigger" one of these social safeguards, in which case you need to prepare safeguard instruments as part of your project proposal before your grant is approved. For example, you may need to include a Stakeholder Engagement Plan (if your project might cause adverse impacts to local or indigenous peoples) or a Social Assessment (if your stakeholders are indigenous peoples). There is guidance and templates for all social safeguard instruments on the CEPF website.

The best way to understand whether the activities you plan to do with your stakeholders will trigger any social safeguards – and how to respond - is to ask your CEPF RIT or grant director.

RECAP

- Stakeholders are vital to the success of your project and should be involved in your project activities from conception to completion.
- A stakeholder analysis helps you understand the different interests of your stakeholders and how they might be impacted by your project.
- A good project proposal explains who your stakeholders are and how you will engage with your stakeholders throughout your whole project.
- Remember to integrate gender issues e.g. ensure consultation and fair participation of women and men.

GENDER

Picture: © Resilience Now – Florence Gibert

WHAT IS GENDER?

Gender describes the roles and behaviours that women and men are expected to do. Gender differences are based on cultural values and beliefs – they are learned and they can change over time.

If you reflect on the roles and behaviours that your grand mother and grand father had in the household - they are probably very different from the roles of many women and men to-day. Perhaps you can think of other examples where the gender roles have changed and where women (or men) behave differently in different cultures around the world.

Why is gender important to your conservation project?

There are many reasons why a conservation project should fully and fairly engage with men and women in your project. For example, men and women usually have different kinds of knowledge and roles concerning the use and management of natural resources. In many cultures, different genders have different levels of power and control over natural resources. This means your project needs to understand the constraints that different genders face, whether in decision making or access to resources, so that no-one is disadvantaged or left out by your activities. Indeed, your project should strive for equitable decision making and sharing of benefits at all scales.

Of course fully integrating gender in your project will help you achieve your impacts – because of the diverse knowledge, perspectives and involvement that women and men will bring. By doing so, you are helping to ensure the social sustainability of your conservation impacts.

INCORPORATING GENDER INTO PROJECTS LEADS TO MORE SUSTAINABLE IMPACTS

1 Women and men often have different roles in natural resource management

2 They have different knowledge and priorities too

BUT Women and men have different power and ownership over resources

3 **SO** for our projects to succeed, we need to take **GENDER** differences into account

How to incorporate gender into your CEPF project

We have already talked about **engaging with stakeholders** and the same principles apply when considering the gender of your stakeholders. You should consider gender right at the beginning of any project and all the way through implementation, monitoring and reporting.

When considering gender, you could carry out a detailed stakeholder analysis that separates stakeholders by gender. For example, if your stakeholders are small-scale farmers, you would have female farmers and male farmers as separate stakeholders.

OVER TO YOU

Thinking about your own project

What are the roles of women and men in the communities where you will work

Role	Who does this? men or women or both?
Farmer	
Village leader	
Cooking for the family	
Tree nursery manager	
What examples do YOU have	

OVER TO YOU

1. PROJECT DEVELOPMENT / DESIGN

Projects should devise ways that ensure that women and men have an equal voice in planning the project. This means you need to take into account any gender-role based constraints that different genders face in local decision-making, or participating in different activities. Refer to CEPF's gender toolkit for guidance on how to do this.

Here are some examples of integrating gender in project design:

Ensuring women and men's opinions are heard

- ✔ hold meetings separately for women and men if you are working with communities where it is the cultural norm for men to speak first (or indeed where it is rare for women to speak at meetings).

- ✔ meet with women at times that are convenient for them (so timings don't clash with their daily tasks).

2. IMPLEMENTATION

Roles for women and men

Now you can design your project activities that take into account the unique roles that women and men have – and any constraints there may be in their participation.

Ensuring women and men benefit equitably from the project

It is important that women and men benefit from the project and that neither gender is inadvertently impacted negatively or left out. For example, if you are going to train guides – are there ways you could include female and male guides? A project that introduces beekeeping might benefit men more than women because men are traditionally beekeepers (or are expected to take up beekeeping). Would it be possible to include women as well? Or could they be included in a different aspect of the project so that they also benefit?

Whatever your activities, it is important that they will not disadvantage one gender over the other, and that you have structures in place to address gender-based issues.

3. MONITORING AND REPORTING

It is really good practice (and indeed a requirement from CEPF) to show that you are incorporating gender into your project. This means you need to collect data and report on women and men's involvement in your project separately. This is called sex-disaggregated data.

- ✔ Collect data on men and women in terms of their participation and benefits (e.g. 12 people trained and gaining guiding fees: 4 women & 8 men).
- ✔ Include data on men and women separately in your final report to CEPF.

4. THE CEPF GENDER-TRACKING TOOL (GTT)

You may be asked to complete the CEPF gender-tracking tool (GTT) once your project proposal is approved. This is a confidential self-assessment tool and was developed because CEPF is interested in helping grantees understand more about gender issues.

OVER TO YOU

REFLECTING ON OUR OWN PROJECTS

? How will your project allow fair participation of women and men

? How will your project benefit both women and men

? Do you need to make any adjustments to avoid inadvertent negative impacts

OVER TO YOU

RECAP: check list for incorporating gender into your CEPF project

CEPF Gender Toolkit

This has lots of useful information about gender and should be read before you start planning your project.

https://www.cepf.net/sites/default/files/cepf-gender-toolkit-2018-en.pdf

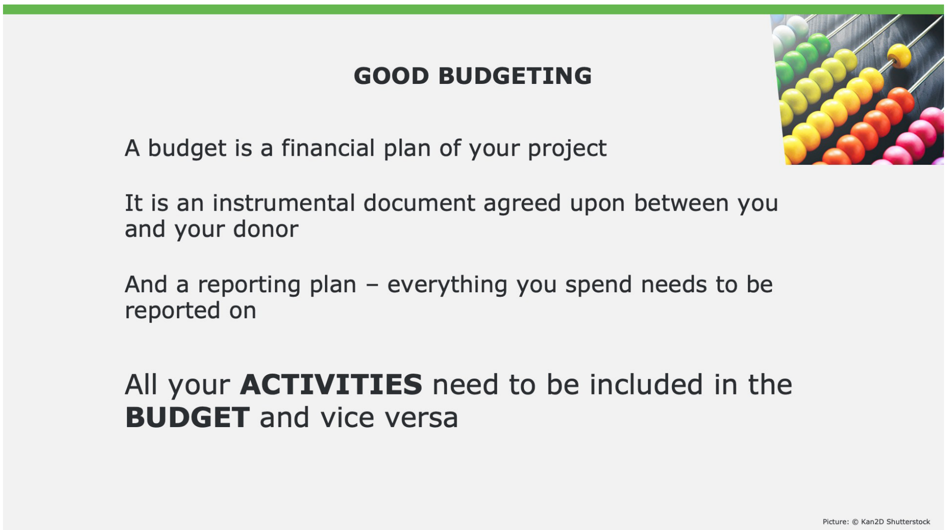
BUDGETING AND FINANCE

Picture: © Kan2D Shutterstock

WRITING BUDGETS

Good budgeting is an essential skill for you to have to ensure you deliver your conservation impacts. A budget is a financial plan of your project; it summarizes your activities and the resources you need to implement them. Once your project is funded, the budget will help you organise your work and will be used to monitor your spending against each activity. Importantly, your budget is an instrumental document agreed upon between you and your donor who will frequently check to ensure spending is going according the plan.

Your budget is not hypothetical: it is the only way you can carry out your project and forms the basis of your financial reporting.



Match the budget to your project activities & deliverables

A budget is team-work: you should involve key members of the project to ensure nothing has been forgotten. It should be vetted by your organisation's financial officer to check you haven't missed anything out – including any institutional costs – and to check the accuracy of the formulas.

Using activity-based budgeting means that you include costs for ALL activities in your proposal, and you don't miss any out. For example, your budget needs to reflect the costs of your staff time and your partners' staff time spent on your CEPF project. Perhaps your field officer will need to spend 4 days a month in the field to carry out the activities you have included in your proposal. So you need to calculate how much of her salary to include in the budget.

Use unit costs (such as cost of accommodation per day) and units (such as number of days) with a separate column for totals. This means you can easily change them while budgeting – for example, if you realise you need to add a day, or the accommodation will be more expensive - you can increase the number of units or unit cost and the totals will automatically be re-calculated.

Some notes about CEPF budget requirements

CEPF has specific budget lines you need to follow. CEPF provides a budget template with guidance on how to fill it in and a sample budget for illustration. When you are drafting your budget, have this template in front of you so you can use the same budget lines as them. This is because if you write your budget in a completely different format to CEPF it will be more difficult to adapt it for your actual grant application.

EXAMPLE: HOW A CEPF BUDGET WORKS

					Year 1		Year 2	
Name /Type of items		**Description**		**Unit cost**	**Nr of Units**	**Total (USD)**	**Nr of Units**	**Total (USD)**
Salaries and Benefits								
Project manager	Mary Ngalia	Ensure effective and efficient management of the project.	100% on CEPF project. Monthly rate	$1,000	6	$6,000	12	$12,000
Training expert	[add here]	[add here]						
Travel and Special Events								
Meeting	Bird & Tree Reserve	Training for 50 participants - Meals and Snacks $25 per person; room rental $500; training materials $50		$1,800	0	$0	2	$3,600
Sub-Grants								
Bird Friends	Perform activities 2.1 and 2.4 (detailed budget attached)	Determine the environmental impact to the native trees by increased touristic activity; Deliver technical report on findings.	1	$2,500	0	$0	1	$2,500

Notice how much detail there is in this budget. Each budget line has a description that explains what exactly this expenditure is for and how you have come up with the costs. Including these budgetary notes helps everyone understand how your budget works – including your team.

What are Reasonable and Allowable budget items?

Reasonable – they need to be vital for your project to succeed, but they need to be well-researched and are good value

Allowable – CEPF have certain restrictions on what they will and will not fund. Here are some examples of costs that are not allowable:

- Purchase of land
- Trust funds
- Staff costs for government employees
- Consultancy fees without accompanying contracts
- Management support costs (indirect costs) exceeding 13%

All costs need adequate documentation and internal financial protocols and these are discussed below.

CEPF procurement policies and procedures

Procurement is buying goods, professional services or works from an external source. All grantees must follow CEPF's procurement policy to ensure a fair, efficient, and a transparent process for procurement of all goods and services. **https://www.cepf.net/grants/managing-your-grants-financial-requirements#templates**

CEPF has additional requirements if you are going to spend $5,000 or more. There are specific steps you need to follow and these are outlined in CEPF's procurement policy. For example, you must obtain 3 bids (quotes) from different providers of the good or service, and follow a selection protocol that needs to be documented.

Any purchase of $5,000 or more that is not agreed upon in your budget should first be submitted to CEPF for approval before you go ahead with the purchase.

If you need to buy a vehicle for your project, you must first obtain written approval from CEPF **regardless of how much it costs**.

TOP TIP

If you need to make a purchase of greater than $5,000 or if you are drawing up a contract for a consultant or service provider, consult with your CEPF RIT. They are here to help and can advise you of the correct procedure to follow.

Documentation: all expenditure needs evidence

All CEPF projects need to keep a record of their expenditure for everything in the budget. This not only includes the receipts or invoices but it includes documentation showing the payments have been approved. It is a good idea to review your organisation's accounting procedures before you start and make sure you have sufficient financial protocols in place. It is likely CEPF will ask to see them.

Quick question:

Can you think of the documentation you use to show evidence of your expenditure?

Documentation of expenditure could include receipts or invoices. Boarding passes need to be kept to show evidence you or someone your project is funding actually took the plane.

If you are in the field where suppliers do not have receipts (e.g. local taxi drivers or food sellers) you may need to use other evidence such as making an official receipt book for your organisation's staff to use.

Photographs of receipts – or boarding passes – from your smart phone are usually allowable.

Example: staff

We said above that your budget needs to reflect the costs of staff time spent on your CEPF project.

Perhaps you have employed a field officer: they need to keep a time sheet and record all of the time they spend on their CEPF-funded activities – separate from their other duties. This is documentation and needs to be submitted to CEPF as part of your financial report. Please note that if the person is not spending 100% of their time on the CEPF project then their timesheet should also record the time spent on other (non-CEPF-funded) activities. The timesheet needs to be reviewed and approved by the staff member's supervisor and kept in your organisation's records.

Example: equipment

If you have bought some equipment then this can only be used for your CEPF project activities if it was paid 100% by CEPF. If CEPF paid 50% of the piece of equipment's costs, then your CEPF funded activities can only use it at 50% of its availability.

Example: vehicle logbook

If you are using a vehicle for your CEPF grant and charging for fuel and maintenance, you need to keep a vehicle logbook (which is good practice anyway). Vehicle logbooks need to include:

- Trip date
- Start and end locations
- Start and end odometer reading
- Distance travelled
- Reason for the trip
- Traveller's signature
- Driver's name

Example: sub-grants and sub-contracts

If you are using the services of a consultancy from outside your organisation (through sub-contracts) or giving your project partners funds to do work (through sub-grants) then they need to follow the same guidelines.

- You will need to enter into a legally-binding written agreement with them.
- You will need to make sure they know all of CEPF financial reporting requirements too.
- And you will need to make your records relating to to sub-contracts and sub-awards available to CEPF.

FINANCIAL REPORTING

1) You can only use CEPF funds for **your project activities**, and not anything else.

   This is obvious – but many organisations have several grants at a time to cover all the projects they are running. So your team need to know when their activities are for the CEPF project budget and when they are not.

2) Only **actual costs incurred** by your approved project activities can be charged to CEPF. For example, when you are reporting on salary spending, you may not charge CEPF for the budgeted amounts of salary unless that is also the actual amount spent – and this needs documentation (see 3).

3) **CEPF financial reports: be prepared**
Once your project proposal is approved there are a number of financial reports to put into your reporting schedule so you are ready to produce them in good time. These are:
- Quarterly Financial Reports
- Detailed Transactions Report

In addition CEPF may ask for a Project Audit or Organization Audit, and they may visit your organization or project site and review your documentation.

TIP
Get everyone on the team to understand the budget and the reporting requirements related to their own project activities so they collect the documentation you need. Even financial reporting requires team effort!

CODE OF ETHICS

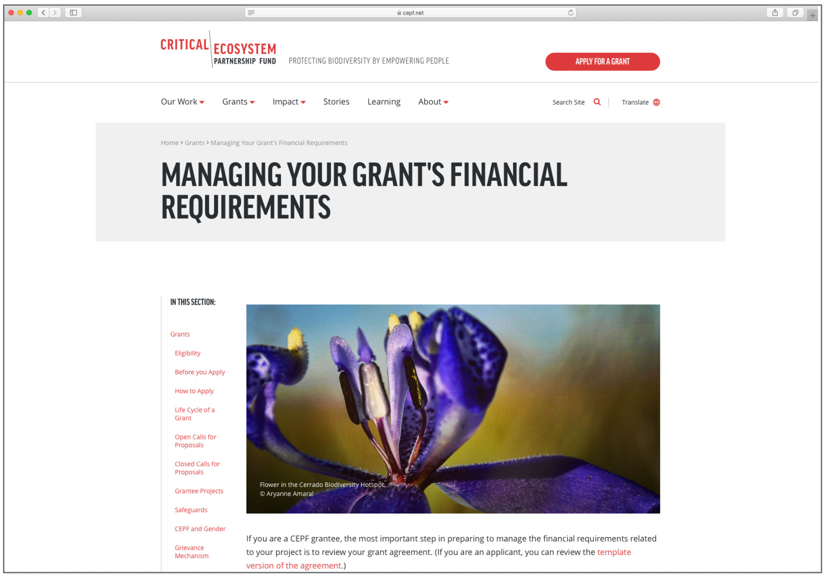
All grant recipients need to sign CI's code of ethics. In summary, you are expected to observe the highest standards of professional and personal ethics in the implementation of your project, with the goal of a successful project outcome. We are sure you all follow ethics standards in your work, so rather than repeat the code of ethics here – why not reflect on examples of why a code of ethics is so important, and then discuss them with colleagues and your RIT.

Fraud: What is fraud and how will you avoid it?
Bribery: Have you ever been in a situation where you were pressured into giving a bribe? What did you do?
Conflict of Interest: Do you think you will encounter a conflict of interest? Perhaps when you are sub-contracting – or other situations?
Using funds solely for the project and not personal benefit: When might there be a risk that there is a grey area between personal benefit versus project benefit?

Can you think of any other challenging examples?

CEPF is here to help!

For help and advice go to their reporting guidance on **https://www.cepf.net/grants/managing-your-grants-financial-requirements**. You are also welcome to contact your RIT representative or the CEPF secretariat.



RECAP AND QUICK QUIZ

1. Name 3 costs that are not allowable by CEPF

2. Salaries can be funded by CEPF grants – but only for the time spent on the CEPF project

Q: How will you document this?

A: T_ _ _ S_ _ _ _

3. Vehicles

All vehicle costs need to be accompanied by records from the

L _ G BO _ _

If you wish to purchase a vehicle with your CEPF grant what must you do first?

4. Procurement of Professional services

Q: What is the upper limit of spending before you need approval from CEPF?

A: $

Q. How many bids do you need to collect before you can spend in excess of $5,000?

A:

CEPF ENVIRONMENTAL AND SOCIAL POLICIES

Picture: © Tropical Biology Association

CEPF'S SOCIAL AND ENVIRONMENTAL POLICIES

What are CEPF's social and environmental policies?

- Safeguard policies help ensure that your projects do not inadvertently harm the environment or local people.
- They ensure that you include measures that will avoid, minimise or mitigate adverse environmental and social effects of your activities.
- CEPF will evaluate your project proposals to check that you have incorporated such measures if your project "triggers a safeguard policy".

The best way to understand CEPF's safeguard policies is to check the CEPF website **https://www.cepf.net/grants/before-you-apply/safeguards**, and refer to the Environmental and Social Management Framework.

CEPF safeguards cover environmental and social policies

Environmental	- Natural Habitats - Forests - Pest Management
Social	- Involuntary resettlement (restriction of access to resources) - Indigenous peoples

Will my project proposal trigger a safeguard policy?

When you prepared your LOI, you were required to answer a set of questions about safeguards. CEPF uses these questions as a preliminary assessment to determine if your project triggers a safeguard. These same questions are posed in your project proposal. CEPF will review your responses during their proposal review. They will identify any potential environmental and social impacts your project may have and indicate where you will need to include safeguard requirements.

SAFEGUARD INSTRUMENTS THAT SHOULD BE USED IF YOUR PROJECT TRIGGERS A SAFEGUARD

Safeguard Policy	Explanation: you may need a safeguard instrument...	Safeguard Instrument to use
Environmental Assessment	If your project has the potential to cause adverse environmental impacts in your area of influence. E.g. changes in land/resource use, constructing a visitor centre or trails, controlling an invasive species, facilitating tourism activities (see also Natural Habitats and Forests below).	Environmental Impact Assessment template
Natural Habitats	If your project has the potential to degrade or cause loss of a natural habitat.	Environmental Impact Assessment template
Forests	If your project has the potential to degrade or cause loss of forests and/or impact forest-dependent people. E.g. community woodlots; community forest management; cutting a forest restoration.	Environmental Impact Assessment template
Pest Management	If your project uses any pesticide, herbicide, rodenticide or other similar substance, or procures pesticides or pesticide application equipment. E.g. agricultural extension work, invasive species management.	Pest Management Plan
Involuntary Resettlement*	If your project restricts access to natural resources (which could negatively impact peoples' livelihoods). E.g. strengthening Protected Area management; implementing management plans.	Process Framework
Indigenous Peoples	If Indigenous Peoples are present or have collective attachment to land in your project area.	Social Assessment
Best Practice on Stakeholder Engagement	ALL projects must follow best practice on stakeholder engagement and show how they will do this in their project proposal**. If adverse social/environmental impacts to indigenous or local people are expected, then projects must implement a safeguard instrument.	Stakeholder Engagement Plan***
Physical Cultural Resources	If there are physical cultural resources at your project site (e.g objects, structures, natural features that have archaeological, paleontological, historical, architectural, religious, aesthetic, or other cultural significance).	No instrument – CEPF would create a Physical Cultural Resources Plan
Health and Safety Plan	If activities involve health and safety issues e.g. construction or handling dangerous animals	Health and Safety Plan

Notes on the table

* involuntary resettlement of people is not actually allowed! However, included in this safeguard policy is "restricting access to natural resources" because this could have negative impacts on people's livelihoods.

** See the stakeholder engagement module

*** A stakeholder engagement plan is needed as part of a social assessment for projects working with indigenous peoples or if they involve restriction of access to resources

What do I do if my project triggers a safeguard policy?

If your project triggers one or more safeguard policies, you will be asked to

- incorporate preventative measures into your project's design
- prepare the relevant safeguard document (instrument) for each

All of these safeguard documents form part of your proposal submission and must be approved prior to the grant contract being signed.

How do safeguards fit into the project cycle?

Project design and proposal submission	- Identify potential negative impacts - and design your project to avoid/mitigate them - Include safeguard instruments with your proposal for sign-off
Project implementation	- Ensure consultations and stakeholder awareness, if required as part of your safeguard instrument - Monitor & document all your safeguard issues and submit 6 monthly reports
Project evaluation	- Submit a separate report on safeguards as part of your final reporting to CEPF - Share lessons learned.

Grievance Mechanism

All projects that trigger a safeguard must establish a grievance mechanism. This is a means by which all relevant stakeholders can complain or raise a concern about your project with you, your Regional Implementation Team, or the CEPF Secretariat. This means you need to inform your stakeholders of this grievance mechanism in an appropriate way (e.g. posters, public notices, local languages, etc.). All grantees must describe their grievance mechanism in the relevant safeguard instrument. Guidance can be found here **https://www.cepf.net/stories/what-why-and-how-grievance-mechanisms**

HELP AND ADVICE ON SAFEGUARD POLICIES IS AVAILABLE

You are not expected to work all of this out on your own:

- your RIT can advise you on what to do.
- The CEPF website has all the documents you need **https://www.cepf.net/node/15509**

RECAP AND QUIZ

1. **Safeguard policies are there to:**
    - Ensure that projects are environmentally and socially sound
    - Ensure sustainable development outcomes.

This means your project will

- avoid/mitigate negative impacts ("do no harm")
- promote positive impacts ("do good")

2. **Which safeguard policies will be triggered by these activities?**
    a) creating a tourist trail
    b) constructing a visitor centre
    c) establishing a boundary of a national park
    d) creating a community forestry management plan

3. **All projects that trigger a safeguard policy need to have a**
    GR _ _ V _ _ C _ M _ _ H _ N _ _ M

OVER TO YOU

If you tick yes to any of these questions, think about what safeguard measure you might take (refer to the table above to remind you of what they are).

WILL MY PROJECT...	YES	NO
Support any physical construction or building of trails?		
Support any forestry activities?		
Involve activities that are likely to have adverse impacts on the local community?		
Result in the strengthened management of a protected area?		
Result in reduced or restricted access to the resources in a protected area?		
Result in removal or eviction of anyone from a protected area?		
Involve use of herbicides, pesticides, insecticides or any other poison?		
Support activities in an area used or inhabited by Indigenous Peoples?		
Include activities that might impact the health or safety of project staff or other people associated with the project?		

Write down any queries you have and ask your RIT or grant director.

QUESTIONS I HAVE

TIPS FOR TEACHING A MASTER CLASS

Picture: © Critical Ecosystem Partnership Fund

TIPS FOR TEACHING A MASTER CLASS
© Rosie Trevelyan

Make it practical

People learn best “by doing”. This is because learning facts and learning to do something are two different processes. A good workshop should include plenty of practical exercises so that trainees can apply the knowledge and ideas you are sharing with them - rather than just take note of what you have said.

The toolkit includes some practical activities and quizzes and there are some suggestions at the end of this module for others.

Make it interactive and varied

Your trainees will have their own ideas and experiences that they will want to share. A good workshop should create opportunities for the trainees and trainers to learn from each other. Even a powerpoint presentation should be seen as a way of interacting with your trainees rather than a “one-way flow” of information from you.

Build confidence and build trust

Teaching is more than sharing information – it is about instilling confidence in your trainees. A good teacher gives their trainees tools to help them create their own knowledge and improve their projects and proposals themselves.

Your workshops have the added advantage of building a good relationship and mutual trust with your future grantees.

Know your objectives

Each of your teaching activities needs to have clear objectives that you can share with your trainees. This will help you shape how you will deliver each session, and it also helps the trainees put their learning into context.

Variety is the spice of life

Vary your activities throughout the day and the workshop. Mix powerpoints with practicals or discussions. Not all talks need to be the same length. Make each day different and therefore more memorable.

Make it enjoyable

Workshops should be invigorating and fun for the trainees as well as the trainers.

EXAMPLES TO MAKE YOUR WORKSHOPS PRACTICAL AND INTERACTIVE

1. Make a good start

Start with the trainees: it's a good idea to start the whole workshop with the trainees so they feel that the workshop is for them and that they are expected to participate throughout. You could ask them to share the main challenges they have in designing a project and perhaps one interesting thing about their project.

2. Practical exercises

There are several of these in the toolkit. They can be short or long – it is good to vary the format. Here are some more examples:

Pair-wise sharing: asking trainees to share their knowledge or describe something about their project with their neighbour is a very effective way to get everyone to participate. You don't need to ask each pair to share with the whole group what they discussed – the learning happens during the discussion. You can take 5 minutes during a powerpoint to do this – and indeed there are pointers in the toolkit where you can do this. But equally, you could make this a longer exercise and ask for (some) feedback from each pair.

Discussions: offer a way of exploring topics that are less straightforward and where the "answer" depends on the specific context. They offer additional variety in your workshop and a welcome break from powerpoints and structured exercises. Examples from the toolkit where you could use this approach include CEPF's safeguard policies (such as which ones apply to the trainee's own project and why), issues relating to ethics (such as what is fraud), and what is adequate financial documentation for field-based activities.

Recaps or take home message: ask people to reflect on what they have learned – each morning is a good time to do this. Reflection helps new ideas become fixed – and tells you what people remembered from the day. Recaps can be as simple as "what was the most useful thing (or surprising or novel thing) you learned."

There are also recaps at the end of each module. These are designed to help trainees remember the key things that you think are important. In most places, the recaps are short. For example people will feel they can remember just three things rather than a longer list of many.

QUESTION & ANSWER

Creating a safe space for trainees to ask questions is really important. Trainees need the chance to ask questions about what they want to know. It allows you to find out what is still unclear to resolve any issues. You don't need to wait until the end of a talk or presentation – stop and allow questions during it as well.

QUIZ

The toolkit includes some very simple quizzes - they are not designed to show up what people don't know, but they are a light-hearted way of cementing new ideas just by having people thinking about what you have just taught them during the module.

3. The timetable: volume of material and pace of delivery

A good timetable takes some time to plan – it is the framework for the whole workshop. You need to be clear about what you want the trainees to gain from each session – whether it is learning new materials or gaining confidence in their abilities to write good proposals. Then you can think about how to put all the sections together so that it is well-structured with a good pace and a variety of delivery styles. All of this will help trainees to understand and absorb all the information you present.

AVOID OVERLOAD

While it is tempting to cram as much as possible into the few days you have available for the workshop, this approach usually backfires. Your aim is for trainees to be able to remember what you deliver so they can apply it themselves. Information overload will not achieve this. Trainees may also feel you are "pressurising" them which can reinforce a hierarchical "teacher-learner" relationship which is something you want to avoid.

ALLOCATE ENOUGH TIME TO PRACTICAL EXERCISES

A second mistake that trainers often make is to under-estimate how much time practical exercises will take. A good practical should have clear objectives with only a few tasks for trainees to do so that it can be completed in the time available. If you want to add more tasks to a practical then divide it into two separate practicals so that one builds on the other. Even more importantly, you need to allocate enough time so that trainees feel they have done their work justice.

GIVE SPACE FOR YOUR TRAINEES TO MAKE PRESENTATIONS

CEPF workshops are partly about sharing knowledge and learning from each other – so make time for trainees' presentations. Have clear objectives about what you want to achieve from these sessions and share this with your trainees. Perhaps you could give them three main questions you want them to answer – to help them reflect and think critically about their projects to establish the "learner-centred" approach of the whole workshop.

INVOLVE THE TRAINEES IN DECISION-MAKING
No matter how well designed your timetable is – some things won't go to plan! If you need to make any major changes to timings of sessions (e.g. an earlier start or later finish, or changing a rest-break) - then consult the trainees. They will know what will suit them best and involving them in decision-making will give them a sense of ownership.

PEOPLE NEED TO REST AND EAT!
And finally, don't forget, people also need to rest and eat! Having breaks helps people's concentration (and stops them thinking abut lunch) and is needed to absorb and remember the information you are sharing.

TIMETABLE: IN SUMMARY
Set feasible objectives so that trainees can absorb all the materials covered and be able to apply their learning to their own proposals. This means you will need to choose the length of time for your workshop accordingly.

A well-planned timetable gives your trainees confidence that the programme is informative and easy to follow and gives them confidence in you as the trainer.

EXAMPLE TIMETABLES

Example Master Class Timetable

Notes: this timetable gives you some ideas for how you could put the toolkit modules into a timetable.

Lengths of sessions will depend on the number of participants (e.g. if they are giving talks or feedback on their practicals, you will need to calculate enough time).

The grey shaded sections indicate that they are included in the toolkit.

You can add more sessions for participants to work on their own projects depending how much time you think they need.

THREE DAY TIMETABLE
Day 1

Time	Description	Notes
8:00	**Registration & ice breaker** First opportunity for networking and interacting	
	Project design and planning for impact	
8:30	Welcome and introductions	
9:00	About CEPF and about the masterclass	
9:15	**Project overviews** Speed talks	Send instructions in advance including length of talks. We have used as short as 5 mins and as long as 10 mins)
10:15	Tea/coffee break	
10:30	**Designing projects:** Interactive Talk	Content is in the toolkit PPT and manual
11:15	**Designing projects:** practical exercise	Participants create a logical structure for their projects
12:45	Lunch break	
14:00	**Feedback: Designing projects**	Allow enough time per group to give feedback. You can divide the class into two & have simultaneous sessions. Or you can leave this session out.
14:45	**Impacts:** Interactive talk	Toolkit PPT Build clarity around CEPF global and portfolio impact
15:30	**Project proposals: Working session**	Participants work on their proposals, putting into practice what they have learned so far.
17:00	**End**	

THREE DAY TIMETABLE
Day 2

Time	Description	Notes
Budgeting and financial management		
8:30	Recap from day 1	Participants share what they learned yesterday
9:00	**Budgets and finance:** Interactive talk	Using toolkit PPT
9:30	**Discussion: Ethics and Fraud**	Trainer can use scenarios and ask participants to identify ethical issues.
10:30	Tea/coffee break	
Stakeholders and gender		
11:00	**Interactive Talk:** Engaging with stakeholders	Toolkit PPT
11:30	**Practical: Stakeholder analysis**	Optional (depends on length of workshop)
12:45	Lunch break	
14:00	**Sharing experiences**	Participants feedback on stakeholder analysis & discuss their experiences of working with stakeholders
14:45	**Interactive talk: Gender**	Toolkit PPT
15:15	**Practical session**	Participants work on own projects
16:30	**End**	

THREE DAY TIMETABLE
Day 3

Time	Description	Notes
	CEPF environmental and social safeguards	
8:30	Recap from day 2	Participants share what they learned yesterday
9:00	**CEPF environmental and social safeguards:** Talk	Toolkit PPT
9:45	**Discussion / Working session safeguard policies**	Participants explore which safeguard instruments (if any) they need to establish
10:30	Working coffee break	
11:00	Working session on safeguards contd.	
12:00	**METT and CSTT**	Brief overview
13:00	Lunch break	
14:00	**Working session on project proposals**	
14:45	**How CEPF reporting works and Q & A**	
16:30	**Recap and next steps**	

EXAMPLE OF A FULL DAY ON BUDGETING AND FINANCE

Time	Description	Notes
	Budgeting and financial management	
9:00	**Talk:** Budgeting and financial management	Based on toolkit
9:30	**Practical:** Budget and allowable costs	Participants are given examples of costs and identify whether they are allowable and if not why not
10:00	Tea/coffee break	
10:30	**Brief:** Contract walk through	Talk through how to create a contract
11:00	**Overview & exercise:** Procurement overview	Overview of procurement and exercise to work through the procurement process with examples
12:00	**Overview:** Supporting document	Give examples of expenditure and review what supporting documents are needed
12:30	Lunch break	
13:30	**Q & A**	Participants share questions they have about their own projects
14:00	**Talk:** Third-party funding	How to manage budgets and reports for third-party funding
14:40	**Talk & Exercise:** Reporting in ConservationGrants	Understanding reporting requirements and working in ConservationGrants
15:40	**Working session**	
16:45	**End**	

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