

INSTITUTIONAL TRAINING

Module 1.3: CONSERVANCY COMMITTEE TRAINING



ACKNOWLEDGEMENTS

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GENERAL TRAINING TIPS

Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training).
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders present.
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate).

General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand.
- Maintain good eye contact with participants.
- Speak clearly.
- Keep your training language simple and appropriate to your audience.
- Bridge one topic to the next.
- Provide clear instructions for activities and check to see if your instructions are understood.
- Where appropriate, summarize each component of the module.
- Avoid reading from this trainer's manual.

Visual presentation:

- Write clearly and boldly if using flipchart sheets.
- Keep your visual aids clear – avoid blocking participants' view of visual aids.

Involving the participants:

- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and key issues.
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge the comments and feedback from participants.



NB: Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



ABOUT MODULE 1.3: CONSERVANCY COMMITTEE TRAINING

<p>OBJECTIVES: People who receive training in MODULE 1.3 will gain knowledge on:</p>	<ol style="list-style-type: none"> 1. The importance of the Conservancy Committee 2. Specific Conservancy Committee roles and responsibilities 3. Rights and obligations of the Conservancy Committee 4. Conflict resolution in the conservancy context 5. Decision-making processes within the conservancy 6. Conservancy Committee meeting frequency and how to set the agenda 7. The role of the Conservancy Committee in financial management 8. Confidentiality issues for the Conservancy Committee 9. How to communicate Conservancy Committee decisions 10. How to keep records, and the process of handing over to the new Conservancy Committee members
<p>COMPETENCIES: People who receive training in MODULE 1.3 will be able to:</p>	<ol style="list-style-type: none"> 1. Show a detailed understanding of the roles and responsibilities of the Conservancy Committee 2. Explain best practices for: <ul style="list-style-type: none"> • Decision making; • Communications; • Record keeping; • Handing over to new Conservancy Committee members 3. Manage the logistics of Conservancy Committee meetings
<p>MODULE 1.3 is intended for:</p>	<p>The Conservancy Manager and the Conservancy Committee</p>
<p>Duration of MODULE 1.3:</p>	<p>The training for this Module will usually last 4 days</p>

To train this MODULE 1.3 you will need to have (enough for everyone):	Check
Different coloured pre-cut card	✓
Participant's Manual	
Name tags, one for each CC member role	
Flipchart stand, sheets and different coloured marker pens ("kokies")	
Module 1.3 Handouts #1– #20	
Prepared Flipchart Sheets #1– #5 if you prefer to use them (may be laminated for duplicate use)	
Paper and pens for participants	
Copies of the conservancy constitution and development plans	



The training of this MODULE 1.3 will follow generally this schedule:

TOPIC 1:	The importance of the Conservancy Committee
TOPIC 2:	Specific Conservancy Committee roles and responsibilities
TOPIC 3:	Conservancy Committee members' rights and obligations
TOPIC 4:	Conflict resolution
TOPIC 5:	Conservancy Committee decision-making processes
TOPIC 6:	Conservancy Committee meeting frequency, and how to set the agenda
TOPIC 7:	The role of the Conservancy Committee in financial management
TOPIC 8:	Confidentiality issues for the Conservancy Committee
TOPIC 9:	How to communicate Conservancy Committee decisions
TOPIC 10:	How to keep records, and the process of handing over to the new Conservancy Committee members
Exercise	Developing an Action Plan
SELF-ASSESSMENT:	Assessing participants' understanding of this Module (Handout #20)

NOTE TO TRAINERS/FACILITATORS: HOW TO USE THIS TRAINER'S MANUAL

Some workshop participants may have already attended a training in this series, either on 'Financial Management' (1.8), 'Public Speaking and Presentation' (1.6) or 'Conservancy Management Plan Development' (1.10). Therefore before the training of this Module, it is important to ascertain if participants at a workshop have been exposed to the some of the above-mentioned topics. This will enable the trainer to assess the training approaches necessary for any given workshop.

It is also important that the trainer is aware of the development phase of the CC members (old members and/or newly-elected CC members) and adjusts the delivery accordingly. Newer members will usually require more in-depth training in respect of many of the issues covered in the Module.

At workshops where participants have come from different conservancies, for certain activities it may be a good idea to divide them up into 'conservancy groups' (i.e., groups comprised of participants who all come from the same conservancy) in order that the feedback provided during the activity is conservancy-specific. The instructions for these activities will make it clear if the participants should carry out the exercise as conservancy groups.

Some topics have been divided into 'sessions', with amounts of time allocated to them. These time frames are a guide only, and trainers/facilitators might need to adapt them as they deliver the Module.



KEYWORDS and ACRONYMS for this MODULE

Agenda	A list of meeting items in the order in which they are to be taken up.
AGM	Annual General Meeting
autocratic	When one person takes all the decisions and does not give others the opportunity to participate in the decision-making process
CBNRM	Community-based natural resource management
conflict	Conflict can be defined as a difference of opinion regarding ideas, wishes or desires. Conflict can arise between couples, work peers, conservancy members, Conservancy Committee members, political parties, etc.
consensus	When everybody gets a fair chance to influence a decision
Conservancy Committee (CC)	The democratically elected representatives of the conservancy
delegation	This is when certain powers are delegated (given) to certain persons or group to make certain decisions within defined limits
democratic	When decisions are made on the basis of the desires and the wishes of the majority (of the conservancy members in this instance)
ethics	Acceptable behavior within the norms of a particular social group
Financial management	Involves the careful planning, day-to-day use, and monitoring of all aspects of conservancy finances (money)
MET	Ministry of Environment and Tourism, Namibia
NACSO	Namibian Association of CBNRM Support Organizations
NDT	Namibia Development Trust
sustainable management	The natural resource management approach which promotes the utilization of the current resources in a manner that ensures their availability for use by future generations
WWF	World Wildlife Fund, Inc.

NOTE: for the purposes of consistency, the term 'Conservancy Committee' (instead of 'Management Committee') is utilized throughout this training, in line with the previous training materials developed in this series.



INTRODUCTION

1 **LIST:** The **objectives** of Module 1.3 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #1 prepared in advance (or even laminate this one and the next for duplicate use). Explain the objectives to participants

Objectives of this workshop: you will gain knowledge on –

1. The importance of the Conservancy Committee (CC)
2. Specific CC roles and responsibilities
3. Rights and obligations of the CC
4. Conflict resolution in the conservancy context
5. Decision-making processes within the conservancy
6. Conservancy Committee meeting frequency and how to set the agenda
7. The role of the CC in financial management
8. Confidentiality issues for the CC
9. How to communicate CC decisions
10. How to keep records, and the process of handing over to the new CC members

2 **LIST:** The **competencies** of Module 1.3 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #2 prepared in advance. Explain the competencies to participants.

People who receive training in Module 1.3 will be able to:

1. Show a detailed understanding of the roles and responsibilities of the Conservancy Committee
2. Explain best practices for:
 - Decision making;
 - Communications;
 - Record keeping;
 - Handing over to new CC members
3. Manage the logistics of CC meetings

3 **EXPLAIN:** Before we start with Topic 1, which looks at the importance of the Conservancy Committee (CC), we will start by reminding ourselves of the concept of 'the conservancy', what the purpose of your conservancy is, and why you have as individuals have agreed to serve on the Conservancy Committee.



ASK: What is a conservancy? What is its purpose?



Divide the participants into 'conservancy groups' and ask them to discuss these questions within their groups for a few minutes. Then ask the conservancy groups for their answers and write their responses on a flipchart sheet under the headings: 'What is a conservancy' and 'What is the purpose of our conservancy?'

EXPLAIN:

1. Communal conservancies are established in terms of the *Nature Conservation Amendment Act 5 of 1996*, signed by the President on 4th June 1996.
2. Conservancies are a way in which communities can improve their economic and social conditions through managing, using, and benefiting from wildlife. In the past, communal area residents have received few benefits from wildlife but have suffered the costs caused by problem animals (such as elephants and lions). By giving people conditional rights over wildlife and other natural resources, the benefits from wildlife management can begin to outweigh the costs.
3. A conservancy consists of a group of commercial farms or areas of communal land on which neighboring land owners or members have pooled their resources for the purpose of conserving and using wildlife sustainably. Members practice normal farming activities and operations in combination with wildlife use on a sustainable basis.
4. Communal land conservancies can be formed by a community (or group of communities) within a defined geographical area to jointly manage, conserve, and utilize the wildlife and other natural resources within the defined area. Conservancies therefore promote sustainable environmental management, rural development, and improved income and livelihoods for rural families and communities.
5. Conservancies are operated and managed by members through a committee: the **Conservancy Committee**.

4

EXPLAIN: Conservancies are formed for one key reason, which is to implement sustainable management of natural resources, and ensure that members derive benefits from looking after the area's natural resources.



5 **EXPLAIN:** Now that we have looked at what a conservancy is and why it was formed, let us look at why you agreed to serve on the CC.

ASK: Why did you agree to serve on the Conservancy Committee?



Give each participant a piece of pre-cut card and ask them to briefly write down on their card the main reason why they agreed to serve on the CC. Then collect the cards from the participants, read them out and allow time for a brief discussion on participants' responses.

EXPLAIN: As we can see from the different responses, you have agreed to serve on the CC for very good reasons. Generally speaking, people offer to serve on committees such as a CC because they wish to serve people.

- This brings us to an important leadership style which is referred to as 'servant leadership' – a management philosophy that is based on the notion of looking to the needs of the people and asking how they can be helped to solve their problems and promote their personal development.
- Leaders who adhere to this leadership approach do not see themselves not as autocratic 'bosses' but rather as people appointed to serve. Servant leaders also demonstrate love and wisdom and take on their leadership roles with passion.

DISTRIBUTE: Handout #1 and discuss.

6 **SUMMARISE/LINK:** In this introductory session we have looked at our training objectives and the competencies we aim to acquire in the course of this workshop. We have also refreshed our memories of the concept of 'the conservancy' as well as the reasons why our conservancies were formed. We have also looked at the reasons why individual participants have agreed to serve on the CC and have discussed one key leadership style, namely 'servant leadership'.


In Topic 1 we will look at the importance of CCs. But before we move on, does anyone have any questions?




TOPIC 1: The importance of the Conservancy Committee

Session 1: What needs to be managed within conservancies and why?
(Approximately 1 hour).

ASK: What does the conservancy need to manage?


1  Ask participants in their 'conservancy groups' to think of every **component that has to be managed in their conservancy**. Give each conservancy group around fifteen pre-cut pieces of card and ask them to write down their responses (one component per card).

Now ask participants to help you to **group the components into categories**, which they should identify (e.g., administration, finances, NR management, conservancy representation, reporting, marketing, etc.) 
Stick the cards up on a flipchart sheet under the appropriate headings.

2 **EXPLAIN:** As we can see, there are particular management activities that need to be done within conservancies in relation to the various components. Not all the conservancy members can be responsible for carrying out all the activities at the same time though! That is why a smaller group of people is chosen from the conservancy membership and given the responsibility of managing the activities of the conservancy. This group of people is called the Conservancy Committee.

DISTRIBUTE: Handout #2 and discuss, especially pointing out any components which may not have been mentioned during the Step 1 activity above.

ASK: Why does a Conservancy Committee need to manage these components?

3  Ask participants why there is a general **need to manage the components** listed in the previous activity. Write down suggestions on a flipchart sheet under the heading 'Why do we manage these components?'. If the participants miss some important points below, add them to the list on the flipchart sheet and give an explanation.

EXPLAIN: The Conservancy Committee, comprised of elected representatives of the conservancy community, is given the mandate to ensure that:

- 1. The conservancy is run effectively and efficiently:** ensuring that the objectives of the conservancy are achieved (i.e., activities are effective), and that conservancy resources (natural resources, finances, human resources, etc.) are managed in the best manner possible for achieving conservancy objectives (i.e., efficiently).



2. **Members achieve benefits.** The primary reason why a conservancy is formed is to look after the natural resources and ensure that members obtain benefits from their sustainable use.
3. **Members are involved and actively participate.** A key contribution of the CC is also to ensure that members participate in decision-making processes thus ensuring that members' needs are addressed.

DISTRIBUTE: Handout #3 and Handout #4 and discuss together the role of the CC in the management of the various components.

Session 2: How does the conservancy ensure community representation?
(Approximately 30 minutes.)

ASK: How does the CC ensure community representation?



Ask participants in their 'conservancy groups' to draw the organizational structure of their conservancy on a flipchart sheet that you give to them, and then ask a volunteer from each conservancy to briefly explain how their **current conservancy organizational structure operates**. **NB:** Ask groups to particularly show the extent to which their structures ensure community representation and that all the interests groups in the conservancy are represented.

DISTRIBUTE: Handout #5 and discuss it together by referring to the explanations below (Steps 2 and 3):

- 2 **EXPLAIN:** It is important that the organizational structure of a conservancy:
 - Ensures and enhances greater member participation and involvement.
 - Is simple, i.e., not unnecessarily complex and bureaucratic.
 - Allows (where possible) the involvement of some of the key stakeholders, such as traditional leaders etc.
 - Enhances the participation of women and men equally in decision-making processes.
 - Ensures that the marginalized communities and minorities have a voice.
 - Encourages the participation of the youth, the disabled etc.




3 **EXPLAIN:** Some additional considerations that must be weighed when thinking about a conservancy organizational structure include:

- The size of the conservancy.
- The number of people living in the area, members and non-members.
- The number of activities undertaken by the conservancy.
- The development stage of the conservancy.
- The resources available.
- The abilities of the members of the conservancy.

EXPLAIN: We have so far looked at the overall conservancy organizational structure. We shall now look at the structure of the CC.

Session 4: What is the structure/composition of the CC? (*Approximately 1 hour.*)

ASK: What is the structure of our CC?

1  Ask participants in their 'conservancy groups' to discuss together the **structure of their individual CC**. Summarise their responses (given by a volunteer from each group) on a flipchart under the heading 'What is the composition of our CC?' **NB:** Display this completed flipchart sheet list in a prominent place so that participants can refer to it throughout the training.

EXPLAIN: In most cases the CC structure consists of:

- a. The Chairperson
 - b. The Vice Chairperson
 - c. The Treasurer
 - d. The Vice Treasurer
 - e. A Secretary, Vice Secretary and additional members
1. Depending on the size of the area, some conservancies also allow representatives from the different zones/wards. This is done to ensure greater representation and involvement in decision-making processes.
 2. The Manager/Coordinator of the conservancy also attends CC meetings as an *ex officio* (non-voting member). In other words, the Manager/Coordinator is not a member of the CC itself. **NOTE:** In the next topic we will be discussing the roles and responsibilities of the different positions on the CC, including the role of the Manager/Coordinator.






2 **SUMMARISE/LINK:** In this Topic 1 we have looked at the importance of the Conservancy Committee and the components that it needs to managed in the conservancy. We have also looked at an example of a conservancy organizational structure, how participation of all members is incorporated into it, and also the structure of the CC.

In the next topic we will be looking at the specific roles and responsibilities of the different positions in the CC as well as the qualities and skills expected for these positions but before we do that, let's just go back and look at our objectives for this workshop to check that we are already 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?

TOPIC 2: Specific Conservancy Committee roles and responsibilities

NOTE: The aim of this initial session is to improve understanding of the roles the CC members and also to identify their various responsibilities.

Session 1: The different roles and responsibilities of the Conservancy Committee members (approximately 90 minutes).


- 1**  Divide participants up into pairs and ask them to consider why it is that different CC members should have different roles and responsibilities. Ask a few pairs to suggest answers while the rest listen. Write the first few pairs' contributions on flipchart sheet under the heading '**Why do our CC members have different roles and responsibilities?**' and then ask other remaining pairs to add any further contributions (and write these on the flipchart sheet as well).

EXPLAIN: CC members have different roles and responsibilities in order:

- To ensure there are necessary checks and balances in place.
- Because different positions require different skills.
- To ensure clarity in terms of responsibility.
- To enhance accountability.
- To avoid confusion and chaos.

EXPLAIN: Let's discuss in more detail the different possible roles and responsibilities of the Conservancy Committee members.


ASK: What are the roles and responsibilities of the different CC members?

- 2**  Ask participants firstly how they would explain what is meant generally by '**roles**' and '**responsibilities**'. Capture the responses of the participants in summary form on a flipchart sheet under the headings 'Roles' and 'Responsibilities', as appropriate.

EXPLAIN:


- '**Role**' refers to the capacity in which someone serves. In a CC this could be Chairperson, Treasurer, Secretary, etc.
- '**Responsibilities**' refers to tasks or activities that a person in a specific role has to undertake. So in a CC, for example, the Chairperson will be held accountable for making sure a set of tasks are done properly.





3  Give each participant 12 pre-cut cards. Now ask participants to look at the flipchart sheet of the CC structure that they created during Topic 1, Session 4, Step 1, previously, and use it to help them try to identify the specific responsibilities carried out by the different CC members listed. They should write each 'responsibility' on a separate card.

LIST: Verbally identify all the different tasks and activities undertaken by the various CC members that have NOT already been mentioned by participants, and state which CC member carries them out. The final list should include the following (but will also include many other tasks):

- Minute taking
- Filing of minutes
- Making presentations
- Conflict management
- Chairing meetings
- Attending meetings of conservancy on behalf of the traditional authority
- Power to delegate responsibilities to other CC members
- Signing of conservancy cheque account
- Collecting voluntary donations from community
- Holding discussions on conservancy progress
- Giving feedback to communities
- Convening meetings
- Reviewing bank statements

4  Ask four people to volunteer to represent the Chairperson, Secretary, Treasurer and Manager/Coordinator of a conservancy. Give each volunteer a name tag to wear and write his/her role clearly on each tag. Ask the four people to sit in a circle surrounded by the rest of the participants.

Ask each participant to look at his/her 'responsibility' cards from the Step 3 activity and decide on a person in the CC who should carry out each task. Ask the participants to hand each card to the appropriate CC member (i.e., one of the four volunteers).

 When all cards have been handed to your 'CC members' each one should read aloud the cards he/she has received. The rest of the participants should then discuss in plenary whether each task is appropriate to the role of the person who is reading the card. If the plenary decides that a task is not suitable for that CC member, they should then decide to whom the card should be handed. **NB:** New cards can be added if some responsibilities listed above have been omitted; on the other hand if many cards just repeat the same 'responsibility', skip the distribution of duplicate cards to save time.. 

5 **DISTRIBUTE:** Handout #6, #7 and #8. Go through the lists slowly and explain each of the roles carefully.



ASK: What can happen if CC members' roles and responsibilities are not clarified?

6
➔

Divide the participants into 'conservancy groups' to discuss the question above and give feedback in a plenary. Encourage the groups to each mention at least one specific case that they have encountered **where a problem arose due to a lack of clarity regarding CC members' roles or responsibilities**. Capture the different responses on a flipchart sheet and use the real-life examples provided to explain the types of issues that can arise. **NB:** Remind participants of the need for confidentiality and sensitivity when dealing with personal information.

7 **EXPLAIN:**

- CC members have certain roles to play in conservancy management by virtue of the power given to them when they are elected. However, the CC may set up special committees/task forces that may work on specific activities (usually for a short-term period); these are required to report to the CC.
- It is important to remember that apart from the formally elected members of the CC, there may be other people in the community who are not CC but are very influential in conservancy matters. These may include:
 - a. Former CC members
 - b. Conservancy founding members
 - c. Traditional authorities
 - d. Spiritual leaders
- It is important that the CC works out ways to utilize the skills and resourcefulness of these community members effectively. Some of them may still be very useful and may still have positive contributions to make. It is nevertheless important that everyone is aware that these people cannot operate as if they are CC members.

DISTRIBUTE: Handout #9. Discuss together how to engage the founding members of the conservancy. **Please note this may not be necessary to go into such detail if it does not appear to be a problem within the CC members attending the training.**

Session 2: What is the difference between a Conservancy Committee and the conservancy Manager/Coordinator? (Approximately 20 minutes.)


1

EXPLAIN: The roles and responsibilities of the different CC members are very often confused with those of the conservancy Manager/Coordinator. This session will therefore help to **clarify the differences between the roles of the**



CC members and that of the conservancy Manager/Coordinator.

ASK: What are the differences between a CC member and the conservancy Manager/Coordinator

1  Ask participants to consider the question above and offer suggested differences. Write down their responses on flipchart sheet under the heading: 'Differences between CC members and the conservancy Manager/Coordinator'.


EXPLAIN: Some of the key differences are:

- The CC is elected and the Manager/Coordinator is not – he/she is appointed to the post.
- The Manager/Coordinator is responsible for the day-to-day running of the conservancy activities.
- The CC is responsible for the overall management of the conservancy.
- The Manager/Coordinator is accountable to, and reports to, the CC.
- The CC is accountable to, and reports to, the conservancy members.

REFER TO DISTRIBUTED: Handout #6 and discuss. If possible link the discussion up with the CC roles discussed in the previous session, and the cases of conflict/confusion that may have been mentioned in the Step 6 activity.

Session 3: The qualities and competencies of the CC members (approximately 30 minutes).

ASK: What qualities and skills are required for the different roles in the CC?

1  Divide participants up into groups and allocate one of the CC roles (identified on the displayed flipchart sheet created in Topic 1, Session 4, Step 1, previously) to each group. Ask each group to identify **the qualities and skills** they think would be necessary to carry out 'their' role well. **NB:** Remind the participants of the components that the CC is expected to manage. Ask the different groups to report back and facilitate a discussion on each of the group's suggested qualities and skills.

DISTRIBUTE: Handout #10 and discuss.



2 SUMMARISE/LINK: In this Topic 2 we have looked at the roles and responsibilities of CC members and the differences between the roles of the CC and that of the conservancy Manager/Coordinator. We have also worked to identify what we believe to be the qualities and skills necessary to carry out each CC role.

In the next session we will be looking at the rights and obligations of the CC. Let's just go back and look at our objectives for this workshop to check that we remain 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 3: Conservancy Committee members' rights and obligations

Session 1: What is the difference between 'rights' and 'obligations'?
(Approximately 30 minutes.)

ASK: What is a 'right' and what is an 'obligation'?

1



Ask participants what they understand by the terms '**rights**' and '**obligations**'. Capture the responses of the participants in summary form on a flipchart sheet under the headings 'Rights' and 'Obligations', as appropriate. Compare the participant's answers with the definitions given below.

EXPLAIN:

- '**Rights**' are the privileges that the conservancy CC may legally or morally claim, and that they are entitled to have the authority to act on. Abuse and unethical use of rights may be seen as abuse of power of an office and can be seen as corruption.
- '**Obligations**' are those constraining powers imposed by the policies, constitutions and guidelines of the conservancy on the Conservancy CC members. Disregarding CC obligations may lead to punitive measures.

2

DISTRIBUTE: Copies of the constitutions and relevant policies of the conservancies represented at the workshop training and explain to participants where they can find the sections that deal with CC members' rights and obligations.

NOTE: The CC remains under obligation to operate in accordance of the constitution of the conservancy. The constitution, once adopted by the members, remains the official legal document that directs the operations of the conservancy.

ASK: What are the rights and obligations of CC members?

3



Ask participants to briefly define the rights and obligations of CC members. Capture their responses on the flipchart sheet under the two headings: 'Rights of the CC' and 'Obligations of the CC', as appropriate.

Divide participants into two groups, one to discuss the rights of CC members and the other to discuss their obligations. Ask a volunteer from each group to give feedback in a plenary.



Session 2: What are our rights and obligations as CC members?

(Approximately 30 minutes.)

1 **EXPLAIN:** Sometimes it is the case that certain CC members only focus on their entitlement to rights but forget about the obligations that come along with the rights. It is therefore important that we at all times remember the obligations that fall to us as CC members. The table below provides summary of some of these rights and obligations.

2 **DRAW:** The following table on a flipchart sheet and explain its contents. Or you may prefer to prepare this table in advance as Flipchart Sheet #3.

Rights of CC members	Obligations of CC members
1. Appoint, supervise and dismiss staff (mainly the Manager) according to staff policies.	1. Ensure strict adherence to the constitutional provisions of the conservancy.
2. Apply for grants, loans, or money subjected to the approval of the AGM.	2. Manage natural resources and wildlife.
3. Enter, negotiate and monitor contracts and investments on behalf of the conservancy.	3. Refrain from destroying, harming or otherwise interfering with wildlife habits.
4. Institute/defend any legal proceedings; settle any claims made by or against the conservancy.	4. Abide lawfully with the agreed decisions of the conservancy.
5. Develop conservancy operational policies, guidelines and procedures.	5. Monitor performance of staff.
6. Approve plans, proposals from staff	6. Provide information to conservancy members
	7. Be accountable for conservancy properties.
	8. Manage conservancy assets and activities on behalf of members.
	9. Determine the training needs of the conservancy.
	10. Initiate projects for improved wildlife management within the conservancy.



SUMMARISE/LINK: In this Topic 3 we have looked at the rights and obligations of the CC members. We have emphasised the need to balance rights against our obligations. In the next session we will be looking at conflict and how the CC can best manage it.

Let's just go back and look at our objectives for this workshop to check that we remain 'on track' so far (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?

TRAINER'S NEXT STEPS:

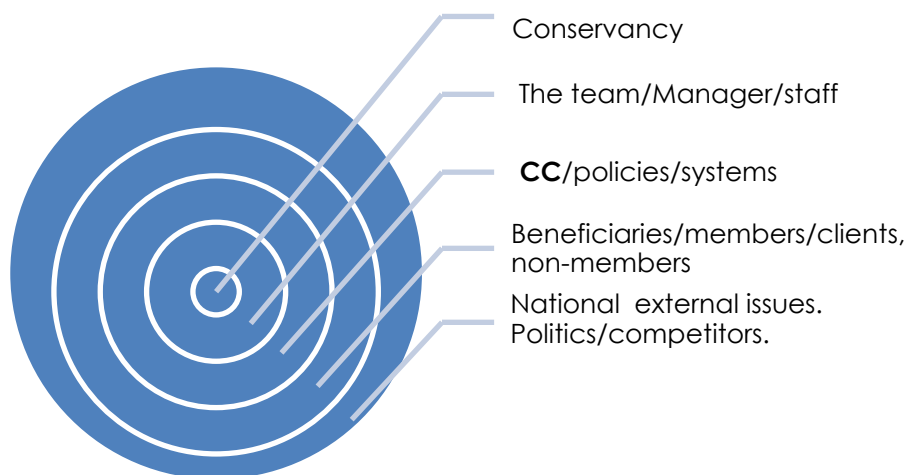
The next topic contains a role-play activity that four volunteer participants will be asked to carry out. In order for this activity to be successful it would be a good idea to identify suitable people (a 'Treasurer', a 'Manager', and two 'conservancy members') to undertake the role-play in advance, and give them an opportunity, during a break in training, to prepare for their task. For this they will need Handout #14.



TOPIC 4: Conflict resolution


Session 1: Understanding conflict in the conservancy (approximately 40 minutes).

1 **DRAW:** The following diagram (Diagram adapted from Nangof Trust Governance Training report, March 2008 by Bridge) on a flipchart sheet and explain it. Or you may prefer to prepare this diagram in advance as Flipchart Sheet #4.



EXPLAIN: The diagram shows some of the stakeholders with which the CC is interacting on a daily basis. Given these interactions, conflicts may arise from time to time. Therefore it is important to discuss this vital topic.

ASK: What is 'conflict'?


2  Ask participants to briefly explain what they understand by the word 'conflict' in a generalised context. Write down their responses on a flipchart sheet under the heading 'What is conflict?'.

EXPLAIN: Conflict arises out of **a difference of opinion regarding ideas, wishes or desires**. Conflict can occur between couples, work peers, conservancy members, CC members, political parties etc. Understanding the basic types of conflicts that may occur in your daily environment can help you avoid disagreements or learn the best way to deal with them.

- Because conflict poses a potential threat to the objectives of a conservancy it is important for CC members to reach consensus on the outcome of conflict resolution, when it is deemed necessary.



ASK: What types of conflicts have you experienced in the past in your conservancies?

3  Divide the participants into 'conservancy groups' to discuss the question above and give feedback in a plenary. Encourage the groups to describe different instances that they have encountered **where various forms of conflict arose in the conservancy**. Capture the different responses on a flipchart sheet and use the real-life examples provided to clarify the types of conflicts that can arise. **NB:** Remind participants of the need for confidentiality and sensitivity when dealing with personal information. Their final list of responses should include the following (add points below to the list if some are not mentioned by participants):

- Conflict between conservancy members.
- Conflict between CC members.
- Conflict between the CC and conservancy members.
- Conflict between the CC and staff.
- Conflict between the staff and conservancy members.
- Conflict between the conservancy and the broader community.
- Conflict between the conservancy and the TA
- Conflict between conservancy members and non-members.
- Conflict with and between recognized and unrecognized traditional leader
- Conflict with the Land Board
- Conflict with support organizations (e.g., NGOs).
- Conflict with regional governments, ministries etc.

4 **EXPLAIN:** As you can see from the different examples mentioned there are **many different types of conflict that can occur in the conservancy context**. Given that the conservancy is concerned with issues of natural resource management that involve land, business opportunities, job opportunities, etc., it is bound to experience some conflicts at some time. We can separate out the different types of conflict into the following categories:


1. **Relationship-based conflicts:** These are conflicts between friends or family members and are often caused by miscommunication, disagreements on behavior, etc.
2. **Interests-based conflicts:** These are caused by competing interests, where the needs of one person or group are prioritized over the needs of another. For example, if the CC decides to buy a vehicle with conservancy funds that



- were earmarked for benefits distribution; this could result in an interests-based conflict.
3. **Value-based conflicts:** Conflicts in values are often seen between individuals raised in different cultural or religious backgrounds, who have differing opinions over right and wrong for example.
 4. **Leadership-based conflicts:** Leadership and managerial styles differ among individuals, which may cause conflict in the work environment. Various factors determine leadership styles and may include: personality, expectations, and whether or not a leader encourages the feedback and opinions of others or is more autocratic or directive in style.
 5. **Personality-based conflicts:** Clashing personalities may create conflicts at school, home or work, and within the conservancy.
 6. **Style:** We have different ways of accomplishing tasks. A person's method of completing tasks or goals may lead to conflict in any scenario. For example, someone may be eager to get a task done immediately and with haste, while another person might be more thorough in his/her approach and may take much longer time to complete the task.
 7. **Ethics-based conflict:** Ethics relates to a system of morals or values and how they are put into practice. For example, if the CC accepted in theory the need to involve members in key decision-making processes but refused to put this into practice, they would be behaving in an unethical manner that could result in conflict.

Session 2: What are the causes of conflict in the conservancy and how do we resolve it? (Approximately 90 minutes.)

ASK: What are the causes of conflict within our conservancies?

1  Refer back to the flipchart sheet created during Step 3 of Session 1 in this topic, above, showing the types of conflicts (drawn from real-life conservancy examples) that can arise in the conservancy context and ask participants suggest what they believe to be **the causes of these conflicts in their conservancies**. Capture the responses on a flipchart sheet under the heading 'Causes of conflict in the conservancy'. Their final list of responses should include the following (add points below to the flipchart list if some are not mentioned by participants):

- Failure of the CC and conservancy members to share information.
- Lack of clarity regarding the roles of the conservancy and the TA in respect of land administration.



- Lack of income/finance and the increasing demands for benefits from members.
- Failure of members to attend important meetings such as the AGM.
- Lack of clarity regarding the roles of the CC and staff (especially the conservancy Manager/Coordinator).
- Lack of clarity regarding the roles of the CC and the founding members.
- Lack of cooperation between the conservancy and its supporting organization(s).
- Lack of policies/failure to implement policies.
- Contradictory policy and practices.
- Lack of operational policies and systems within conservancies.
- Lack of appropriate leadership.

2

EXPLAIN: As we can see from the list we have just generated, conflict can be caused by many different factors. The most common causes of conflict in the Namibian conservancy context generally can be summarized as:

- Scarcity of resources (finance, equipment, facilities, etc.).
- Different attitudes, values or perceptions.
- Disagreements about needs, goals, priorities and interests.
- Poor communication.
- Poor or inadequate organizational structure.
- Lack of teamwork.
- Lack of clarity in roles and responsibilities.
- Poor/inappropriate leadership.
- Lack of policies/poor policy implementation.
- Contradictory policies.

ASK: How can the CC resolve conflict in the conservancy?

3



Ask participants to identify different methods for resolving conflict. Capture the responses of members on a flipchart sheet under the heading 'Conflict resolution methods'. Ask participants to suggest which methods could be used informally, at an early stage of a disagreement, and which would be necessary once a conflict situation had become more serious.



4 **EXPLAIN:** It may not be necessary to enter into formalized conflict resolution provided that a **few simple steps are first used by the CC, in an attempt to keep the conflict from escalating in the first place:**

- a. Deal with the conflict – do not ignore it!
- b. Jointly define the conflict.
- c. Establish the stakeholders.
- d. Communicate any changes of positions and feelings.
- e. Communicate co-operative intentions.
- f. Take in the other person's/group's perspective accurately and fully.
- g. Co-ordinate your motivation with that of the other person/group, so that you can negotiate in good faith.
- h. Reach an agreement on resolving the conflict.

5 **EXPLAIN:** There are **three main formal methods of resolving situations that have reached the stage of open conflict.** It is important to understand these methods, so that one can decide which method will work best for the CC in specific conflict situations. The three main methods are:

1. **Negotiation:** This is the process where mandated representatives of groups in a conflict situation meet together in order to resolve their differences and to reach agreement. It is a deliberate process, conducted by representatives of groups, designed to reconcile differences and to reach agreements by consensus. The outcome is often dependent on the power relationship between the groups. Negotiations often involve compromise – one group may win one of their demands and give in on another. In workplaces, unions and management representative usually use negotiations to solve conflicts. Political and community groups also often use this method.
2. **Mediation:** When negotiations fail or get stuck, parties often call in an independent mediator. This person or group will try to facilitate settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as intermediary and suggests possible solutions. In contrast to arbitration (see below), mediators act only in an advisory capacity – they have no decision-making powers and cannot impose a settlement on the conflicting parties. Skilled mediators are able to gain trust and confidence from the conflicting groups or individuals.



3. **Arbitration:** Means the appointment of an independent person to act as an adjudicator (or judge) in a dispute, to decide on the terms of a settlement. Both parties in a conflict have to agree about who the arbitrator should be, and that the decision of the arbitrator will be binding on them all. Arbitration differs from mediation and negotiation in that it does not promote the continuation of collective bargaining: the arbitrator listens to and investigates the demands and counter-demands and takes over the role of decision-maker. People or organisations can agree on having either a single arbitrator or a panel of arbitrators whom they respect and whose decision they will accept as final, in order to resolve the conflict.

- 6 **EXPLAIN:** Let's now carry out a role-play to examine how conflict could arise in a conservancy, and how it could be resolved.

NOTE: Feel free to design any role-play that may be appropriate to a specific workshop, given the types of conflict situations that have already been identified in this Topic 3. The dialogue given in Handout #14 is just a guideline to the type of interplay that could be semi-improvised by the chosen participants.



Ask participants to reflect on the role-play activity that four volunteer participants now act out by asking them the following key questions and discussing responses:

- a. What has happened, and why?
- b. Does this role-play relate to any of our conflict situations that we have already identified as being relevant to our conservancy/conservancies?
- c. What lessons can be learned?
- d. How can this situation be resolved?
- e. How can we ensure that this situation does not arise again?

- 7 **EXPLAIN:** This role-play demonstrates what can happen if we **violate our own internal rules and/or if there are no rules regarding how things are supposed to be done**. Two of the principal issues that have arisen are:

1. Funds were requested without following the procedures, e.g., without completing the money request forms. The money request forms would require supporting documents to be attached, e.g., quotations on the costs of the battery, salary register with salary estimations, etc. This would ensure that only funds required would have been withdrawn, thus avoiding the situation where it appears that the Manager has awarded himself/herself an interest-free loan.



2. The roles of the Treasurer and the Manager seem not to be very clear – who is supposed to make the salary payments? (The Manager is responsible for day-to-day management usually but please note that this may depend on the policies and practices between the different conservancies).



Ask participants to refer back to the flipchart sheet they created in Session 2, Step 1 of this Topic 3, relating to causes of conflict in their conservancies.

DISTRIBUTE: Handout #11 and ask participants to work in their 'conservancy groups' to complete the Handout.

9

SUMMARISE/LINK: In this Topic 4 we have looked at conflict, the causes and types of conflict, and how to resolve conflict in the conservancy context. We have also developed specific CC strategies for resolving conflict within our conservancies.


In the next Topic, we will be looking at the various decision-making processes that are employed by the CC. Let's just go back and look at our objectives for this workshop to check that we remain 'on track' (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?



TOPIC 5: Conservancy Committee decision-making processes


Session 1: What decisions are made at the conservancy, and by whom?
(Approximately 70 minutes.)

ASK: What is 'decision making'?

1  Ask participants to briefly explain what they understand by the term 'decision making' in a generalized context. Write down their responses on a flipchart sheet under the heading 'What is decision making?'.

EXPLAIN: Decision making is the process of arriving at a solution or answer, thus ending uncertainty or dispute. In terms of the conservancy, decision making is the process followed to arrive at solutions that relate to conservancy matters.

ASK: What kinds of decisions are made by conservancies? Who makes these decisions?

2  Ask participants to consider the questions above and offer suggested answers. Capture the responses from the participants on a flipchart sheet under the headings: 'Types of decisions that are made by the conservancy' and 'Who makes these decisions?', as appropriate.

EXPLAIN: Here are the **types of decisions** that may have to be made by a conservancy:

- Changing of the constitution
- Employing staff
- Employing a Manager
- Benefits distribution
- Holding the AGM
- Election of the CC
- Signing a joint venture agreement
- Approval of conservancy budget
- Approval of conservancy Development Plan
- Approving of hunting quota
- Conservancy staff salaries
- CC sitting allowances




EXPLAIN: Here are the **categories of decision makers** that may have inputs into decisions to be made by a conservancy:

- Members
- CC members
- MET
- Traditional authority
- Manager/Coordinator
- External stakeholders, such as the support NGO
- Partners such as a joint venture business partner

3 **EXPLAIN:** It is important to **clarify exactly who makes what decisions in the conservancy**. This will help to lessen/reduce misunderstanding and/or conflict. I.e., clarifying these aspects helps in determining and knowing who has what decision-making powers within the conservancy.

Who makes what decisions at the conservancy?

4  Refer participants to the lists generated in Step 2 of this Session, above, and ask them to consider this question. As they do so, you should draw a table with two columns on a flipchart sheet; one should have the heading 'Kind of decision' and the other 'Decision makers'. Complete the left-hand column by inserting the types of decisions already identified by participants in Step 2, previously, then complete the right-hand column by asking participants to suggest who should be the decision makers with regards to each type of decision. **NB:** Explain to participants that many decisions are taken by more than one decision maker. The final table should look something like this although it will vary according somewhat to the types of decisions identified previously:

Kind of decision	Decision maker(s)
Day-to-day activities of the conservancy.	Manager/Coordinator, staff
Changes to the conservancy constitution.	Members at the AGM
Trophy-hunting contracts.	CC, in consultation with members
Members' benefits distribution.	Members at the AGM
Appointing a conservancy auditor.	Members at the AGM
Signing contracts with donors, NGOs, MET.	Conservancy management
Electing a CC.	Members at the AGM
Approval of conservancy Development Plan, Budget, audit reports etc.	Members at the AGM
Implementing the resolutions of AGM.	Conservancy management
Joint ventures.	CC and members represented by the conservancy JV Reference Group



5 **EXPLAIN:** It is important that the issue of who makes what decision is clarified in the different policy documents of the conservancy: e.g., the constitution, the conservancy operational guidelines, etc. This will lessen conflict and contribute towards the effective functioning of the conservancy. Therefore **any decisions taken by the CC need to be guided by:**

1. The Conservancy Constitution.
2. The relevant operational policy documents, such as:
 - The Management Plan framework
 - The Wildlife Management Utilisation Plan (WMUP) and Zonation Plan
 - The Tourism Development Plan
 - Personnel policies
 - Vehicle usage policies
 - Any other relevant documentation.

NOTE: It is a requirement that **every member of the CC is conversant with the provisions of these documents and ensures their full implementation.**


Session 2: What are the different decision-making approaches/methods?
(*Approximately 70 minutes.*)

1 **EXPLAIN :** There are different approaches through which decisions can be made. Some of the different methods people might employ are:

1. **Autocratic:** This is when one person takes all the decisions and does not give others the opportunity to participate in the decision-making process.
2. **Democratic/majority rule:** When decisions are made on the basis of the desires and the wishes of the majority of the members of any group.
3. **Delegation:** This is when certain powers are delegated (given) to certain persons (or groups) to make certain decisions within defined limits.
4. **Consensus:** When everybody gets a fair chance to influence the decision, i.e., the group discusses the issues, everybody's information and opinion is taken into consideration, and the decision is made open and fairly – including the agreed-upon compromises and concessions. For example, the Namibian Constitution was developed out of a consensus-building process, whereby different opposing parties agreed to adopt the final version of the constitution text.
5. Although it is not a decision-making process as such, sometimes people might opt to let things take their course, i.e., **leaving the outcome to fate.**



ASK: How are decisions made at your conservancies?

2  Ask participants, in their 'conservancy groups', to identify which types of decision making have been used in their respective conservancies. Note down their responses under the heading 'Our conservancy's decision-making practices'.

3 **EXPLAIN:** Each of the different decision-making practices has its advantages and disadvantages. We shall now briefly discuss the advantages and disadvantages of each decision-making practice:

REFER: To the table below to help you to explain the benefits and drawbacks of each type of decision-making practice:

Advantages	Disadvantages
1. Autocratic	
May get things done quickly.	Poor decisions may be made.
Less costly in terms of process.	May be more costly at the end as all possible options have not been considered carefully.
2. Democratic/majority rule	
Ensures greater participation.	Time consuming.
Enhances member ownership and control.	Can be costly in terms of process.
3. Delegation	
Allows for a quicker decision-making process.	The delegated authority (group or person) may abuse power and take decisions outside its powers/mandate
Decision implementation can also be quick.	If not well managed, can create misunderstanding and confusion.
4. Consensus	
Produces equity and ownership.	Time consuming.
Educates participants.	Difficult process if not a cultural norm.
High quality decision made.	If one person disagrees, he/she can block the process.
Enhances accountability.	Can undermine authority as all have equal power.
Product of teamwork.	
Prospects for successful compliance.	Confidentiality difficult to guarantee.
5. Fate	
May allow new forms of leadership to emerge due to frustration.	Can cause chaos and disorder.
	Can be damaging the image of the organisation.



4 EXPLAIN: As we can see there are different types of decision-making practices, and each will be appropriate to a specific context; none of the decision-making approaches is necessarily wrong. **The appropriateness of a given decision-making approach depends on the conditions at the time.** For example, when the conservancy office is on fire there is no time to sit and discuss what needs to be done. In this particular situation democratic decision-making may not be the most appropriate route to take – someone will just need to make a decision on the spot (call the fire brigade; use the fire extinguisher; gather a group of people to fetch water from the river, etc.) or else it will be too late.

NOTE: There is a link between a decision-making practice and the leadership approach that it implies. We will explore this in more detail in the next activity

5 Ask participants in their 'conservancy groups' to think about the kind of leadership approach that is mainly practiced within their conservancies.



Write the different responses on a flipchart sheet under the heading: 'Different leadership approaches within conservancies'.

DISTRIBUTE: Handout #12 and also refer to Handout #1 previously given out # and discuss this together, referring back to the answers given in the last activity.

6 SUMMARISE/LINK: In this Topic 5 we have looked at the types of decisions that need to be made at a Namibian conservancy, and who makes them. We then explored the various decision-making practices that can be used, their advantages and disadvantages, and investigated their applicability in the conservancy context. We have also discussed the linkage between a decision-making approach and leadership style.


We are now going to look at Conservancy Committee meetings. We will also briefly discuss practical steps for making the meetings of CCs more efficient and effective. Let's just go back and look at our objectives for this workshop now we are half way through the training to check that we remain 'on track' (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?



TOPIC 6: Conservancy Committee meeting frequency, and how to set the agenda

Session 1: When and how are CC meetings convened? (Approximately 90 minutes.)


ASK: When do we hold CC meetings?

1  Ask participants to consider the question above and offer some suggested answers. Capture their responses on a flipchart sheet under the heading 'When do we hold CC meetings?'. **NB:** This may vary from conservancy to conservancy.

EXPLAIN: It is important that CC members meetings are held **as stipulated in the conservancy constitution**. Changing the frequency of CC meetings (if it proves to be necessary to do so) can be recommended at the AGM; in order for the change to be effected (assuming that agreement is reached at the AGM on the need for change), the constitution will need to be amended.

REFER: Participants to their particular conservancy's constitution to see if they answered the question above correctly!

ASK: Why is it important to adhere to constitutional provisions when planning CC meetings?

2  Ask participants the question above regarding the frequency of CC meetings. Capture responses on a flipchart sheet under the heading: 'Why must we refer to the constitution to determine when and how our CC meetings are convened?'.

EXPLAIN: If CC meetings are not held in accordance with the constitutional provisions of the conservancy then such meetings are:

- Illegal.
- Therefore the decisions taken are not valid.
- The CC can be sued, and accused of mismanagement of the conservancy.
- It will create conflict.

3 **EXPLAIN:** Let's use an example of a conservancy constitution to explore together what the constitutional requirements for its CC meetings are. The Constitution of Uukolonkadhi (Ruacana) Conservancy states the following with regards to its CC meetings. **NB:** Read through each point in turn, discuss it with participants in detail, and make sure they have fully understood the provisions before you move on to the next ones.



8.5 Conservancy Committee Meetings (extracted from the Constitution, adopted 12th April 2003):

'The Conservancy Committee shall regulate its meetings and conduct its proceedings as it considers appropriate, **provided that:**

8.5.1 The chairperson shall convene a meeting of the Conservancy Committee at least once every month, and he or she shall be obliged to convene a meeting forthwith upon being requested to do so by any two Conservancy Committee members, provided) such members have stated reasons for the holding of such a meeting and have given seven (7) days written notice of such request;

8.5.2 Where possible, members of the Conservancy Committee shall receive notice and a proposed agenda at least seven (7) days prior to any meeting;

8.5.2 The quorum of the meetings of the Conservancy Committee shall be 51% of the members of the Conservancy Committee or the majority of Committee members, whichever is the greater;

8.5.3 In the event of an equality of votes, the chairperson shall have a second or casting vote;

8.5.4 Conservancy Committee members who have an interests in any decision to be considered by a meeting shall declare such interests and recuse , him or herself from attendance and participation in any such decision;

8.5.5 The minutes of all proceedings of the meetings of the Conservancy Committee and an attendance register shall be kept;

8.5.6 Members of the Conservancy may attend meetings of the Conservancy Committee, and may be invited to speak at Conservancy Committee meetings'



Ask participants to note down their individual responses to the statements below on a piece of paper, which you will read out to them. They should answer either 'True' or 'False' according to how they interpret the CC meeting provisions for the Uukolonkadhi Conservancy that you have just discussed together. Once you have read out all the statements, discuss the participant's answers in a plenary session.

Q.#1: The Treasurer, as the person working with the money of the Uukolonkadhi conservancy (UUC), has the right to call CC meetings .

Q.#2: Only two women from the UUC have requested a CC meeting Therefore the meeting cannot take place.

Q.#3: Conservancy members have no right to attend CC meetings .

Q.#4: The two people that have requested for the meeting are from the same political party and therefore the meeting cannot take place.

Q.#5: A CC meeting can be called, but no agenda needs to be sent out.



Q.#6: As long as every CC member takes their own notes, it is really not necessary to always have the minutes of the meeting recorded.

Q.#7: The CC is small and everyone knows each other, therefore it is not necessary to keep an attendance register of the meetings.

Q.#8: If 50 per cent of the CC members are present then a quorum for the meeting has been formed.

Session 2: What is an agenda and how is it drawn up? (Approximately 40 minutes.)



Ask participants to consider **what an agenda is** and also **what issues are normally discussed at a CC meeting**. Capture their responses on a flipchart sheet under the headings: 'What is an agenda?' and 'Issues normally discussed at CC meetings'.

EXPLAIN: An **agenda is a list of meeting items in the order in which they are to be discussed**, beginning with the call to order and ending or formal item such as a vote of thanks. Let's look together at how to identify issues to be discussed at CC meetings.

2 EXPLAIN: The CC derives its mandate and powers from the conservancy constitution. Such powers include issues such as:

- Employment of staff and consultants.
- Ensuring benefits to members.
- Borrowing of monies.
- Performance on contracts with other service providers, e.g., joint venture assets (vehicles etc.).

The agenda of the meeting of the CC should therefore address any such issues and any other matters that the CC considers important and (importantly) is mandated to deal with.



Ask participants to suggest any agenda points (imaginary or drawn from real life) for a CC meeting. Write down the points in random on a flipchart sheet. **NB:** Remind participants that they need to include such generic items such as the 'Welcome' and 'Apologies' and well as 'Any other business'. Ask the participants to then collectively use the random list to **create an agenda with a logical flow**.

4 EXPLAIN: The following are hints for making **CC meetings more effective and efficient**. Also remember that making CC meetings interesting as well as effective/efficient is also very important.



1. **CC Meetings must be held in line with the constitutional provisions of the conservancy**
2. **Set an Agenda and keeping the agenda short and sweet**
3. **Be very clear about the purpose of the meeting**
4. **Always prepare thoroughly:**
5. **Keep minutes of the meeting:**
6. **Implement decisions taken at the meeting:** Making meetings results-oriented is a key way of motivating the CC member's. Therefore it is important to ensure that the decisions taken at the previous meeting are implemented. If there are good reasons why a particular decision cannot be implemented, it is advisable that such information be shared with those who were involved in the decision making.

5 **DISTRIBUTE:** Handout #13 and explain that it provides a template for taking minutes, which should be clear in terms of what was discussed, what resolution/decision was made, and who will be responsible for carrying out the decision and by when. For minutes to be valid, they have to be reviewed and approved at the following CC meeting, signed and filed.

6 **SUMMARISE/LINK:** In this Topic 6 we have looked at the importance of referring to the conservancy constitution in terms of the provisions (especially the frequency) for CC meetings. We have also discussed what items are likely to be discussed at a CC and used this information to draw up a generic agenda. We have also looked at hints on how to make CC meetings more productive.

We are now going to look at the role of the CC as it relates to the financial management aspects of the conservancy. As previously, let's just go back and look at our objectives for this workshop to check that we are still 'on track' (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?



TOPIC 7: The role of the Conservancy Committee in financial management

NOTE: Before training this Topic 7 it will be necessary to establish whether participants have already attended the 'Financial Management' training course in this series (Module 1.8) – or indeed any other similar training in financial matters – as some of the aspects covered in this Topic chapter are also covered in the 1.8 training. In the event that most (or all) of the participants have already attended the 1.8 training, it may be enough just to briefly review some of the key aspects covered in the text below.

EXPLAIN: The aim of this Topic is to enhance your understanding of the **roles and responsibilities of the CC in the financial management matters of the conservancy**. It therefore mainly focuses on governance aspects of conservancy finance as they relate to the work of the CC.

Session 1: What is financial management in the context of the conservancy?
(Approximately 20 minutes.)

ASK: What is financial management?



1 Ask participants if they can **explain what is meant by financial management generally**. Capture responses on a flipchart sheet under the heading 'Financial management'. If the participants have missed some key points listed below, add them to the flipchart sheet and give an explanation.

EXPLAIN: Financial management is (explain all the points listed below):


- Control of money.
- Planning and budgeting.
- Knowing how much money is received, from whom, and for what.
- Knowing how much money is spent, and on what was it spent.
- Knowing how much money is left.
- Knowing where the money is.
- Ensuring that relevant policies and procedures are in place and are being adhered to.
- Decision making on how money is spent.





EXPLAIN: Financial management in the conservancy context involves the careful planning, day-to-day use and monitoring of all aspects of conservancy finances (money). Like any business, a conservancy needs to keep careful controls and checks in place to make sure that this important resource is being used wisely. This is particularly important to a conservancy, where the money is a communal resource (i.e., it belongs to all the members) and needs to be managed in line with the needs and wishes of all the members. Although only a few people may be involved in day-to-day bookkeeping and accounting, **the CC must be kept well informed and involved in all important financial decisions.**


ASK: Why is good financial management important for the conservancy?

2  Ask participants the question above. Capture their responses on a flipchart sheet under the heading '**Importance of good financial management at the conservancy**'. Make sure that you mention the important points, below, if any are not raised by participants.

EXPLAIN: Sound financial management at the conservancy is important in order to ensure that:

- Sufficient money is available for the activities of the conservancy.
- All the money spent is recorded.
- Financial reports are available to members, support organisations and donors.
- Financial reports are available so that people can take decisions on financial matters.
- The money of the conservancy is safe, used for the right purposes, and members gain benefits that improve their livelihoods.

ASK: Where do conservancies get their money?

3  Ask participants, in their 'conservancy groups', where **they get the money that is used to support the functions their conservancies**. Write down all their responses on a flipchart sheet under the heading 'Sources of funds'. **NB:** Obviously these sources may vary from conservancy to conservancy.

EXPLAIN:

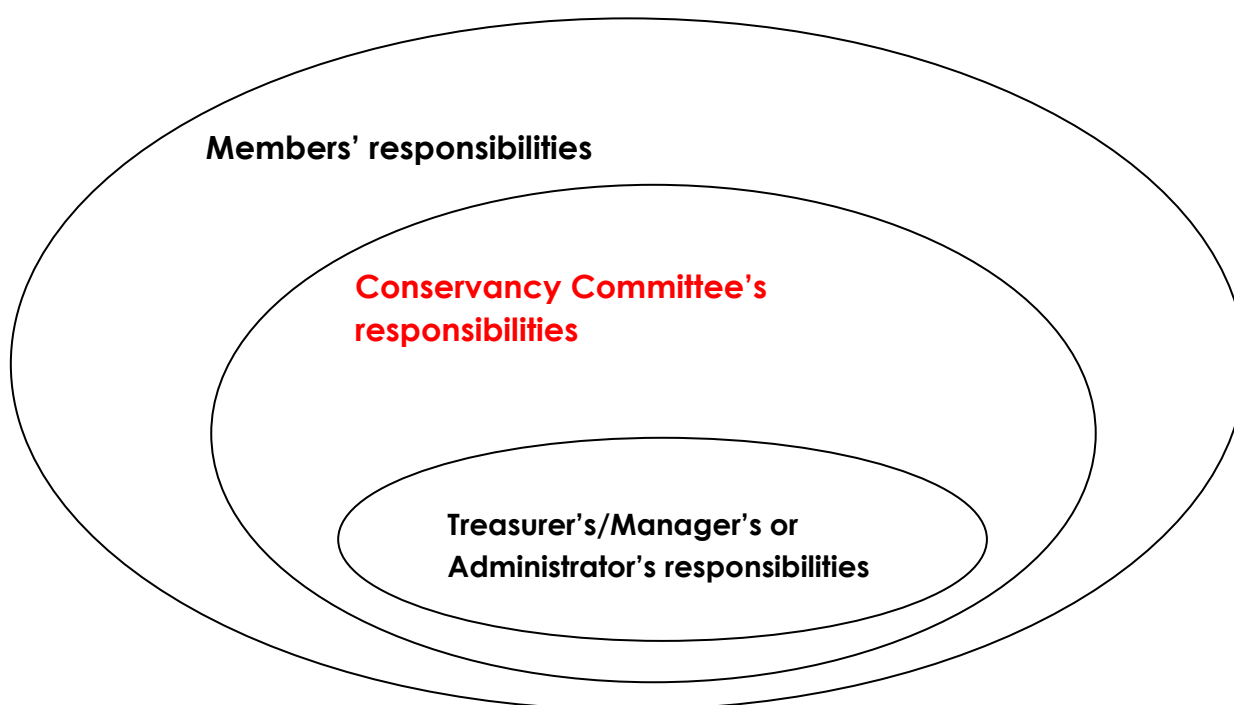
- a. Income comes from donors (for specific expenses).
- b. The conservancy's own income comes from activities such as trophy hunting, sales of crafts etc.
- c. Income comes from camping sites/joint venture lodges etc.

Session 2: Who is responsible in the financial management aspects of the conservancy and what is the role of the CC? (*Approximately 40 minutes.*)

Who is responsible for the conservancy finances?

- 1** Ask participants to **identify the three key groups of people responsible for finances in the conservancy** and then list them under the heading: 'Roles and responsibilities in conservancy finances'.

DRAW: The diagram below on a flipchart sheet. Discuss the three groups of people with participants by referring to the list that they have just drawn up in Step 1 of this Session. **NB:** Keep this diagram on display throughout this topic to use as a training reference.



- 2** Ask participants to briefly **identify and describe the different roles and responsibilities** of these three groups of people: i.e., who should do which tasks in financial management? Record their responses on the diagram above, which you have already drawn on a flipchart sheet. **NB:** If the participants miss some the key roles and responsibilities, write them on the flipchart sheet in the correct place while giving an explanation.

- 3** **DISTRIBUTE:** Handout #15 (3 pages in total) and explain the **identities of those in the conservancy tasked with management of finances, and each of the steps in each cycle shown on the three flowchart diagrams.** Make sure to refer back to the diagram that the participants have just helped you to create as you do so, too.



5 **EXPLAIN:** Now let's look in more detail at the **roles and responsibilities of the CC in terms of financial management generally**. The CC has a key role to play in:

1. Ensuring that through its constitution, the conservancy establishes its **purpose/mission/vision/objectives** and that plans are developed to accomplish these.
2. Ensuring that a **Financial Sustainability/Business Plan** is developed. This helps to create a conservancy financial/business vision for the future and improve understanding of key business principles. It is a tool to help the conservancy project and monitor sustainability and helps in the development of workplans and budgets. It is reviewed annually. **NOTE:** All conservancies will be given assistance to revise or develop a Financial Sustainability Plan for their conservancy.

6 **EXPLAIN:** Now let's look in more detail at the **roles and responsibilities of the CC in terms of the financial management cycle**. (**NB:** Refer participants back to their Handouts showing the financial management cycle.) The CC has a practical role to play in:

1. **Ensuring that budgets are drawn up** with the involvement of the members and that the budgets are adhered to. This will entail responsibility for the following issues related to budgets:
 - How the actual conservancy expenses compare with the budget.
 - Is there any over- or under-spending?
 - Is any over-spending approved and in line with the conservancy's policies?
 - What were the causes of the over-spending or under-spending?
 - What corrective measures were taken?
 - Was the income received in line with the financial sustainability plan?
 - Is there income that was not received?
 - Why was some income not received?
 - Were there budget cuts from donors?
 - What measures were put in place to absorb such budget cuts in the future?



2. **Ensuring that the conservancy has financial systems, policies and procedures in place.** This will entail responsibility for the following issues related to the conservancy financial management system:

- Confirming that there are, in fact, financial management systems in place.
- Are the financial management systems operational and responsive to the needs of the conservancy?
- Is periodic supervision done on financial management systems and staff?
- Are financial records kept safe? (All supporting documents relating to all income and expenditure, cash and bank books, and bank and cash reconciliations must be kept in a safe place for easy reference and good record keeping.

3. **Ensuring that financial reports are produced on time.** This will entail responsibility for the following issues related to the production of financial reports:

- Making sure that financial reports are prepared and produced on time.
- Analysing the financial reports by looking at the income and expenses and confirming whether these are in accordance with the budget.
- The CC must meet monthly to review financial reports (income and expenditure) and take corrective measures where necessary.

4. **Ensuring that regular audits are done.** This will entail responsibility for the following issues related to regular conservancy auditing:

- Monitoring the pre-audit process to ensure that all financial records (all supporting documents, receipts, bank statements, bank reconciliations, any contracts with other service providers, e.g., joint ventures, staff contracts, etc., are on file.
- Eliciting quotations from suitably qualified auditors/external agents for performing the annual conservancy audit; preparing Terms of Reference, agreeing on a service fee, and signing a contract with the best candidate.
- Ensuring that audits are conducted annually.
- Ensuring that the Audit Report is tabled at the AGM.
- Asking the auditor to produce a 'management report' that highlights shortcomings within the financial management system and ensuring that these issues are addressed before the next audit.
- Evaluating what kind of audit report was received by the conservancy and assessing the causes of a poor/bad audit report, if necessary.



7 SUMMARISE/LINK: In Topic 7 we have looked at the roles and responsibilities of the CC in the terms of both financial management of the conservancy generally and within the financial management system specifically. We are now going to look at confidentiality issues as they relate to the CC.

Let's just go back again and look at our objectives for this workshop to check that we are still 'on track' (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?

TRAINER'S NEXT STEPS:

The next topic contains an activity using role-plays that participants will be asked to carry out. In order for this activity to be successful it would be a good idea to identify suitable volunteers to undertake the role-plays in advance, and give them an opportunity, during a break in training, to prepare for their task. For this they will need Handout #16.



TOPIC 8: Confidentiality issues for the Conservancy Committee

EXPLAIN: This topic aims at raising awareness in CC members of the importance of maintaining confidentiality in their conservancy work. As part of this Topic 8 we will also be discussing ethics – what we mean by the term and how the CC can become more ethical in their conduct.

ASK: What is 'confidentiality'?



Ask participants to suggest what is meant by the word 'confidentiality'? Capture their responses on a flipchart sheet under the heading: 'What is confidentiality?'

EXPLAIN: In a generalized context, maintaining confidentiality refers to the act of keeping certain personal or sensitive information secret, or only revealing it to people entitled to know it. When we are thinking specifically about the CC and confidentiality, we are therefore considering the **need for CC members to be discreet about revealing certain information about the conservancy, its members, staff and operations**, especially when dealing with people or groups from outside the conservancy community.

ASK: What kind of conservancy information is confidential?



Ask participants in pairs to think about the kind of information that they, as CC members, deal with and that might be (or should be) regarded as confidential. Ask for suggestions from pairs and capture responses on a flipchart sheet under the heading 'CC confidential information'.

EXPLAIN: The kind of **confidential information that CC members will know** because of their role in conservancy management will relate to the following matters. In English, we say that the CC 'is privy' to information regarding:

- Personnel matters (e.g., salaries, health status of staff, etc.).
- Agreements between the conservancy and other agencies.
- The finances of the conservancy.



3

EXPLAIN: The CC cannot cite 'confidentiality' as an excuse in failing to disclose any information to conservancy stakeholders (and especially conservancy members) that they are permitted to know, or should know.

- Conservancy members and other conservancy stakeholders have the right to be informed about all non-confidential matters that relate to the conservancy and its operations, i.e., the CC must be seen to be open, transparent and accountable in the way that it communicates.
- Conservancy members and staff also have a responsibility to treat confidential or sensitive information with the utmost care and discretion.

ASK: What do we mean by 'ethics'?

1



Ask participants to suggest what is meant by the word 'ethics'? Capture their responses on a flipchart sheet under the heading: 'What do we mean by 'ethics?'.

EXPLAIN: Ethics can be quite a hard concept to define. One way to look at it would be to say that **'ethics' is represented by acceptable behaviors** within the norms of a particular social group. It is important to note that just because some action is technically legal, it is not necessarily regarded as ethical in certain situations, and citing the law would not always represent a valid defense against a charge of unethical behavior. For example, if a little girl was killed by an elephant in your conservancy, it would not be against the law to photograph her body. It would, however, go against many people's concept of ethics to send the photograph to a newspaper without at least gaining the permission of her family first, even if your (good) intention was to alert people to the problems that members of your conservancy encounter when dealing with wild animals..

2




Ask your volunteer participants to carry out the role-plays that are scripted on Handout #16, which you have distributed to them in advance.


Ask the rest of the participants the following questions and ask them to briefly note down their responses individually on a piece of paper:



- What did you see and hear in each role-play?
- Was that ethical behavior for the CC members to display? (If not, why not?)
- How will unethical behavior affect the conservancy?
- How could the CC members modify their behavior so that it became more ethical?



3  Ask participants in plenary to identify incidences at their conservancies where **unethical behavior has occurred in the past**. Ask them what the incidents were; what the effects on the CC, members and management of the conservancy were; how the incidents were dealt with etc. Encourage them to look at issues such as the effects on the conservancy resources, image, moral, growth, ability to provide services to tourists and members, etc. **NB:** Remind participants of the need to maintain confidentiality when discussing sensitive or personal information.

Now ask participants in plenary to identify incidences at their conservancies where **ethical behavior has been in evidence in the past**. Ask them what the incidents were; what the effects on the CC, members and management of the conservancy were; what the repercussions of the ethical behavior were, etc. 


4 **SUMMARISE/LINK:** In Topic 8 we worked together towards definitions of the concepts of 'confidentiality' and 'ethics' and identified how they have relevance for the work of the CC members. We have looked in detail at the kind of confidential information that CC members are privy to, as well as the consequences for the conservancy of unethical behaviors.

In Topic 9 we will look at how the CC goes about communicating its decisions. But first let's look again at our objectives for this workshop to check that we are still 'on track' now that we are approaching the end of our training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?




TOPIC 9: How to communicate Conservancy Committee decisions


ASK: What do we mean by the 'communication process'?

1  Ask participants to think about what they understand by the words 'the communication process'. Ask for suggestions and capture all the contributions on the flipchart sheet under the heading '**What is the communication process?**'

EXPLAIN: Communication is a word that applies to **all the different ways that we spread and share information**; the communication process is therefore the sequence of events through which information passes from one person or group of people, to others. A sound communications strategy for disseminating the CC's decisions helps the CC to share information that is important for the conservancy and its key stakeholders to know. In this topic we will therefore focus on the stakeholders that the CC communicates its decisions with, why the CC must communicate its decisions (underlying principles), what kind of decisions the CC must communicate, and how effective strategies for communicating CC decisions can be developed.

ASK: Who does the CC need to communicate its decisions to?

2  Ask participants to consider the question above. Give three pieces of pre-cut card to each participant and ask them to write on each one the name of a **key stakeholder (group or person) with whom the CC must communicate its decisions**.

Collect the cards from the participants and explain that you want them to help you to **group the stakeholders into categories**. The participants should  then suggest categories for all the stakeholders identified on their cards. Stick the cards in category groups on a wall or other prominent place so, for example, all the cards bearing names of donors are all stuck up in the same place.


EXPLAIN: Here are our final groups of stakeholders that **the CC must communicate its decisions with:**

- Conservancy members.
- People in the community who are not members of the conservancy.
- Government – Ministry of Environment and Tourism in particular.
- Non-governmental organisations, e.g., NDT, NACSO, WWF.
- Traditional authorities
- Donors, e.g., USAID.
- Hunters, joint venture enterprises, and other commercial partners.




NB: Make sure that you point out any stakeholders that have been identified on the participants' cards that the CC is not obliged to communicate its decisions with, and maybe place them in a separate category grouping.

ASK: Why in principle must the CC communicate its decisions?

3  Ask participants **why the CC must communicate the decisions taken by the CC members to the relevant stakeholders.** Capture all their responses on a flipchart sheet under the heading 'Why must the CC communicate its decisions?'

EXPLAIN: In line with the principles (openness, transparency and accountability) for good conservancy governance, and in order to comply with the provisions of the conservancy constitution, the CC must communicate the decisions it reaches in order to:

ASK: What kind of decisions does the CC have to communicate?

4  Ask participants **what kinds of decisions taken by the CC members should be communicated to the relevant stakeholders.** Capture all their responses on a flipchart sheet under the heading 'What kind of decisions must the CC communicate?'

EXPLAIN: Each different CC will have to make decisions that relate to its specific conservancy context. However, the types of decisions that CCs will generally have to communicate with key stakeholders will usually relate to matters such as:


- The conservancy's plans and activities.
- Distribution of benefits following AGM decisions
- How donor funding is to be utilised.
- Hunting quotas, hunting contracts etc.
- Joint venture partnerships.
- Frequency, dates and times of AGMs and other meetings.
- Finances, income and expenditure.
- Audits and budgets following AGM approval.
- Staffing.
- Policies, procedures and implementation.
- Monitoring and evaluation activities.



5 **EXPLAIN:** When the CC communicates its decisions efficiently and effectively, i.e., employs a sound communications strategy for disseminating its decisions, it **builds, maintains and then strengthens its relationships with its key stakeholders** as it will:

1. Create confidence in the CC's ability to work in the best interests of, and for the equitable benefit of, all the conservancy members.
2. Support a positive two-way relationship built on goodwill, professionalism and mutual trust.
3. Improve the image and reputation of conservancy in the eyes of stakeholders.
4. Motivate stakeholders generally to continue to support the operations of the conservancy into the future, and provide incentives for donors to maintain their financial support.
5. Improve support and secure positive responses when conservancies lobby for favourable legislation.
6. Secure NGO support for capacity building in the conservancy, e.g., training, assistance in securing joint venture partners.
7. Promote continuity of sound conservancy management when the members decide to re-elect a CC that they trust to communicate decisions properly.

ASK: How does the CC communicate its decisions?

6  Ask participants in their 'conservancy groups' how their **CC communicates its decisions to the key stakeholders** in their various conservancies. Give each group three pre-cut cards on which to write down three different ways in which the CC communicates its decisions. **NB:** Use the answers that the conservancy groups supply to create groupings of cards, which participants help you to stick up on a suitable surface in the various different categories (see Activity Step 2 in this Topic 9 for guidance on doing this).

EXPLAIN: You have helped me to stick up the cards describing how your CCs communicate decisions with key stakeholders into different category groupings. Let's now look at those communications categories in more detail:

- Written communication, e.g., conservancy development plans, conservancy management meeting minutes, Reports.
- Oral communication, e.g. Sign language and gestures



- Radio – e.g. Meeting announcements.
- Letter – to donors, support organizations, Governments, Traditional authority, Trophy hunters, Joint venture partners & staff members.
- Meeting – Conservancy Committee, Annual general meetings
- Conversation – Talking to staff members, government, rangers, members, traditional authority members.

7 **SUMMARISE/LINK:** In Topic 9 have focused on the important topic of how the CC communicates its decisions to its key stakeholders. We identified who it is that such decisions must be communicated to; why in principle such decisions must be communicated by the CC, what kind of CC decisions must be communicated, and the best methods for communicating CC decisions. We also examined some of the positive consequences of employing a sound communications strategy for CC decisions.


In the final topic of this training we will look at record keeping, as well as the process of handing over to new CC members. But first let's look again at our objectives for this workshop to check that we are still 'on track' now that we are approaching the end of our training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 10: Record keeping, and handing over to new Conservancy Committee members

Session 1: What is record keeping? (Approximately 70 minutes.)


ASK: What do we mean by 'record keeping'?

-  1 Ask participants to offer some suggestions for a definition of 'record keeping' and write down the participants' responses on a flipchart sheet under the heading 'What is record keeping?'

EXPLAIN: This session will cover the importance of **documenting all aspects of the work that the CC does, and the decisions that it reaches**. It will also look at the **responsibility of the CC in making sure that all reports, audits, budgets, plans and financial documents, contracts etc., are maintained safely and securely** so that the entire historical record of the operations of the conservancy is preserved.


It is therefore important to remember that when we refer to 'record keeping' we are not just limiting our focus to paper financial records, but are considering, in much broader terms, how best to **capture and archive all evidence of the CC's activities as well as those relating to conservancy operations generally**.

ASK: How does the CC document its activities and decisions?

-  2 Ask participants in their 'conservancy groups' to suggest how their CC records its activities and decisions. Capture responses on a flipchart sheet under the heading: 'How does our CC record what it does?'

EXPLAIN: In order to maintain accurate, agreed-upon, clear and useful records of all CC activities, meetings and decisions, it is important to follow the correct procedures:

ASK: what kinds of records are kept by the CC?

-  3 Ask participants to think about **what kind of records are kept by the CC**. Ask them to offer some suggestions and capture all the responses on a flipchart sheet under the heading 'Records kept by the CC'. **NB:** If the participants omit to mention key pieces of documentation, then add these items to the final list and explain them. On the other hand, individual conservancies may keep other records that are not listed below, which you should make sure to note.



EXPLAIN: The CC will be responsible for archiving and keeping safe the following pieces of documentation, as well as making them available to stakeholders who wish to have access to them (and are permitted to do so).

- Constitution of the conservancy
- HWC Management Plan
- Conservancy Development Framework/Plan
- Members register
- Minutes of AGM and CC meetings
- Agreements/contracts
- Hunting contracts
- Employment contracts
- Job descriptions
- Staff files
- Social Security records
- Financial records
- Annual budgets
- Records of Income and expenditure
- Bank statements
- Audited Financial Reports
- Financial Reports
- Management Reports
- Managers reports
- Chairperson's Reports
- Treasurer's Reports
- Assets Register
- Insurance contract
- Any correspondences
- Game Count data

ASK: What happens to the records at the end of the term of the CC?

4 *Ask participants in their 'conservancy groups' to explain how their individual CC deals with its records at the end of its term of office. Capture all the contributions made by the groups on a flipchart sheet under the heading 'Handling over conservancy management records'.*

EXPLAIN:

- a. The outgoing CC must have a meeting with the new (incoming) CC to officially hand over the records.
- b. The incoming CC signs for the receipt of all the records.

DISTRIBUTE: Handout #17 and discuss.



great importance. For this reason it is important that the conservancy prepares itself in terms of the handing over process.

3 **SUMMARISE/LINK:** In the final topic of this training, we have looked at why it is important for the CC to maintain proper records of its activities, meetings and decisions. We have also explored the sets of records that need to be archived and protected at the conservancy, as part of the responsibility of the CC for perpetuating the historical record of the operations of the institution.

WE have now almost finished our training workshop but we have one more activity to complete before we have completed our work. Let's just look back one last time at our objectives for this workshop to check that we are satisfied that we have indeed covered them all (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



EXERCISE: Developing an Action Plan

DISTRIBUTE: Handout #18 and #19 and assist participants in working through the development of a CC Action Plan, guided by the content of the Handout.



SELF-ASSESSMENT: Assessing participants' understanding of this Module

Handout #20 comprises a set of questions based on this Module and designed to evaluate the knowledge and skills that participants receiving this training have acquired. It is not intended as a formal test but is meant to help participants assess areas where they have sound knowledge and strong skills, and areas that require further work.

You can either use the questions as the basis of a plenary session with all the participants, or – if more suitable – ask them to write their answers out on some paper that you will provide for the purpose.

Although it will help you personally to modify your training approaches should you be able to discuss their answers with participants, they should not feel compelled to share their responses with you. If they are willing to share their responses, either collectively or individually, then use the information that you gather to assess your own training skills. Also note from participants' responses where these printed training materials might require amendment, for example, if an activity or section of the text is proving problematic.



List of Handouts that you should make available for this Module

- MODULE 1.3, HANDOUT #1: 10 qualities of a Servant Leader
- MODULE 1.3, HANDOUT #2: Conservancy Management Framework:
Components that need to be managed by the CC?
- MODULE 1.3, HANDOUT #3: Why the CC has to be responsible for managing these components
- MODULE 1.3, HANDOUT #4: The required state for each management component
- MODULE 1.3, HANDOUT #5: Internal organogram of a conservancy
- MODULE 1.3, HANDOUT #6: Roles of Chairperson and Manager
- MODULE 1.3, HANDOUT #7: Roles and duties – Treasurer
- MODULE 1.3, HANDOUT #8: Roles and duties - Secretary
- MODULE 1.3, HANDOUT #9: Founders of an organisation
- MODULE 1.3, HANDOUT #10: Qualities of CC leaders
- MODULE 1.3, HANDOUT #11: Conflict resolution
- MODULE 1.3, HANDOUT #12: Different Leadership styles
- MODULE 1.3, HANDOUT #13: Template of Minutes of Committee meeting
- MODULE 1.3, HANDOUT #14: Conservancy conflict role-plays: non-cooperation between 'Manager' and 'Treasurer'
- MODULE 1.3, HANDOUT #15: Roles and responsibilities in conservancy financial management (3 pages)
- MODULE 1.3, HANDOUT #16: Ethics Role Play
- MODULE 1.3, HANDOUT #17: Checklist – Handing over of conservancy management committee
- MODULE 1.3, HANDOUT #18: Conservancy Committee Performance Assessment
- MODULE 1.3, HANDOUT #19: Action Plan
- MODULE 1.3, HANDOUT #20: Self-assessment evaluation for participants

All Handouts are one page only, unless otherwise specified. Please make sure that you make enough copies for each trainee.

Make sure that you also bring, for demonstration purposes:

- Copies of the conservancy constitution and development plans



NOTES



