

Building Capacity for Results-Based Management in Conservation

Conservation Measures Partnership (CMP) Summit 2010 Initiative

7th July 2011

Table of Contents

Executive Summary	3
Definition of Results-Based Management (RBM)	4
Background and Justification	4
Purpose of the Capacity Building Initiative	5
Senior Leadership	7
Expected Results	7
Proposed Team and Activities.....	8
Timeline & Budget.....	10
Monitoring & Evaluation and Communications Plan	11
Practitioners	12
Expected Results	12
Proposed Team and Activities.....	13
Timeline and Budget	17
Monitoring & Evaluation and Communications Plan	19
Emerging Practitioners	21
Expected Results	22
Proposed Team and Activities.....	23
Timeline & Budget.....	25
Monitoring & Evaluation and Communications Plan	27
Conclusion	29

Executive Summary

The [Conservation Measures Partnership \(CMP\)](#) is a partnership of conservation organizations that seek better ways to design, manage, and measure the impacts of their conservation actions. As part of a Measures Summit held in May 2010, the CMP facilitated the agreement of several conservation organizations, agencies, and funders to a consensus statement that outlines a commitment to using results-based management (RBM) in conservation work. Several initiatives, including this Capacity Building Initiative came out of the 2010 Summit with a charge to achieve the vision set forth in the consensus statement. Our Capacity Building Initiative team was tasked with the challenge of meeting the training need for RBM across the conservation community.

There is a lack of capacity within organizations to support, facilitate, and mobilize RBM, both from the bottom up (practitioners) and from the top down (senior leadership). Several training efforts currently exist – some sophisticated and across organizations (Conservation Coaches Network), some in-house (Audubon online training), some with specific university audiences (Teaching Adaptive Management Network), some with different models (ZOPP – Objectives Oriented Project Planning) – yet many organizations continue to have a training need or interest. The challenge is to leverage and not duplicate those existing efforts by addressing gaps in training programs and assessing the needs of different audiences in order to develop a cross-organizational strategy that works to build capacity within organizations that have committed to the 2010 Summit consensus statement.

To this end, we have developed a total of eight possible activities that could be implemented across three main audiences to significantly increase the capacity of conservation organizations to implement RBM. These audiences and associated activities are:

1. [Senior Leadership](#)
 - Develop an outreach program and cross-organizational exchange
2. [Practitioners](#)
 - Develop “train-the-trainer” courses
 - Coordinate and enable a network of coaches to provide training and support
 - Expand live e-learning opportunities
3. [Emerging Practitioners](#)
 - Create a CMP-certification for university RBM trainers
 - Conduct marketing and outreach
 - Provide virtual support for new courses
 - Pilot emerging courses

These activities are modular by audience so that potential donors can consider which subset would be most effective and relevant for their support. In this proposal, we detail the budget and timeline for each activity and define objectives and goals tied to our expected outcomes and impact.

Definition of Results-Based Management (RBM)

Before addressing problems and opportunities in building capacity for doing RBM, it is important to define what RBM really means. RBM is an approach to conservation implementation that integrates project design, management, and monitoring to provide a framework for systematically testing assumptions, promoting learning, and supplying timely information for management decisions. The focus of RBM is on performance and the achievement of outputs, outcomes, and impacts on biodiversity. For this strategy in particular, it is important to define this framework in order to quantify achievement against the goals and objectives detailed for expected results. Concepts, approaches, and terminology that organizations adopt under an RBM approach should parallel the five steps described in Conservation Measures Partnership's (CMP) [Open Standards for the Practice of Conservation \(version 2\)](#). These steps, which are consistent with the organizational frameworks of The Nature Conservancy (Conservation Action Planning (CAP)) and WWF (WWF Standards), are:

1. **Conceptualize** the context of the site where you are working and what to influence.
2. **Plan** both your **Actions** and **Monitoring**.
3. **Implement** both your **Actions** and **Monitoring**.
4. **Analyze** your monitoring data to evaluate the effectiveness of your activities. **Use** your results to **Adapt** your project to maximize impact.
5. **Capture and Share** your results with key external and internal audiences to promote **Learning**.

Background and Justification

Many conservation project teams do not know the extent to which they are achieving their desired results. In many cases this uncertainty is probably because teams have not been explicit about what they are trying to achieve and what it will take to achieve it – essentially, due to inadequate project design. A key driver of this is the lack of capacity of organizations to do good RBM. Practitioners within these organizations often do not have adequate knowledge and experience to facilitate RBM processes, while senior leadership typically do not expect, support or mobilize resources for doing RBM. Embedding these skill sets in the current and next generation of conservationists, those dedicated to implementing conservation projects and those responsible for making strategic decisions, is fundamental to achieving many facets of effective conservation. Without sufficient expertise within these communities, it will remain challenging to truly learn and adapt through project implementation, develop more streamlined and transparent proposals and reporting frameworks between funders and implementers, define data standards and systems to facilitate learning and conduct empirical studies of what works, where, how and why.

Recent research conducted for the Measuring Conservation Effectiveness Summit found that 80% of non-government organizations (NGOs) identify a lack of dedicated support staff as a major or extreme barrier to applying RBM and 65% point to lack of training as a major barrier. Furthermore, the ratios of RBM support staff to conservation efforts are indeed stark statistics: 1 NGO staff person dedicated to RBM for every 100 projects and 230 organizational staff; 1 RBM auditor for every 500 projects; 1 foundation staff person dedicated to RBM for every 90 grants.

The combination of insufficient time, weak funding, as well as few dedicated staff suggest that RBM is a low priority in many conservation efforts. To overcome the obstacle of limited ability to do good RBM, we have identified a need to build the capacity of three main audiences – Senior Leadership (SL), Practitioners (PR), and Emerging Practitioners (EP). Senior leadership have a key role in addressing these well rooted barriers, particularly because applying RBM at any conservation NGO is critical for satisfying requests (e.g., progress reports, cross-project summaries, organizational reports) from the board and upper management.

All training and capacity building activities that are aimed at improving RBM, either by reaching out to boards of directors, teachers and trainers, or university students, eventually aim to increase the proportion of practitioners who are trained in and implement good RBM. To that end, it is important for us to directly target current practitioners, and in particular project managers and senior management, by delivering basic training in RBM and providing effective support and review as they produce RBM products (such as strategic plans, proposals, monitoring plans, and operational/work plans). While strategies aimed at other audiences are important especially over the long-term, our focus on practitioners will lead to more near-term (in the next 5-10 years) impacts on conservation practice.

Looking ahead to long-term conservation impact, we recognize that academia holds a large pool of “emerging practitioners” who should not be overlooked. Until recently, aspiring conservation professionals have had few opportunities in university or other academic settings to learn and apply adaptive management skills. Our focus on the next generation of conservation leaders will ensure that emerging practitioners will enter the field of conservation with some adaptive management skills, particularly skills related to planning conservation projects using RBM principles.

Purpose of the Capacity Building Initiative

This proposal is split into three components, each focused on one of the key audiences we have identified for capacity building in RBM – Senior Leadership, Practitioners, and Emerging Practitioners. The conceptual model (**Error! Reference source not found.**) below illustrates how we believe our strategies (detailed in the sections to follow) will influence the current drivers of limited RBM, as identified for the Summit Meeting in May 2010.

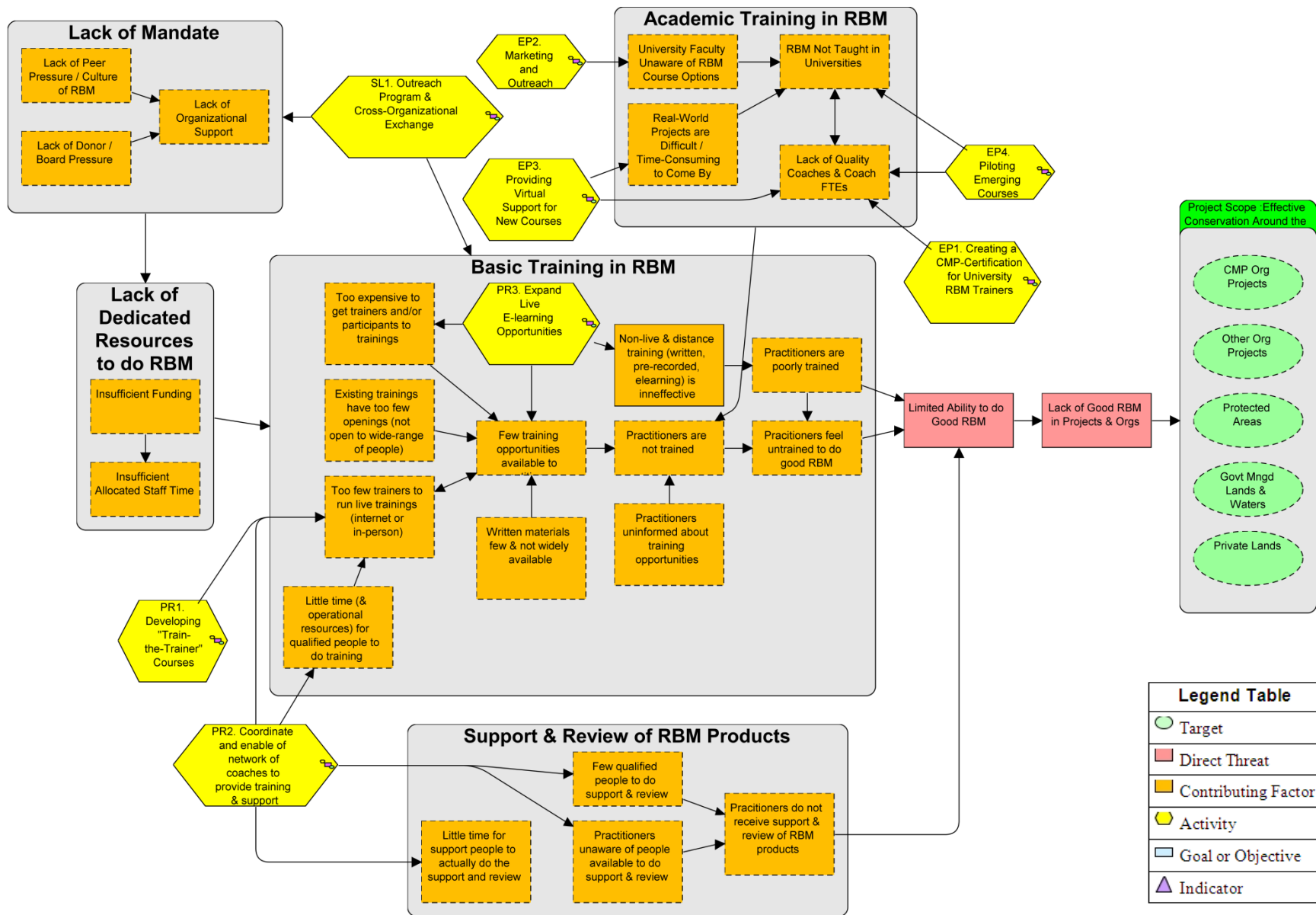


Figure 1. Capacity Building Initiative Conceptual Model with Proposed Strategies

Senior Leadership

Senior Leadership consists of those individuals in the implementer and donor community who are responsible for strategic decision making, investment allocation, and direct engagement with funders, implementers, and board members. To advance the RBM movement it is critical that those responsible for management and investment decisions understand the key principles of RBM, what the opportunities and challenges are, and ultimately why such systematic planning and adaptive project implementation is worth undertaking. Building awareness around these key aspects will catalyze the behavior change necessary to deliver on the ambitious commitments agreed upon at the Measuring Conservation Effectiveness Summit in May 2010 (henceforth written as 2010 Summit).

Recent research on current RBM practices in the conservation community identified three major obstacles to implementing systematic RBM: 1) lack of money, 2) lack of time, and 3) lack of incentives. Results from the research found that in cases where boards and senior leadership understand the key principles of RBM, its principles are applied to a greater extent. Ninety percent of NGOs say that where RBM has been implemented, an institutional mandate was very important or essential. Instilling such mandates within implementing organizations begins with increasing awareness among senior management that a disciplined and standardized framework for planning and implementing conservation projects is critical for conducting adaptive management and streamlining internal and external reporting functions.

Expected Results

Our vision for capacity building efforts geared toward senior leadership is an increase in conservation investments that are guided by RBM through greater awareness of its benefits in designing and implementing successful conservation projects (project/strategies planning, proposal writing, and project implementation).

Goal: By 2020, every organization (see [Consensus Statement](#)) that signed the consensus statement at the 2010 Summit adopts RBM principles in these core business practices:

- Fundraising guidelines (for implementing organizations)
- Strategic planning frameworks (for both implementing and donor organizations)
- IT systems (for both implementing and donor organizations)
- Reporting tools (for both implementing and donor organizations)
- Grantee proposals (for donor organizations)
- Grantee reporting requirements (for donor organizations)

Key intermediate objectives include:

Objective 1: By 2015, senior management and board members from every implementing organization that signed the consensus statement at the 2010 Summit are aware of how to incorporate principles of RBM as a core institutional business practice.

Objective 2: By 2015, grant-making leadership from all donor organizations that signed the consensus statement at the 2010 Summit are aware of how to incorporate principles of RBM into their core institutional business practice .

Proposed Team and Activities

Team members are to be determined. The following results chain (

Figure 2) shows how the activities targeted to senior leadership will contribute to adoption of RBM principles in implementing organizations.

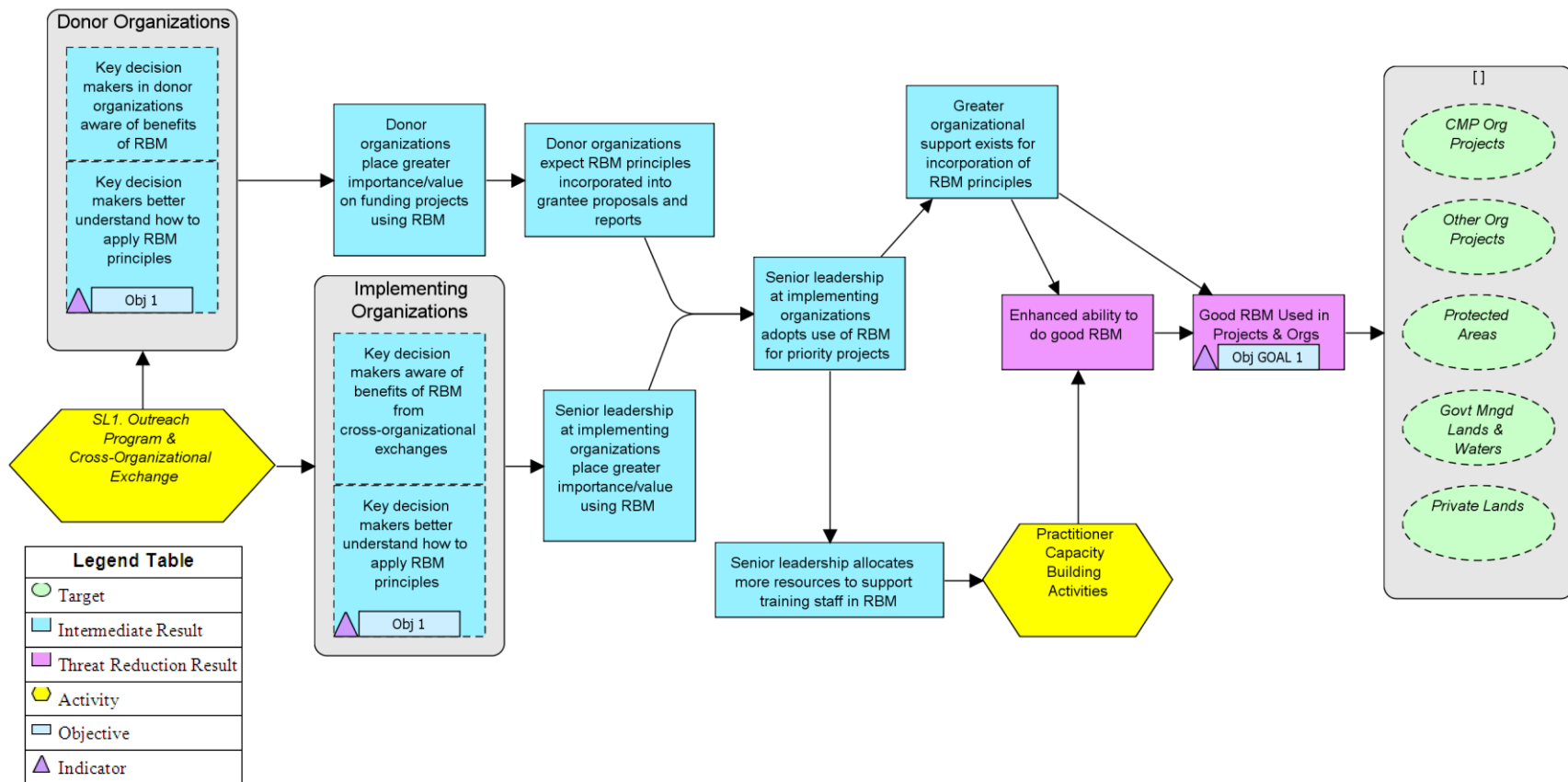


Figure 2. Results Chain for Senior Leadership

SL Activity 1: Outreach program to facilitate cross-organizational exchanges of experiences with RBM (as applied to all initiatives) at annual planning events, senior leadership workshops, and board meetings.

This strategy will implement a cross-organizational outreach program that facilitates exchanges of successes, challenges, and innovations in implementing RBM between CMP member organizations. This outreach program will target senior leadership events, board meetings, and organization-wide planning events with the principle objective of building awareness among key decision makers of the benefits of incorporating RBM as a core business practice for conservation.












The outreach program will have technical staff and/or 'champions' of RBM from one CMP member organization present at other CMP organization leadership and board events. Such a cross-pollinating program will exchange ideas and tools designed and adopted by organizations to address the major barriers to implementing RBM, including 1) lack of organizational mandate, 2) lack of culture to adopt RBM, and 3) insufficient staff time and resources to do systematic RBM over the long-term. As each organization conducts their outreach program for others they will draw on their unique successes and challenges in achieving the following:

1. Imbedding principles of RBM as a core organizational business practice
2. Engaging with donors to ensure principles of RBM are fundamental to communicating proposed and actual results in application proposals and interim and final reports.
3. Developing measures to report both successes and failures to board members and donors.
4. Developing decision support tools that use lessons learned from RBM to allocate funds and set organizational priorities.
5. Development of common data standards for RBM, system linkages and common analysis and reporting tools to facilitate learning and sharing of information and expertise within and across organizations.
6. Designing and implementing conservation projects of empirical nature to generate greater evidence of what interventions work in what contexts.

Tasks include: (a) Develop outreach packages for donors and senior management/board members; (b) identify, schedule and complete cross organizational outreach programs at four organizational leadership events each year; (c) identify, schedule and complete cross organizational outreach programs at two organizational board meeting events each year.

Timeline & Budget

Table 1: Timeline and Budget for Senior Leadership

Activity / Task	Projected Budget by Year			Budget Total	Budget comments
	2012	2013	2014		
 Senior Leadership (SL)	56,000	31,000	31,000	118,000	
 SL1. Develop outreach program & cross-organizational exchange.	36,000	31,000	31,000	98,000	
 Ensure coordination of outreach program.	20,000	20,000	20,000	60,000	Salary costs for CMP rep (10% of time)
 Develop outreach packages for donors and senior management/board members.	10,000	5,000	5,000	20,000	Development and refinement costs
 Identify, schedule, and complete cross organizational outreach programs at 4 organizational leadership events per year.	4,000	4,000	4,000	12,000	Costs of RBM coach
 Identify, schedule, and complete cross organizational outreach programs at 2 board meetings events per year.	2,000	2,000	2,000	6,000	Travel costs of RBM coach
 Indicator Monitoring Tasks – Baseline assessment of leadership RBM knowledge.	10,000	0	0	10,000	
 Design and implement baseline survey (phone interviews, online survey).	10,000	0	0	10,000	Consultant costs
 Indicator Monitoring Tasks – Change in knowledge / awareness among donor leadership that attended RBM outreach programs.	10,000	0	0	10,000	
 Design RBM knowledge survey methodology.	10,000	0	0	10,000	Consultant costs
 Conduct RBM knowledge survey pre- and post-outreach programs.	0	0	0	0	

Monitoring & Evaluation and Communications Plan

Table 1: Monitoring & Evaluation Plan for Senior Leadership

What? (Indicator)	How? (Methods)	When?	Who?	Comments	Communications Plan
<p>Objective 1: By 2015, senior management and board members from every implementing organization that signed the consensus statement at the 2010 Summit are aware of how to incorporate principles of RBM as a core institutional business practice.</p>					<p>Donors: Case studies including interviews with RBM champion leaders demonstrating how change in awareness has led to new institutional mandates to implement RBM and incorporate RBM in operational and programmatic practices.</p>
Change in knowledge among implementing leadership that attended RBM outreach program	Implementer leadership outreach program survey	End of each calendar year	TBD	Pre- and post-outreach program surveys to be developed (see timeline and budget)	
<p>Objective 2: By 2015, grant-making leadership from all donor organizations that signed the consensus statement at the 2010 Summit are aware of how to incorporate principles of RBM into their core institutional business practice.</p>					<p>Donors: Case studies, including interviews with RBM champion leaders, demonstrating how change in awareness has led to incorporation of RBM in foundation investment allocation frameworks and grant making guidelines.</p>
Change in knowledge among donor leadership that attended RBM outreach programs	Donor leadership outreach program survey	End of each calendar year	TBD	Pre- and post-outreach program surveys to be developed (see timeline and budget)	
<p>Goal: By 2020, every organization that signed the consensus statement at the 2010 Summit adopts RBM principles in these core business practices:</p> <ul style="list-style-type: none"> • Fundraising guidelines (for implementing organizations) • Strategic planning frameworks (for both implementing and donor organizations) • IT systems (for both implementing and donor organizations) 					

<ul style="list-style-type: none"> • Reporting tools.(for both implementing and donor organizations) • Grantee proposals (for donor organizations) • Grantee reporting requirements (for donor organizations) 				
# of organizations that signed the Summit consensus statement who adopt RBM into core business practices	Implementer leadership outreach program survey	2015 and 2020		

Practitioners

Practitioners are those people who are currently implementing conservation projects from within government agencies, academia, private industry, or NGOs. The survey of current RBM practices that was conducted prior to the 2010 Summit revealed that only about one in three projects have good project plans in place (the “plan” part of the project cycle), and only 5-10% have completed a full RBM project cycle. While these numbers do not explicitly tell us what proportion of people have been trained in RBM, we estimate that less than 10% of project leaders across all organizations and projects have received any formal training (through written material or courses) in RBM, and less than 1% receive support and review by trained colleagues.

The individuals absolutely key to RBM in the near term are project managers (e.g. protected area managers, NGO technical managers) who are currently responsible for day-to-day decisions and implementation of conservation activities. However these practitioners are often overwhelmed by daily demands of project management and integrating new approaches is not an easy thing to do. To address this barrier, most project managers would benefit from the support of a trained coach. Coaches not only train practitioners in the basic principles of RBM, they can also help practitioners identify strategies, develop measures, explicitly articulate and capture their uncertainties, and encourage on-going assessment and continuity of effort. Coaches can link practitioners with other support services and identify peer projects where project leaders can find additional review and support for similar challenges.

Expected Results

The vision for our effort aimed at practitioners is that all project managers working in the organizations who signed the 2010 Summit agreement will have the knowledge, skills, ability, and support to effectively apply a RBM approach to their work on an on-going basis.

Goal: By 2015, 50% of all project managers in the CMP organizations will understand RBM and all high-priority projects of these organizations are actively using (revisiting or revising on an annual basis) RBM tools¹ during project management and implementation.

Key intermediate objectives include:

Objective 1: By 2015, 50% of project managers in each CMP member organization have been formally trained in RBM, through pre-recorded or live training options.

Objective 2: By 2015, 50% of project managers in each CMP member organization have received support and review of their RBM products (including at least strategic plans and effectiveness monitoring plans) by trained colleagues (may include trainers or peer-reviewers that have also received training).

Objective 3: By 2015, every member organization of CMP will have trained, identified and designated a number of coaches (appropriate to organization size and scope) who can adequately support their priority project teams and protected area managers in the development of “good” strategic and monitoring plans.

Proposed Team and Activities

Team members for the Practitioner (PR) audience are Karl Didier, Wildlife Conservation Society (WCS), Jora Young, The Nature Conservancy (TNC), and Will Crosse, Rainforest Alliance (RA). The audience of practitioners is scattered throughout the world with different capacity to attend trainings (e.g., some can be reached electronically, others cannot). As such we need to implement a range of activities that aim to both increase (a) the amount of training and (b) the amount of support and review of RMB products. The following results chain (Figure 3) illustrates our assumptions about how our proposed activities will lead to more widespread use of RBM principles in conservation organizations.

¹ Tools will include conceptual threats assessments, viability assessments, concept mapping techniques, results chains, strategy prioritization, goal/objective setting, and tools yet to be released

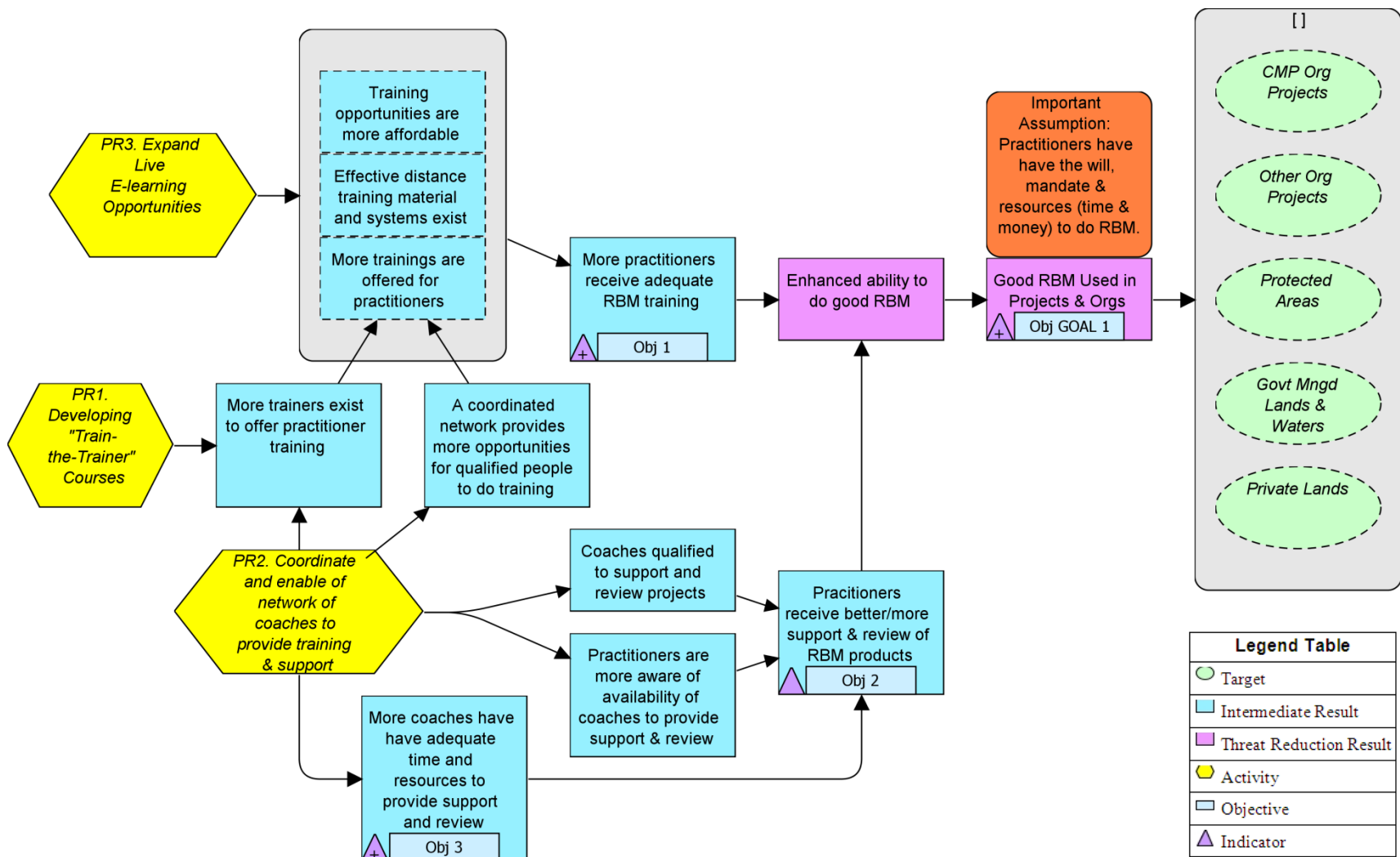


Figure 3. Results Chain for Practitioners

PR Activity 1: Develop “Train the Trainers” courses.

Currently, one of the most limiting factors for reaching our goals and objectives is simply the lack of skilled coaches/trainers who can teach and support conservation practitioners in the application of these new skills. We hypothesize that by providing a set of core training materials that will work across multiple organizations and by increasing the number of skilled coaches/trainers who can teach practitioners and work with them directly, (see Activity 2), we will be able to exponentially increase the number of trained practitioners.

We will develop and facilitate a series of three in-person coach (“train-the-trainers”) workshops, in strategic locations around the globe to address gaps in the number of trained coaches. The trainings will be cross-organizational, both in terms of those facilitating the training and those attending. Each training will cost ~\$35,000 to \$50,000. This includes time, travel, and boarding costs of 2-3 facilitators (\$5,000 each) and travel and direct costs for 10 core select participants (\$1,500 each). In addition, this amount will cover workshop venue, food, and material for up to 10 other participants. We will also set aside an estimated \$5000/workshop to implement an effectiveness monitoring program to follow the core participants in each workshop for one year. Although we will provide travel assistance to 10 select participants, the trainings will be open and advertised for an additional 10 people per course.

Tasks include: (a) design core training materials; (b) organize, advertise, and facilitate training; and (c) monitor expected results.

PR Activity 2: Coordinate and enable the network of coaches who will facilitate project teams and provide on-going training and support to RBM practice.

The coaches who will be trained will become part of the existing Conservation Coaches Network (CCNet), an interconnected community of conservation practitioners that was established to support the Open Standards and was formally chartered in December 2009. CCNet will have the following responsibilities:

1. Coordinating the implementation of new coach training workshops including: selecting and maintaining materials for all the trainers to use, recruiting coach trainers and ensuring workshops are well organized and staffed, recruiting the people who need training to the workshops, and registering the participants.
2. Developing, maintaining and promoting a database of trained coaches that will be available to the greater conservation community. This will enable project managers to find coaches in their communities to support their work and it will help coaches share their experiences and availability with those needing their services and with other coaches to share and learn.
3. Designing and conducting an all-coach training event every two years (the Coaches Rally) to enable as many coaches as possible to meet, exchange best practices and innovations, and learn about new tools and approaches.
4. Developing an on-line calendar of upcoming training events so that partners can easily inform their staff of training opportunities within partner organizations; and encouraging organizations to open up and advertise existing training opportunities to staff from partner organizations will help to disseminate both knowledge of RBM and tools, frameworks and innovative ideas for implementing it across project portfolios.

5. Maintaining and updating an internet resource library of key materials, case studies, sample plans, training supplies, workshop supplies, etc. for use by coaches and practitioners world-wide.
6. Maintaining and managing a list serve for the coaches to ensure that they are linked and continue to share and learn across their geographic and organizational boundaries.
7. Coordinating a coaches “fellowship” exchange program – this will entail providing 3-6 small grants per year (\$5,000-10,000/each) to coaches to encourage cross organizational and geographic exchanges and support.

Tasks include: (a) organize and coordinate coach training workshops through CCNet; (b) develop a functional and up-to-date database of formally trained coaches; (c) establish and implement fellowship training program through CCNet; (d) develop an online platform through CCNet with calendar of upcoming training events and learning materials (case studies, sample plans, training and workshop resources); and (e) design and host a biannual large training and sharing event for the Network as a whole.

PR Activity 3: Expand, live e-training opportunities.











Internet-based training solutions are cost effective because they eliminate travel expenses (>50% of most in-person training costs) and allow more people to attend the training from a distance. Currently, a partnership of organizations including the Nature Conservancy (TNC), Foundations of Success (FOS), and the Wildlife Conservation Society (WCS) is developing a pre-recorded, internet-based course that will be openly available online. This course will be effective for introducing the very basic concepts of RBM to participants and reaching many practitioners, yet it will be less effective than live courses for ensuring in-depth understanding of the concepts and supporting participants in producing good RBM products, such as concept models, results chains, goals/objectives, and monitoring plans based on real conservation challenges. As such, it is particularly important that project leaders receive a higher level, and more interactive form of training.








With this strategy, we propose to build on existing courses to deliver courses that are both live and internet-based for practitioners from any conservation organization across the globe. Specific modules targeting senior leadership and protected area managers will be designed as part of this activity. Individuals in senior leadership positions are the catalysts for changing critical business practices (see SL Activity 1) and well-trained protected area managers are critical to design and implement management plans that use adaptive management techniques to better understand how protected areas can be effective in achieving biodiversity and human well-being goals. We will take advantage of existing teleconferencing and webinar software and “synchronous” e-learning technology. Special attention will be given to ensure that practitioners in low band-width locations will be able to take part. Courses will be co-facilitated by at least 2 trainers, each from a different organization.

Tasks include: (a) adapt existing training materials for a live, e-learning environment; (b) build a course website; (c) deliver three courses per year; (d) design senior leadership training module; and (e) design protected area practitioner training module.

Timeline and Budget

Table 3. Timeline and Budget for Practitioners

Activity / Task	Projected Budget by Year			Budget Total	Budget Comments
	2012	2013	2014		
 Practitioners (P)	295,000	164,000	164,000	623,000	
 PR1. Develop "train- the-trainer" courses.	60,000	52,000	52,000	164,000	
 Design core training materials	10,000	2,000	2,000	14,000	
 Organize, advertise, and facilitate 1 training workshop per year (geographies to be defined). Training workshops include protected area practitioners module	50,000	50,000	50,000	150,000	
 PR2. Coordinate and enable a network of coaches to provide training & support.	155,000	47,000	47,000	249,000	
 Organize and coordinate 2 training workshops per year through CCNet	10,000	10,000	10,000	30,000	Salary for coordination role in CCNet
 Develop functional and up-to-date database of formally trained coaches	5,000	2,000	2,000	9,000	Development, maintenance and refinement costs
 Establish and implement fellowship training program through CCNet	30,000	30,000	30,000	90,000	3-6 fellowships of \$\$5,000 - 10,000 per year
 Develop CCNet online platform with calendar of upcoming training events and learning materials (case studies, sample plans, training and workshop resources)	10,000	5,000	5,000	20,000	Development, maintenance and refinement costs
 Plan and hold all-coach training event	100,000	0	0	100,000	Staff time and expense for design and coordination of major event (\$50,000), scholarship money for coaches from resource constrained parts of network (\$30,000), funding

Activity / Task	Projected Budget by Year			Budget Total	Budget Comments
	2012	2013	2014		
					for materials and venue expenses not fully covered by registration fees (\$20,000)
 PR3. Expand live e-learning opportunities.	75,000	60,000	60,000	195,000	
 Test and adapt existing training materials for a live, e-learning environment	10,000	5,000	5,000	20,000	Includes translation into other languages (Spanish, Portuguese, and French) in 2013 and 2014
 Build and maintain training course website	10,000	5,000	5,000	20,000	
 Deliver 3 courses over the course of a year	45,000	45,000	45,000	135,000	\$15,000 for each course to cover costs of 2-3 trainers
 Design a senior leadership training module	10,000	5,000	5,000	20,000	
 Indicator Monitoring Tasks – Tracking practitioner understanding and use of RBM.	5,000	5,000	5,000	15,000	
 Develop and carry out monitoring of all expected results	5,000	5,000	5,000	15,000	

Monitoring & Evaluation and Communications Plan

Table 4. Monitoring & Evaluation and Communications Plan for Practitioners

What? (Indicator)	How? (Methods)	When?	Who?	Comments	Communications Plan
Objective 1: By 2015, 50% of project managers in each CMP member organization have been formally trained in RBM through pre-recorded or live training options.					CMP member organizations and donors: Report evidence of how project manager training has increased adoption of RBM across organizational project portfolios. Case studies of improved business practice as a result of RBM learning.
% of project managers that have received pre-recorded or live training in RBM	Training practitioner network records – tracking sheet for CMP member organizations	End of each calendar year	TBD		
% of projects in CMP partner organizations that complete a full RBM management approach	CMP Member survey	2012 and 2015	TBD		
% change in projects in ConPro data base that include contents in all fields	ConPro database analysis	Annually			
Objective 2: By 2014, 50% of project managers in each CMP member organization have received support and review of their RBM products (including at least strategic plans and effectiveness monitoring plans) by trained colleagues (may include trainers or peer-reviewers that have also received training).					Donors and CMP member organizations: Peer reviewed project case studies presenting measureable strategic plans and demonstrations of adaptive management through implementation are published and disseminated at key conservation events.

% of project managers whose strategic and monitoring plans have been reviewed by a trained peer or coach	Peer review tracking records	End of each calendar year	TBD		
Objective 3: By 2015, every member organization of CMP will have trained, identified and designated a number of coaches (appropriate to organization size and scope) who can adequately support their priority project teams and protected area managers in the development of “good” strategic and monitoring plans.					Donors and CMP organizations: Up-to-date database profiling RBM coaches including organization, geographic scope and project type training expertise.
# of CMP member organizations with 2 coaches certified through training program within HQ offices	Tracking of records in RBM coaches database	End of each calendar year	TBD	Database records will show coaches’ organization, project type expertise (e.g. protected areas) and geographic coverage	
# of CMP member organizations with 1 coach certified through training program within 50% of field offices (if applicable to organizational scope)	Tracking of records in RBM coaches database	End of each calendar year	TBD	Database records will show coaches’ organization, project type expertise (e.g. protected areas) and geographic coverage	
# of projects supported by trained coaches	Coaches survey	Annually	TBD		
Goal: By 2016, 50% of all project managers in the CMP organizations will understand RBM and all highest priority projects of these organizations are actively using (revisiting or revising on an annual basis) RBM tools ² during project management and implementation.					Donors and CMP organizations: Up-to-date database of individuals trained and projects using RBM.

² Tools will include conceptual threats assessments, viability assessments, concept mapping techniques, results chains, strategy prioritization, goal/objective setting, and tools yet to be released.

% of project managers in CMP member organizations who understand RBM	Training practitioner network records – tracking sheet for CMP member organizations	End of each calendar year	TBD		
Number of high priority projects within CMP organizations that are actively using RBM tools during project management and implementation	CMP Member survey	2012 and 2016	TBD		

Emerging Practitioners

In recent years there has been a growing interest in incorporating RBM courses into graduate conservation-related programs. Between 2007 and 2010, approximately 300 graduate students in 9 graduate programs received training in Open Standards-based RBM. Large potential, however, remains to expand to more students, more universities, and professional development programs. The Society of Conservation Biology's academic programs [database](#) currently lists 515 schools and 585 programs. In the United States alone, there are about 160 graduate programs and about 162 undergraduate programs. High demand exists among students in these programs for training in skills needed in conservation practice AND desired by organizations interested in hiring graduates.

To help meet the growing demand from these and other institutions for information and materials on teaching RBM in an academic context, FOS along with its university partners have established an online network for involved or interested faculty, staff, and students. This [Teaching Adaptive Management Network](#) (Teaching AM Network) serves the conservation community in academia by providing an open clearinghouse and forum for sharing the tools, lessons, expertise, and contacts for incorporating RBM training into a graduate conservation program.

For professional development opportunities, the Conservation Leadership Programme (CLP) serves as the best program to engage to build capacity among emerging practitioners, particularly in developing countries. A partnership between BirdLife International, Conservation International, Fauna & Flora International, and the Wildlife Conservation Society, the aim of the CLP is to promote the development of future conservation leaders and provide them with the capacity to address the most significant conservation issues of our time. The CLP achieves this through the following objectives:

1. Identify, train and mentor future conservation leaders;
2. Support practical conservation projects that address priority issues, deliver and communicate conservation results and build local capacity; and

3. Facilitate a global conservation network to support continued professional development, promote collaboration and ensure long-term sustainability.

Since 1985, the CLP has nurtured the careers of more than 2500 young conservationists in 90 countries with training, practical field work and internship experience. Program alumni have started their own NGOs, influenced policy, protected important sites for biodiversity, discovered species new to science, and influenced the environmental awareness of local communities. Building capacity for adaptive management within this network will have positive implications far and wide.

While we hope these networks will help lead the academic and NGO communities one step closer to making sound training in RBM an essential part of emerging conservation practitioner training, the capacity and resources to support and instruct these courses continues to be a barrier to large-scale implementation.

Expected Results

Our vision for capacity building efforts geared toward emerging practitioners is that ‘tomorrow’s leaders’ in conservation are better prepared for their roles as conservation practitioners due to their training in RBM (specifically, the design, management, and monitoring of conservation projects) through professional development or graduate programs focused on conservation practice around the world.

Goal: By the end of 2015, at least 1000 graduate students (>3x increase from 2010 data) and professionals in the CLP network have successfully completed a CMP-certified course in RBM as part of their academic coursework and 60% of those students can demonstrate that they are applying what they learned to a real project situation.

Key intermediate objectives include:

Objective 1: By 2012, an average of 10 universities per year (~2x increase from 2010 data) have initiated and/or responded to contact (started a conversation) with the Teaching AM Network regarding offering a RBM course.

Objective 2: By the end of 2015, 20 key universities* offer a CMP-certified RBM course on a recurring basis in at least 4 regions of the world (e.g., US, Europe, Asia, and Africa).

*Key universities will have applied environmental graduate programs with faculty/teaching team that have a mix of the following attributes: teaching experience; project management experience; knowledge of CMP’s approach to RBM; ability to implement new courses at their university; commitment and enthusiasm for working with the Teaching AM Network to offer a course in RBM.

Additionally, key universities will:

1. Produce a large number of alumni that go on to work in major conservation organizations and agencies around the world.

2. Have an existing, good relationship, or an interest in developing one, with a Teaching AM Network member.

Objective 3: By the end of 2015, the Conservation Leadership Program has conducted three adaptive management courses (one per year) for select professionals within their network.

Proposed Team and Activities

Team members for the Emerging Practitioners (EP) audience are Vinaya Swaminathan (FOS) and Robyn Dalzen (CLP). This component of the Capacity Building Initiative aims primarily to expand and strengthen the Teaching AM Network, which is already established and receiving some interest and participation among US university faculty, and the CLP. We plan to invest considerable effort and resources into administering the Teaching AM Network and CLP professional development programs and using their frameworks to implement four priority activities for achieving the results outlined in the previous section. The following results chain illustrates how we believe these activities will collectively contribute to our objectives and goal for this audience.

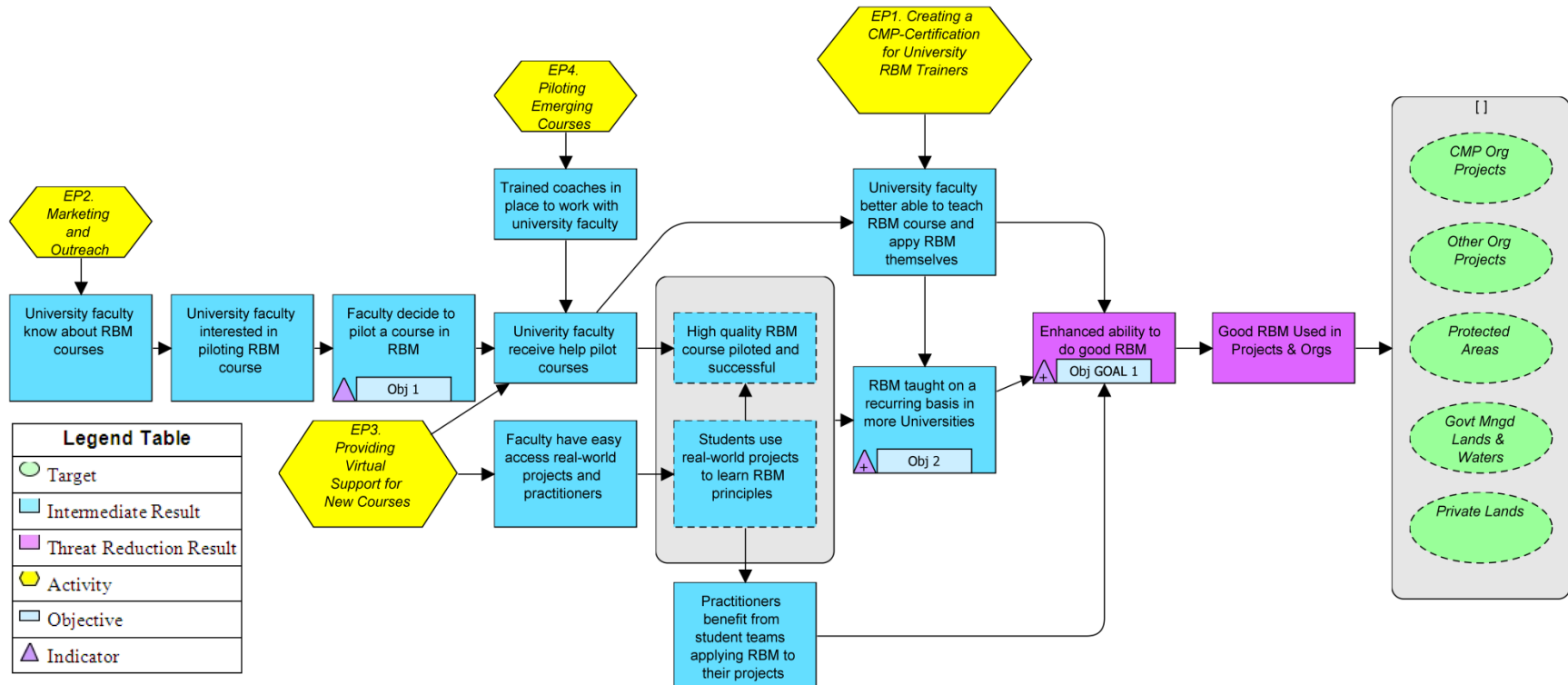


Figure 4. Results Chain for Emerging Practitioners

EP Activity 1: Creating a CMP-certification for university RBM trainers.

As demand for graduate-level RBM courses increases, one method for ensuring high-quality instruction is to establish a certification process whereby trainers fulfilling certain requirements agreed to by CMP would be officially certified to teach the Open Standards in an academic setting. This activity will involve developing a rubric for what is required of a successfully 'trained' trainer, with the additional component of skills needed to teach RBM at universities.

Tasks include: (a) develop rubric for certification; (b) promote certification among the academic conservation community; and (c) offer a modified version of the CMP "Train the Trainers" as a separate CMP workshop aimed at building the capacity of RBM trainers geared toward university faculty.

EP Activity 2: Conduct market and outreach.

The Teaching AM Network will engage in various marketing and outreach tasks to promote RBM courses in graduate conservation programs. For example, the network will continue to hold side meetings at the Society for Conservation Biology Annual Conference, following success at the last meeting in Edmonton, Alberta, Canada in 2010. We will also reach universities by leading workshops and roundtable discussions at annual conferences of other major conservation societies (e.g., Association of Environmental Studies and Sciences and the Student Conference on Conservation Science) and meetings linking conservation practice and pedagogy.

Tasks include: (a) produce outreach materials (e.g., ppts, pamphlets, etc); (b) host workshops/meetings at major conservation-related academic events over the next three years; (c) engage and follow-up with faculty expressing interest at Teaching AM events.

EP Activity 3: Provide virtual support for new courses.

The Teaching AM Network maintains and manages a collaborative Wiki site, which members use as a clearinghouse for information exchange and tested teaching materials. By logging onto this site, faculty and staff, who are already familiar with the Open Standards but may not have experience teaching them in an academic setting, have access to others with several RBM courses under their belts. Using the Wiki forum, network members could provide interested faculty with valuable virtual support through group discussions, one-on-one guidance, guest lectures (remotely or in-person when possible), and ongoing feedback. As experience shows, running a successful RBM course requires a fairly high level of staffing for instruction and facilitation of group work. The Conservation Coaches Network (CCNet) provides a valuable pool of trained coaches who could assist in developing a course and/or providing projects for student teams at nearby or affiliated universities. The Teaching AM Network will serve to connect individual practitioners from CCNet with university faculty to ensure that staffing needs for new RBM courses are met. This activity will facilitate this exchange of experience, materials and learning through the Wiki site and periodic phone calls or meetings.

Tasks include: (a) manage the Wiki and encourage network use on an ongoing basis; and (b) organize and facilitate regular phone calls to manage the Network and keep it active.






EP Activity 4: Pilot Emerging Courses.















While many faculty and staff express interest in starting an RBM course, most request assistance from someone already experienced in teaching a similar course. For those faculty and managers of professional development programs who are less familiar with the Open Standards and would like help in piloting a course, members of the Teaching AM Network and CCNet who are skilled in teaching RBM in an academic and professional setting would be available in-person to lead an initial course. Faculty and professional development program managers requesting this level of assistance will be strongly encouraged to participate in this first course to the extent that they feel comfortable (e.g., observing, co-facilitating, co-leading). By doing so, they will build their own capacity to become trainers of the RBM course for a future iteration without the help of an experienced trainer and have the opportunity to become CMP-certified in teaching AM (see Activity 5). Therefore, by helping to pilot courses in various universities and for emerging professionals, we will also be training in-house trainers to ensure the quality and sustainability of new RBM courses over the long term. This activity will also include developing additional content for training (e.g., Training Manuals for Steps 3-5 of the Open Standards and associated presentations and readings).




Tasks include: (a) modify and/or develop training materials for an academic audience as needed; (b) plan and lead new courses in RBM; (b) mentor faculty/staff to build in-university capacity to teach courses long-term; and (d) tailor and pilot RBM courses and training for selected professionals in the CLP network.

Timeline & Budget

Table 5: Timeline and Budget for Emerging Practitioners

Activity / Task	Projected Budget by Year			Budget Total	Budget Comments
	2012	2013	2014		
 Emerging Practitioners (EP)	185,000	200,000	224,000	609,000	
 EP1. Create a CMP-certification for university RBM trainers.	25,000	55,000	55,000	135,000	
 Develop and refine rubric for certification	20,000	0	0	20,000	
 Promote certification among the academic conservation community	5,000	5,000	5,000	15,000	
 Offer a modified version of the CMP “Train the Trainers” – a separate workshop aimed at building the capacity of RBM trainers and could be taken after assisting with an RBM course – geared toward university faculty	0	50,000	50,000	100,000	\$100,000 to conduct 2 academic AM training workshops; Includes follow-up support for trainers

Activity / Task	Projected Budget by Year			Budget Total	Budget Comments
	2012	2013	2014		
 EP2. Conduct marketing and outreach.	27,000	27,000	26,000	80,000	
 Produce outreach materials (e.g., ppts, pamphlets, etc)	2,000	2,000	1,000	5,000	
 Host workshops/meetings at major conservation-related academic events over the next 3 years	20,000	20,000	20,000	60,000	
 Engage and follow-up with faculty expressing interest at Teaching AM events	5,000	5,000	5,000	15,000	
 EP3. Provide virtual support for new courses.	10,000	10,000	10,000	30,000	
 Manage the Wiki and encourage network use on an ongoing basis	5,000	5,000	5,000	15,000	
 Organizing and facilitating regular phone calls to manage the Network and keep it active	5,000	5,000	5,000	15,000	
 EP4. Pilot emerging courses.	115,000	105,000	105,000	325,000	
 Modify and/or develop training materials for an academic audience as needed	15,000	5,000	5,000	25,000	Builds on existing training materials
 Plan and lead new courses in RBM	60,000	60,000	60,000	180,000	
 Mentor faculty/staff to build in-university capacity to teach courses long-term	20,000	20,000	20,000	60,000	
 Develop and pilot RBM courses and training for selected professionals in the Conservation Leadership Program (CLP)	20,000	20,000	20,000	60,000	
 Indicator Monitoring Tasks – Tracking Universities and professional development programs	8,000	3,000	3,000	14,000	
 Teaching AM Network records – Spreadsheet of Students Trained in RBM	1,000	1,000	1,000	3,000	

Activity / Task	Projected Budget by Year			Budget Total	Budget Comments
	2012	2013	2014		
 Teaching AM Network records – Tracking sheet for partner universities and CLP network	7,000	2,000	2,000	11,000	
 Indicator Monitoring Tasks – Tracking course beneficiaries (students and emerging professionals)	0	0	25,000	25,000	
 Survey, phone interviews	0	0	25,000	25,000	Consultant fees

Monitoring & Evaluation and Communications Plan

Table 6: Monitoring & Evaluation Plan for Emerging Practitioners

What? (Indicator)	How? (Methods)	When?	Who?	Comments	Communications Plan
Objective 1: By 2013, an average of 10 universities per year (~2x 2010 amount) have initiated contact / responded to contact (started a conversation) with the Teaching AM Network regarding offering a RBM course.					TAM Network – share results on the Wiki and through regular phone meetings / emails Universities – present results at Teaching AM marketing events CMP & Donors – present results at next Summit Meeting
# of universities that have initiated contact / responded to contact (started a conversation) with the Teaching AM Network regarding offering a RBM course	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year	TBD	Tracking sheet to be developed and retrofitted to existing university partners as of 2010 (baseline assessment)	

Objective 2: By the end of 2015, 20 key universities* offer a CMP-certified Results-based Management course on a recurring basis in at least 3 regions of the world (e.g., US, Europe, Asia, and Africa).					TAM Network – share results on the Wiki and through regular phone meetings / emails Universities – present results at Teaching AM marketing events CMP & Donors – present results at next Summit Meeting
# universities with recurring RBM courses	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year	TBD		
Frequency of delivery for each RBM course	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year	TBD		
# of regions (e.g., US, Europe, Asia, and Africa) that have a recurring RBM course	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year			
# universities whose students have participated in a RBM course	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year	TBD	This is to capture OTS-like situations where students from a wide variety of universities may attend but the universities themselves may not have an AM course	
Objective 3: By the end of 2015, the Conservation Leadership Program conducts at least one adaptive management course per year for selected professionals within network.					CLP – promote course widely throughout CLP network and alumni
# of RBM course trainings conducted for professional in CLP network	Teaching AM Network records – tracking sheet for partner universities	End of each calendar year	TBD		

<p>Goal: By the end of 2015, at least 1000 graduate students (>3x increase from 2010 data) and professionals in the CLP network have successfully completed a CMP-certified course in Results-Based Management as part of their academic coursework and 60% of those students can demonstrate that they are applying what they learned to a real project situation.</p>					<p>TAM Network – share results on the Wiki and through regular phone meetings / emails Universities – present results at Teaching AM marketing events CMP & Donors – present results at next Summit Meeting CLP – present results at alumni meetings</p>
# graduate students who have successfully completed a RBM course	Teaching AM Network records – Spreadsheet of Students Trained in RBM	End of each calendar year	TBD	~300 as of 2010 rough calculation	
# of emerging professionals in the CLP network who have successfully completed a RBM course and are applying knowledge to professional work	Teaching AM Network records – Spreadsheet of Students Trained in RBM	End of each calendar year	TBD		
% of graduate students trained who are applying what they learned in their RBM course to a real project situation	Survey, phone interviews	Evaluation in 2015	TBD	Evaluation that addresses this question completed for UMD-CONS alone in 2010 for 2007-2008 cohorts. Larger-scale evaluation could be modeled similarly.	

Conclusion

We believe that by supporting one or more of the target audiences above, the donor community can meet an increasing demand for RBM training and greatly influence the capacity of conservation practitioners to use RBM principles both in the short and longer-term. Moreover, conservationists will be empowered to design, implement, monitor, and adaptively manage their projects and programs for a higher likelihood of conservation success based on tested assumptions, evidence, and learning. For more information on the Capacity Building Initiative, please contact Vinaya Swaminathan at Foundations of Success (Vinaya@FOSONline.org) or Will Crosse at Rainforest Alliance (WCrosse@RA.org)