



SCCPNG PROJECT: 3RD WORKSHOP REPORT

DATE: 7TH OF FEBRUARY 2005

HELD AT

**THE UNIVERSITY OF PAPUA NEW GUINEA
WAIGANI CAMPUS**



STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

TABLE OF CONTENT	PAGE
ACRONYMS.....	3
ACKNOWLEDGEMENT.....	4
1. EXECUTIVE SUMMERY.....	5
2. INTRODUCTION.....	5
3. THE OVERALL OBJECTIVE.....	6
3.1 THE PAST, PRESENT AND FUTURE ACTIVITES OF THE SCCP.....	6
4. CONFIRMATION OF MODULE & UNIT LEADERS.....	6
4.1 TABLE 1: CONFIRMATION OF MODULE & UNIT LEADER	7
5. APPOINTMENT OF MODULE LEADER FOR MODULE 3 AND 4.....	9
6. ROLES & RESPOMSIBILITIES FOR THE MODULE & UNIT LEADERS.....	9
6.1 ROLES AND RESPONSIBILITIES OF MODULE LEADER.....	10
6.2 ROLES AND RESPONSIBILITIES OF UNIT LEADER.....	10
6.3 ROLES AND RESPONSIBILITIES OF UNIT MEMBER.....	11
6.4 SUMMERY	11
7. LOGISTICS.....	11
8. DISCUSSION ON WRITERS GUIDE.....	12
8.1 THE SCOPE OF THE COURSE MODULE.....	12
8.1.1 SYNTHESIS.....	12
8.1.2 VISUAL PRESENTATION.....	12
8.1.3 INQUIRY-BASED LEARNING EXERCISES FOR PARTICIPANTS.....	13
8.2 SUMMERY	13
9. ACTIVITY PLAN & TIME FRAME.....	14
9.1TABLE 2: ACTIVITY PLAN AND TIME FRAME.....	15
10. SOCIAL CONTRACT.....	15
10.1 THE SCOPE OF THE SOCIAL CONTRACT.....	16

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

10.2 SUMMERY.....	16
11. WHAT NOW? OR THE WAY FORWARD!!	16
APPENDIX 1: WORKSHOP PARTICIPANTS NAME LIST.....	18
APPENDIX 2: WORKSHOP PROGRAMME.....	19
APPENDIX 3: SOCIAL CONTRACT FOR SCC NETWORK.....	20
APPENDIX 4: DRAFT WRITERS GUIDE.....	26

ACRONYMS

BRG – BISMACK RAMU GROUP
CBO – COMMUNITY BASED ORGANISATION
CELCOR – CENTRE FOR ENVIRONMENT LAW AND COMMUNITY RIGHT
CF – CONSERVATION FORUM
CI – CONSERVATION INTERNATIONAL
CM- CONSERVATION MELANESIA
DEC – DEPARTMENT OF ENVIRONMENT AND CONSERVATION
DJAG – DEPARTMENT OF JUSTIC AND ATTORNEY GENERAL
ELC – ENVIRONMENT LAW CENRTRE
FPCD – FOUNDATION FOR PEOPLE AND COMMUNITY DEVELOPMENT
FRI – FORESTRY RESEARCH INSTITUTE
IPR – INTELLECTUAL PROPERTY RIGHT
MGCITF – MAMA GROUN CONSERVATION INCENTIVE TRUST FUND
MIRC – MOTUPORE ISLAND RESEARCH CENTRE
NGO – NON GOVERNMENT ORGANISATION
NRI – NATIONAL RESEARCH INSTITUTE
PC – PROJECT COORDINATOR
PFM – PEACE FOUNDATIONMELANESIA
PMG – PROJECT MANAGEMENT GROUP
PwM – PARTNER WITH MELANESIA
RCF – RESEARCH CONSERVATION FOUNDATION
SCC Network – All the NGO & Statutory Organisations involved in the SCCP working group
SCC- STRENGTHENING CONSERVATION CAPACITY
SCCP - STRENGTHENING CONSERVATION CAPACITY PROJECT
SCCPNGP - STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT
TNC – THE NATURE CONSERVACY
UPNG – UNIVERSITY OF PAPUA NEW GUINEA
WCS – WILDLIFE CONSERVATION SOCIETY
WWF – WORLD WIDE FUND FOR NATURE
ICAD – INTEGRATED CONSERVATION AND DEVELOPMENT

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

ACKNOWLEDGEMENT

THE PROJECT WISHES TO ACKNOWLEDGE THE FOLLOWING:

THE CONSERVATION COMMUNITY WHO GATHERED IN MARCH 2001 TO INITIALLY DESIGN THE CAPACITY BUILDING PROGRAMME; SUBSEQUENTLY SUBMITTING THE PROJECT PROPOSAL, WHICH GOT FUNDED. THOSE CONSERVATION COMMUNITIES INCLUDES: UPNG, WWF, TNC, FPCD, BRG, PWM, RCF, WCS, CM, CI, PFM, DEC AND NUMEROUS OTHER STATUTORY AND NGOS.

THE JOHN D. & CATHERIN T MACARTHUR FOUNDATION FOR THE FUNDING OF THE STRENGTHENING CONSERVATION CAPACITY PROJECT (SCCP)

THE UNIVERSITY OF PAPUA NEW GUINEA FOR THE ADMINISTRATION AND HOUSING OF THE SCCP AT NO COST

THE PROJECT MANAGEMENT GROUP, PROFESSOR LANCE HILL, DR DAVID MOWBRAY & DR JANE MOGINA (UPNG), DANIAL MCCALL (WWF), PAUL LOCANI & BARBARA MASIKE (TNC) WHO HAVE COMMITTED THEIR TIME AT NO COST TO PROVIDE STRATEGIC GUIDANCE FOR THE SCCP

THE PROJECT WOULD ALSO LIKE TO ACKNOWLEDGE ALL THE PREVIOUS SCC NETWORK MEMBER WHO HAVE ATTENDED ALL OR EITHER THE 1ST, 2ND AND THE 3RD SCCP WORKSHOP FOR THEIR COMMITMENT, TIME AND EFFORT

LASTLY BUT NOT THE LEAST, TO ALL THE SCC NETWORK COUNTERPART WHO HAVE AND WILL CONTRIBUTE MEANINGFULLY EITHER DIRECTLY OR INDIRECTLY IN ENSURING THAT SCCP IS MAKING PROGRESS IN REACHING ITS GOALS & OBJECTIVES.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

1. EXECUTIVE SUMMARY

The Strengthening Conservation Capacity Project eventuated as a result of groups that gathered in November 2000. During the gathering the conservation community in PNG has recognized the need for capacity building to strengthen current conservation efforts in PNG. Consequently funding has been secured and several workshops have been conducted to make awareness, gauge views as well as networking and collaborating. So far the project has identified the necessary training modules and created a strong baseline data from which knowledge and experiences could be sourced to develop the course module necessary to empower existing organizations and to train future conservationists.

Currently the project is in the process of establishing contacts with the SCC Network members who will be instrumental in utilizing their professional experience and knowledge to ensure that the essence of strengthening conservation capacity is captured here by way of making commitment in contributing towards the development of the identified modules/units that will be integrated into the overall area of conservation needs identified so far. The project is also in the process of setting the roles and responsibilities for lead organizations and its resources people in the development of the course modules. Further more SCCP is trying to set the parameter for the write up of the identified course modules in a timely manner.

2. INTRODUCTION

The 1st workshop for the Project Strengthening Conservation Capacity in PNG was held at the UPNG on the 6th of September 2004. The objective of the workshop was to identify training needs and also to assess available training materials used by specific Non Government Organisations (NGO) in PNG.

A follow up workshop was held on Motupore Island on the 16th -17th of November 2004. The objective of the workshop was to identify potential organizations and resources people to develop training module. Also included on the agenda was to define: a timeframe; mechanisms and process for developing training modules; develop mechanism for delivery of training modules as well as packaging of training modules for use by NGOs.

An electronic copy of the 1st & 2nd workshop report can be obtained from the Project Coordinator's Office.

The SCCP conducted its 3rd follow up workshop on Monday the 7th of February 2005 at the Science 2 Building, University of Papua New Guinea (UPNG).

The one day workshop was facilitated collectively by the Project Management Group through Paul Lokani (TNC), Professor Lance Hill, Dr David Mowbray & Dr Jane Mogina (UPNG). A full listing of the participants can be found in *APPENDIX 1. WORKSHOP PARTICIPANTS NAME LIST*

This workshop report expound on the last two workshops to set the foundation for the project's next course of actions. It should be noted that report does not covers the workshop minute in detail but it is an in depth summery of what has been covered during the one day workshop.

The workshop programme can be found in *APPENDIX 2. WORKSHOP PROGRAMME*
(The workshop programme had slight variation from the initial programme but is not accounted for in detail as they are insignificant).

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

3. THE OVERALL OBJECTIVE

The overall objective of the workshop was to:

- Inform the new comers who have been identified as Module or Unit Leaders at the Motupore Workshop about, the SCCP's past, present, and its future activities. Its long term goals and objectives
- Confirmation of Module & Unit Leaders
- Identifying the Module & Unit Leaders and their assistants leaders wherever necessary
- Appointing an overall Module Leader for Module 3 & 4
- Roles & Responsibilities of Module & Unit leaders including the working unit members
- Discussion on writers guide for the identified modules
- Activity Plan & Time Frame
- Discussion of the Social Contract
- Logistic

3.1 THE PAST, PRESENT AND FUTURE ACTIVITES OF THE SCCP

The morning secession of the workshop was taken up with well come remarks, brief introduction of participants. This was followed by Professor Lance Hill's presentation on the background of the SCCP, its past, the present and the way forward.

Professor Hill's presentation coved the area of:

- Background information of the Project
- Projects Goal
- Identification of Innovative Training modules which includes:
 - Participative Planning Process
 - Information Collection/analysis
 - Conservation Area Management
 - Organisational Strengthening
- Key Strategies
- Networking & Collaboration
- Learning System Approach
- Coordinating Mechanism
- Packaging of the Module for short course in an NGO and UPNG context
- Modes of delivery-experiential workshops; institutionalized postgraduate diploma and or masters degree

The detail information on the Power Point Presentation by Professor Lance Hill can be obtained through the Project Coordinators Office.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

4. CONFIRMATION OF MODULE & UNIT LEADERS

Confirmation of Module & Unit Leaders was facilitated by Professor Lance Hill (UPNG) & Paul Lokani (TNC).

Please make note that in the previous correspondences we have outlined that the Team Leaders were the people taking a lead role under the main topic and Group Leaders were the people tasked to take the lead role in the sub-topics. However, during the workshop the participants decided that it would be appropriate to have the **Team Leaders to be referred to as Module Leaders. The Group Leaders will be referred to as Unit Leaders.** See Table 1. A review version of the 2nd workshop: *MODULE & UNIT LEADER WHO HAVE CONFIRMED THEIR PARTICIPATION*

Under the current SCCP course structure, the project has so far confirmed the identification of eight (8) different Modules. Under each Module there is a range of units which adds up to the over all content of the modules. A total of 51 units or sub-topics have been identified under the eight (8) major Modules or topics. See below Table 1 Column 2 for *MODULE & UNIT*.

Dr. Mark Baine, Director of Motupore Island Research Centre has been identified to cover the marine aspect in Module 1. Conservation Biology: Unit 1.11. And also in Module 2. Policy Analysis: Unit 2.7. He will be assisted with collective input from Jeff Kinch.

New Module and Unit Leaders have also been identified during the workshop. An official letter of notification will be sent out to these new Module & Unit Leaders including other who have yet to confirm or respond as to whether or not they will be contributing to the projects collective effort to strengthening conservation capacity in PNG through the development of the course modules.

4.1 TABLE 1: MODULE & UNIT LEADER WHO HAVE CONFIRMED THEIR PARTICIPATION

NAME of MODE & UNIT LEADER	MODULE & UNIT	STATUS
ANDY AND DEBRA	Module 1. Conservation Biology	confirmed
David Mowbray (UPNG)	Unit 1.1 Statues of Biodiversity in PNG	Confirmed
Lance Hill (UPNG)	Unit 1.2 Understanding Biological Diversity in PNG	Confirmed
Osia Gideon/Totome and Daur (UPNG)	Unit 1.3 Biological & Ecological Principle for Biodiversity Conservation	Confirmed
Max kuduk (WWF)/Simon S-UPNG	Unit 1.4 Threats to Biodiversity & Why it Matters	Confirmed MK?
David Mowbray (UPNG)/Warren J-(TNC)	Unit 1.5 Assessing Biodiversity Strategy	Confirmed
Jane Mogina (UPNG)	Unit 1.6 Traditional Knowledge of Biological Diversity	Confirmed
Debra Wright (WCS)	Unit 1.7 Census & Survey Technique	Confirmed
Andrew Mack (WCS)	Unit 1.8 Inventories & Collection	Confirmed
Peter Bosip/Simon Saulei	Unit 1.9 Biodiversity Mapping & Management	Confirmed
Paul Chatterton (WWF)	Unit 1.10 Setting Biodiversity Priorities	Confirm
REBECCA SAMUEL	Module 2. Policy Analysis	Confirmed
CELCOR (Ronald Gigmai)	Unit 2.1 PNG Biodiversity & Legislation	?
Eric Kwa (NZ)	Unit 2.1 PNG Biodiversity & Legislation	?

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

Emily. G. Taule (MGCITF)	Unit 2.2 New Partners in Biodiversity Conservation	Confirmed
Douveri Henao (DJ&AG)	Unit 2.3 International Treaties relevant to PNG	Confirmed
TNC (Paul Lokani to appoint some one from TNC)	Unit 2.4 LLG to developing their own Policies and Laws for PA	?
ELC (Anni Kajir)	Unit 2.5 Biodiversity Conservation & Sustainable Development (ICAD)	?
Dr. Lohi Matainaho (UPNG)	Unit 2.6 Research Collections, Access & Benefit Sharing	?
TED MAMU/KUDUK/TANYA LEARY/PAM	Module 3. Protected Area Establishment & Management	TM Confirm
John Aruga (DEC)	Unit 3.1 Basic Principles of PA (PAE&M)	?
Dr Navu Kwapena (DEC)	Unit 3.1 Basic Principles of PA (PAE&M)	Confirmed
Suzette Stevens (CI)	Unit 3.2 Designing & Managing/Running PAs (PAE&M)	Decline
Peter Bosip (CI)	Unit 3.2 Designing & Managing/Running PAs (PAE&M)	?
Warren Jano (TNC) & Ruby Yamuna (WWF)	Unit 3.3 Conservation Monitoring & Evaluation (PAE&M)	Confirmed
Andrew Mack (WCS)	Unit 3.4 Scientific Project Design (PAE&M)	Confirmed
Debra Wright (WCS)	Unit 3.4 Scientific Project Design (PAE&M)	Confirmed
DAVID K (UPNG/EGIDE C (TNC)	Module 4. Organisational Development & Management	Confirmed
Barbara Masike (TNC)	Unit 4.1 Organisational Development & Management (OD&M)	Confirmed
Francis Hurahura (TNC)	Unit 4.2 Project Planning & Management (OD&M)	Confirmed
David Kavanamur (UPNG)	Unit 4.2 Project Planning & Management (OD&M)	Confirmed
John Evans (UPNG)	Unit 4.3 Collaboration & Networking and Information Support (OD&M)	Confirmed
PAUL LOKANI (TNC)	Module 5. Fund Raising	Confirmed
EGIDE CANTIN (TNC)	Unit 5.1 Fundraising	Confirmed
BILLY MANOKA/ (UPNG)	Module 6 Making Biodiversity Work for you	Confirmed
Dr Billy Manoka/M Gumoi (UPNG)	Unit 6.1 Scoping Appraisal	Confirmed
Larry Orsak/Charles Yala	Unit 6.2 Bibliography of Business development Literature	MG?
Regina Kiele (UPNG)	Unit 6.3 Landscape Planning	Confirmed
Daro Avi (NRI)/Simon Saulei – (UPNG)	Unit 6.4 Community Biodiversity Business Opportunity Surveys	CY?
SANGION TUI (RCF)/JOHN GONAPA (CI)	Module 7. Public Education	?
Sangion Tui (RCF)	Unit 7.1 Writing Effectively and Powerfully	Confirmed
Barbara Masike - TNC/Leo Salas-WCS	Unit 7.2 Producing your own media	Confirmed
Patty Daberman-Seaweb/Barbara	Unit 7.3 Handling the Media	Confirmed

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

Masike		PD?
Patty Daberman-Seaweb/Barbara		Confirmed
Masike	Unit 7.4 Promoting your organisation	PD?
Tom and Sangion to id & confirm in 2 weeks time		?
Roy Banka- FRI/Joana Henley-MIRC	Unit 7.5 Conservation in Protected Area	
	Unit 7.6 Conservation Interpretations - Local Museums Collection etc.	?
Jane Pagelio-SCO-Education	Unit 7.7 Linkage with National department of Education	?
	Module 8. Community Engagement & Participation	?
BETTY LOVAI (UPNG)		
David Kavanamur (UPNG)	Unit 8.1 Definition	Confirmed
David Kavanamur (UPNG)	Unit 8.2 Community Development Issues	Confirmed
Betty Lovai (UPNG)	Unit 8.3 Facilitation Skills in Community Work	?
Betty Lovai (UPNG)	Unit 8.4 Critical Analysis (Methodologies & Skills) in community social & resources Mapping	?
Salina Tagagau-CM	Unit 8.5 Community Entry & Sustainability	?
Rhoda Belden (PFM)	8.6 Conflict Resolution	Confirmed
WWF (Daniel McCall to appoint someone from WWF)		?
John Ericho-CF	Unit 8.7 Participatory Project Planning & Design	
	Unit 8.8 Linkages to other organisation	?
	Unit 8.9 Community Enterprise Design, Planning & Management	?
Sam Tam- Grass Roots University		
Betty Lovai (UPNG)/Egide Cantin-TNC	Unit 8.10 Project Funding Proposal Writing, Fund Raising	Confirmed BL?
	Unit 8.11 Community Based Project Development, Monitoring & Evaluation	
Kapslok Kumilgo (RCF)		
National Aids Council- Margaret Munjin	Unit 8.12 HIV/Aids Awareness Policy	?

Note: Leo Salas will assist Debra Wright & Andrew Mack for the module & units under the banner of WILDLIFE CONSERVATION SOCIETY in strengthening conservation capacity in PNG.

The Project Coordinator will create a single e-mail address list for all the SCC Network. Contact details will be circulated to the SCC Network.

5. APPOINTMENT OF MODULE LEADER FOR MODULE 3 AND 4

The MODULE 3: PROTECTED AREA ESTABLISHMENT & MANAGEMENT. And MODULE 4: ORGANISATIONAL DEVELOPMENT & MANAGEMENT never had a resources persons name as Module Leader against their name in the last workshop. Therefore, in this (3rd) workshop, TED MAMU/KUDUK/TANYA LEARY (WWF) /PAMELA SEETO where identified as the resourceful people for the development of the MODULE 3, while DAVID KAVANAMUR (UPNG)/EGIDE CANTIN (TNC) have been identified and confirmed during the workshop to take the lead role as Module Leaders for MODULE 4

6. ROLES & RESPONSIBILITIES FOR THE MODULE & UNIT LEADERS

Given the diverse number of people involved in the development of the 8 modules and its 51 units, the project had to identify the roles and responsibilities of these resourceful persons involved in

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

development of the course modules so that there is consistency in the coordination and flow of information between all the people at every stages of the course module development. The clarity of the roles and responsibilities will guide each and every writer to sources their experience and professional expertise to contribute in a timing and orderly manner towards the development of the over all module.

Dr. Jane Mogina facilitated for the identification of roles and responsibilities for the module and unit leaders.

6.1 ROLES AND RESPONSIBILITIES OF MODULE LEADER

- Module Leader to communicate with Unit Leaders and provide strategic guidance for the development of the modules. That includes putting in place a module frame work where necessary input would be collectively made
- Module Leader to coordinate and ensure that the module development is consistent with the objectives of the module and project timeline
- Module Leader to evaluate progress
- Module Leader to share useful resourceful information (through workshops) between other Module Team Leaders
- Module Leaders to share any other useful information that is of relevance to other module leaders through e-mail or by post.
- Module Leaders are required to circulate an e-mail copy other module leaders so that they are made aware of the progress of the module & his/her unit members are making
- Module leaders to communicate and have regular meeting with **Project Coordinator** to update and review progressive results for the developments of the modules under each module
- Module Leader to contribute directly in any of the unit deemed necessary under his or her specialty
- Module Leader to identify and network with other potential individuals/volunteers and organizations that can contribute positively towards the development of the module
- Module Leader to draw up time line in consultation with Unit leaders for the purpose of updates and feed back on the progressive result
- Maintain regular e.g e-mail communication (email group network) between Unit Leaders and its Unit members
- **Module Leader to incorporate and compile the write up** submitted by the Unit Leaders for the specific Module and circulate to all contributors for comments and feedback.

6.2 ROLES AND RESPONSIBILITIES OF UNIT LEADER

- Unit leader to communicate with the Unit Members and provide strategic guidance for the development of the unit. That includes putting in place a unit framework where necessary input would be collectively made
- Unit Leaders to maintain regular communication between other unit Leaders under the specified module
- Unit Leaders to communicate and update Module Leader on the progress and feed back to Unit Members
- Unit Leader to ensure that the Group Members are fulfilling their tasks in a timely manner
- Unit Leader to identify and network with other potential individuals and organizations that can contribute positively towards the development of the unit
- Contributing directly towards the development of the units

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

- **Submit draft or progressive write up to Module Leader** for viewing, editing, comment and feedback for appropriate action and further feed back to unit member for their action which would in the end filter back through the unit leader up to the module leader and visa versa until such time when everyone is satisfied with content of the output

6.3 ROLES AND RESPONSIBILITIES OF UNIT MEMBER

- Maintain communication between Unit Members & the Unit Leader
- Compile and develop specific components of units in the agreed timeframe.
- **Submit draft or progressive write up to Unit Leader** for comment and feed back

6.4 SUMMERY

There are 3 range of group of people who would coordinate and consult each others to extract the sort of information deemed necessary for the development of the module at 3 different stages. There would be Module Leaders in stage 1 followed by Unit Leaders in stage 2 and Unit Members in stage 3.

The role of the Module Leader will be such that he/she will be in a strategic position of commanding and coordinating the over all development of the module he/she is to ensure that it produces. The module leader is to set down the framework of the module. He/she is to ensure that the sort of information he/she wants is given collectively in sequence in a logical fashion from with his/her range of unit leaders as well as any other sources of information.

The Unit Leader will basically be concentrating on the development of the unit he/she is to produce within the frame work of the unit. The Unit Leader will sources specific information from its unit member to feed into anyone chapter that any members or identified sources of information can contribute towards the overall development of the unit that would then be feed into the overall module.

The Unit Members would mean a group of people comprising of diverse number of individuals and organizations that have professional expertise and experiences. Those knowledge and experience would be utilized to write any component of the unit under which the module is trying to encompass through the unit structure.

The written course module will be evaluated, assessed, commented and may be supplied with additional information by other module leaders and their associates hopefully in a SCCP workshop so that everyone in the project will be comfortable with the output each and every module will have produced in the end.

7. LOGISTICS

Although there was not much talk on this topic, it has been mentioned that the project will provide logistics for Module Leaders and Unit Leaders whenever necessary as the need to get together for the purpose of the project arises or in any other matter that is seen as extremely necessarily and required from the project within its funding frame work.

It has been urged during the workshop that Module & Unit Leaders should utilize the e-mail services as much as possible.

8. DISCUSSION ON WRITERS GUIDE

Professor Lance Hill made a presentation on the writers guide. The writers guide was presented in the hope that the structural lay out of the module would be consistence with each and every module. Even thou the project is well aware of slight variation due to the different in the scope or parameters of individual modules; it is hope that in the end the module layout would be more uniform somewhat in consistent with the writers guide Professor Lance presented.

8.1 THE SCOPE OF THE COURSE MODULE

Generally, the scope of the module authors would have 3 components in the writers guide. These components would include a:

1. Synthesis of the topic
2. A visual presentation
3. Inquiry-based learning exercise for participants

8.1.1 SYNTHESIS

- Provides written conceptual and factual materials to be used as background or preparatory reading for participants in the workshop. This would allow for key concept to be presented, controversies framed, provocative questions raised and case studies are provided
- Should include all the necessary references organized into bibliography
- Authors of module should recommend any useful and relevant key articles for further reading. For example, *Policy Analysis Module might recommend "Environmental Law 2002"*
- Would include glossary of key terms
- Appendix attached where appropriate if topic cannot be covered adequately in the given frame of time. For example, Policy Analysis would attach as appendix a "List of Protected Wildlife in PNG"

8.1.2 VISUAL PRESENTATION

- Proves guides for the facilitator to adequately yet logically and in order of sequences cover a diverse topic within a short frame of time
- The presentation file should provide a collection of materials that a facilitator could use to compile a presentation on the course module or unit. This material would include photographs, maps, graphs, charts, tables or another learning guide/aid.
- The introduction to the presentation must present the goals/objective of the discussion. It should also highlight what should have been learned at the end of the presentation
- Case studies done using relevant local information that illustrates the main concepts of the synthesis
- Module author should prepare a set of questions or set of notes that "walk" a facilitator through the presentation file.
- Module authors should provide a set of questions or statement that can make the presentation interactive through group discussion, role-play, case studies or other possible method.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

8.1.3 INQUIRY-BASED LEARNING EXERCISES FOR PARTICIPANTS

- Module or Unit Authors should present a practical exercise that captures the essence of the module yet fitting to the local scenario or setting
- The practical learning exercise would make the participants think critically. It would be a tool by which the author would like the participant to come to conclusion in real life situations.
- Practical learning exercise would give a gleams/taste of the skills that is required, approaches that can possibly be utilized, tools or methods that will be needed to reach the goals and objectives of the subject

A guideline for the style for formatting document was also in his handout but was not covered adequately due to the time factor.

For detail information on Professor Lance presentation on “Writers Guide” please read *APPENDIX 3: DRAFT WRITERS GUIDE*.

8.2 SUMMERY OF THE WRITERS GUIDE

The writers guide is a road map for the development of the course module. Most of what has been covered here is what should be more or less the outlook of what should be produced as an end result.

Some of the modules or units would be fairly short, while others may be far lengthier in which case the lengthier course would have to be appropriately divided into chapters. Those chapters can be cover consecutively in different sessions during the training phase of the project.

The modules are developed with the aim of offering them as short courses for NGO practitioners and eventually integrated into the university course structure as postgraduate level courses. Therefore it is important the author should always consider the time factor plus the type of audience the module is intended for.

The objective of the module leaders should be the production of quality materials. The targeted groups being NGOs/CBOs and university students.

Some module or unit leaders might find it difficult to strictly follow the writers guide in the first instant. However, the module leaders or the unit leaders may otherwise have other method to write the units for the modules.

In some cases, the author might find it convenient to start with case studies.

Others might layout the structural framework of the module and its subsequent units on a peace of paper, butcher paper or on a card board. Within the frame work of the units, the module leader might ask all the most possible burning questions such as: What is it (definition of key terms in the unit etc.)? What is the goal & objective of the topic and the expected output to have been learned? Who is it intended for? Why is it used? Why is necessary? Who uses it? When is it applicable? What can it be used for? What is the advantage and disadvantage? What are the weakness and strengths? What is the options/recommendation? What are the tools or methodology use in this case? What are the cost and benefit? What are the classical PNG context case studies? What are the results of post analysis? What are the mechanisms for monitoring, evaluating and mitigations? These types of questions could be

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

asked differently but logically to extract information to cover all the angles the verity of units could possibly cover.

USING KEY WORDS TO ASK QUESTIONS , WHY, WHO, WHAT, WHEN would most possibly help some module leaders set the parameter of the write up and also to start somewhere to begin with but eventually drawn towards the **writers guide** where it would be fitting and consistent with the write up of the other module authors.

Over all, the authors would use different techniques to write the module due to the diversity of the modules and its unit topics but the final output should be integrated into the writer's guide presented by Professor Lance Hill.

9. ACTIVITY PLAN & TIME FRAME

Dr. Jane Mogina facilitated for activity plan and the time frame for the development of the course modules.

The time frame presented was quite optimistic. However, it would very much set's the pace for all the stakeholders to start on something to end the foreseen dilemma of the timeframe shifting several months backwards.

The project deadline is 2006. Several workshops will be held for the Module and Unit Leaders to review the progress and the output of the course modules developed.

The time frame of the Module Leaders was not covered. It is up to the Module Leaders to define time frame for their Unit Leaders. It is expected of the Module Leaders to set the time for their group to review the inputs from different unit leaders to assess their progress as well as packaging the module. The module leaders and their associates would than clock/link into the over all activity plan & time frame set bellow.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

9.1 TABLE 2: ACTIVITY PLAN AND TIME FRAME

Activity for the year 2005	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
PC communicating/informing all the stakeholders concerned and organizing them to get them to develop the modules	xx xx											
Development of the First Draft	xx	xxx	xxx	xxx	xxx							
Module leaders & Unit leaders to review the first draft of the modules						xxxx xxxx						
Module leaders, Unit leaders & Group members to make correction and finalize the write up of their individual modules (Module Evaluation & Review)						xxxx xxxx xxxx xxxx	xxx xxx xxx xxx					
Workshop for all Conservation Working Group to tabulate the development of their theme and module. Comments will be taken evaluated and necessary adjustments will be made. (Finalize Reviewed Document)								xxx xxx xxx xxx xxx xxx				
A consultant will be hire to do the auditing for the over all Training module into a training package									xxxx xxxx xxxx			
Publication of the Training Pack										xx		
Apply final module in Lahara/workshop sessions											xxx xxx	xxx xxx

10. SOCIAL CONTRACT

The Draft Social Contract was presented by Professor Lance Hill.

The document presented draws significantly from the social contract developed by the Locally Managed Marine Areas Network, 2003.

The social contract is not legally binding but presents a common understanding on the part of all stakeholders involved in the development of the course module. It outlines how the SCC Network will function, its long term vision inline with the projects goals and objectives. It sets the bases from which the stakeholders will have an obligation to fulfill and reap the benefit in the end. The social contract also sets some foundation for IPR.

The social contract is not a final document. It is subjected to discussion and ratification as the need arises.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

10.1 THE SCOPE OF THE SOCIAL CONTRACT

The social contract basically covers the:

- The Vision of the Capacity Building Programme/Project
- Its Overall Goals
- The Social Obligation or Form of Agreement between all the Stakeholders/SCC Network
- A Stipulation of the SCCP Network Activities
- Networks Members Benefits & Obligation
- Network Membership
- Intellectual Property Right
- Practices of the SCCP Network

For detail information please read *APPENDIX 4: SOCIAL CONTRACT – SCC NETWORK*

10.2 SUMMERY

The social contract not intended to impose or implicate anyone in any matter. Basically it institutes an obligatory sense of duty towards common goals in our professional endeavors to Strengthen Conservation Capacity for the protection of our natural environment.

The Social Contract installs some degree of confidences for the author on how his/her work will be used. It also gives the right to the author to have a say in how his/her work can/should be used. It creates the avenue whereby there is common understanding between all the SCC Network members on their roles and function in the production and use of the material.

Overall the Social Contract is a guiding principle that eliminates any obstacles or doubt in any matter that arises in the SCC Networks effort to reach its goals and objects.

11. WHAT NOW ? OR THE WAY FORWARD!!

- The Project Coordinator will officially approach some of the organizations and SCC Network members who have been recently appointed or have been appointed but have yet to response/confirmation on whether or not they wish to participate in the SCC Programme
- The confirmed Module Leaders are required to establish contact with the Unit Leaders (or any other sources of information) even thou the PC will notify them in advance about the objective of the project and the current arrangements
- Those SCC Network members are expected to convene meeting within their group and start putting draft structure for the units under each module. E-mail address and other contact details will be made available for each modules through the PCs Office
- Module Leaders will be required to try as much as possible to collate something with its Unit Leaders for the purpose of review during the proposed SCC Network workshop hopefully in July 2005

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

- Any question, suggestions, comment or input can be made through the PCs Office. Anything beyond the PCs jurisdiction will be brought up to the Project Management Group (PMG) meeting for appropriate action
- The Project Coordinator will always be around to assist in anyway possible.

*If you have any queries please do not hesitate to contact the
PROJECT COORDINATOR*

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

APPENDIX 1: WORKSHOP PARTICIPANTS NAME LIST

Name	Postal Address	E-mail	Fax	Phone	Web Site Address
DR MARK BAIN	MIRC, PO Box 320, University 134, NCD	bainemsp@upng.ac.pg	325 4645	325 4645	
LEO SALAS	WCS, PO BOX 277, Goroka	Leo2salas@netscape.net		688 4577	
GARY McPHERSON	PO BOX 1272 Port Moresby	peacefound@global.net.pg	321 3645	321 3144	
WARRWN JANO	TNC, PO BOX 217, Madang	Warren.tnc@global.net.pg	852 3518	852 2366	
FRANCIS HURAHURA	TNC, PO BOX 217, Madang	fhurahura.tnc@global.net.pg	852 3518	852 2366	
SANGION TUI	RCF PO BOX 1261, Goroka	stiu@rcf.org.pg	732 1123	732 3211	
EMILY TAULE	PNG MGCITF PO BOX 2778, Boroko	Et_mamagraun@daltron.net.pg	327 7986	311 3396	
BARBARA MASIKE	TNC, PO BOX 2750 Boroko	Barbara.tnc@global.net.pg	323 0397	323 0899	
DR JANE MOGINA	UPNG PO BOX 320, University 134, NCD	moginaj@upng.ac.pg	326 0369	326 7630	
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DR DAVID MOWBRAY	UPNG PO BOX 320, University 134, NCD	David.mowbray@upng.ac.pg	326 0369	326 7413	
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SIMON SAULEI	UPNG PO BOX 320, University 134, NCD	sauleim@upng.ac.pg	3267182	326 7504	
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PROFESSOR LANCE HILL	UPNG PO BOX 320, University 134, NCD	lancehil@upng.ac.pg	326 0369	326 7392	
TOM PRINGEL	UPNG PO BOX 320, University 134, NCD	tpringel@upng.ac.pg	326 7225	326 7225	
MICHAEL JOHNATON	FPCD, PO BOX 1119 BOROKO		325 8470	323 1516	
DR BILLY MANOKA	UPNG PO BOX 320, University 134, NCD	billy.manoka@upng.ac.pg		32 6 7231	

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

APPENDIX 2: WORKSHOP PROGRAMME

Project: Strengthening Conservation Capacity in PNG

Date of Workshop: Monday 7th of February 2005

Venue: Biology Laboratory, Room 260, Science 2 Building, UPNG

Time	Agenda	Facilitator	Rapporteur
8:15-8:30	Morning Tea		
8:30 – 9:15	Introduction Background Information Brief run down on the days event	Paul Lokani Lance Hill	Tom Pringel
9:15 – 10:15	<ul style="list-style-type: none"> • Confirmation of Team & Group Leaders • Appointing an over all team leader for Module 3 & 4 • Social Contract 	Paul Lokani Professor Lance Hill	Tom Pringel
10:15-10:30	Tea Break		
10:30 – 12:00	<ul style="list-style-type: none"> • Roles & Responsibilities of Team & Group Leaders 	Dr Jane Mogina	Tom Pringel
12: 00	Lunch		
1:00 – 2:15	<ul style="list-style-type: none"> • Logistic • Writers Guide 	Professor Lance Hill	Tom Pringel
2:15 – 2:30	Tea Break		
2:30 – 3:15	<ul style="list-style-type: none"> • Activity Plan & Time Frame for the development of the Course Module 	Dr Jane Mogina	Tom Pringel
Close: 3:30			

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

APPENDIX 3: SOCIAL CONTRACT FOR SCC NETWORK

This document contains the agreement developed among members of the Strengthening Conservation Capacity Project at a meeting of Module Team Leaders held at UPNG Waigani, 7th February 2005. It will be subject to discussion and ratification by participating organizations and individual participants.

This mutually developed agreement governs how the SCC Network will function, its vision, outlines activities the members of the Network will do together, describes the obligations and benefits of being a member and sets out the responsibilities of membership. It also outlines how we will handle intellectual property rights (IPR). It is to be regarded as a ‘living’ document subject to adaptation and evolution over time.

This agreement is not a legal document, meaning that it will not be enforceable in a court of law. It is, however, a formal set of promises between members of the Network.

A. Vision and Goal of the SCC Network

Elements of our vision include:

1. **Capacity building** in the context of conservation is broadly defined as the process by which individuals, groups or organisations develop the attitudes, understanding, knowledge and skills needed to participate successfully in the political and social processes associated with decision-making, policies and practices affecting resource management. Capacity building can therefore be seen as an essential “tool” that will help improve the efficiency, effectiveness and impact of conservation initiatives. Strategies include the more “conventional” approaches of workshops, training and technical support but also increasingly focusing on developing and nurturing networks and promoting institutional learning cultures. This is based on the recognition that capacity building goes beyond project implementation and technical skills. It is also about strengthening institutional functioning, increasing the ability to collaborate and network and promoting local ownership of projects and programmes, and a need to synergise, expand, institutionalise and share these initiatives in order to increase their impact.
2. A strong, proactive community based and national non-government conservation based organizations (NGOs), together with governments and individuals who are committed to integrated biodiversity conservation and community development through working with PNG communities
3. The development and reflective testing of community-based and other approaches for the protection of PNG’s biodiversity.
4. Strengthening CBO and NGOs organizational capacities to achieve the above through an integrated package of experiential workshops and institutionalised formal training activities.

Our overall goal is:

The overall vision and goal of the network is to enhance conservation capacity in PNG. Contributing to this goal will be the following two objectives that this project will address:

- *Developing and institutionalizing an innovative training program on prioritized themes and,*
- *Fostering enhanced networking and collaboration amongst NGOs working on conservation and development issues in the country by*

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

1

developing a series of high quality training materials that will enable community groups and other organizations develop internal organizational strength and capacity for locally-managed or other biodiversity conservation projects that have a high chance of measurable long-term success.

B. The SCC Network Agreement of Our Promises to each other:

In reaching for these goals, we believe in the following core values:

- **Commitment** as a way to stay focused on goals.
- **Teamwork** because we can achieve more working together than we can on our own.
- **Objectivity** to enhance our science and our relations with our partners.
- **Transparency** to promote open and honest sharing of information and experience.
- **Empowerment** of individuals to take responsibility and be accountable for results.
- **Respect** that makes it possible to challenge each other without threatening our relationships.
- **Fun** as a way to stay energized and motivated.
- **Quality** in all that we do.

C. SCC Network Activities:

Training module components were discussed in detail at a meeting of participants at Motupore Island in December, 2004. Core priority activities that the network focus on the development of experiential and formal training materials covering 1) participatory project/programme planning and design; 2) conservation area management; and, 3) organisational strengthening. An important aspect of the training is the development of training materials, which can be adapted and used by NGOs, community groups, government departments (local, provincial, national) and academic institutions.

The Participatory Planning Process (covering topics such as conducting effective situation analyses; stakeholder (and gender) analysis; building consensus and partnerships; setting and analysing objectives; identifying and strengthening internal and external assumptions; designing effective intervention strategies; developing work-plans and budgets; planning for sustainability; developing monitoring and evaluation frameworks; and adaptive management. **Information Collection and Analysis** aims to develop understanding and skills in collection and analysis of biological and socio-economic information using both participatory and scientific approaches; in particular, it will aim to examine how these approaches can be effectively integrated to support conservation; there will be a focus on understanding, examining and working with community knowledge systems and practices.

Conservation area management training will develop knowledge and skills in areas such as: community entry and community history (this would introduce participants to the complexities of working with village based community and their institutions and processes. It would include topics such as initial presentation, rules of operation in communities, promoting self-reliance, assisting communities to assess their history and ambitions, reviewing community interest and capacity, examining leadership and institutional structures and exploring community capacity); community land use planning (this would be addressed at different scales, including watershed and landscape levels and would include topics such as GIS and participatory mapping, zonation based on traditional and external conservation criteria, development of resource management plans, etc.); community-based management of conservation areas (including mechanisms, rules and enforcement for implementation of plans); management of land/resource conflicts (including facilitation and

¹ This document significantly draws on the social contract developed by the Locally Managed Marine Areas Network, 2003.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

negotiation skills); resource rights and advocacy (focusing on empowering communities and NGOs to address misuse of resources by powerful external stakeholders)

Institutional development and functioning (how to set up and ensure sustainability of CBOs)

Organisational strengthening is the third “leg” of the training modules. This would include training for students and CBO/NGO staff in issues such as: CBO/NGO structures and management; strategic and financial planning; financial management; fundraising; self-assessment; teambuilding and leadership; networking and collaboration.

It is envisaged that the selected “learning sites”, mentoring during training, distance learning options, field applications on projects, site-based internships, project exchanges and post training assessments will be designed into the training approaches.

3. Establish an appropriately protected web site. Specific rules and regulations on the access of such information will be developed by the group over time. We will also work to ensure that groups without web access can be included.

C. Network Member Benefits and Obligations

We agree that to be included within the Network, there are obligations that need to be met and benefits that should be experienced. Perhaps the most important obligation is a willingness to share ideas, experiences and information and contribute by the preparation of training materials directed to achieving the goals of the project. Such sharing raises many important issues about ownership of this information. To help address these issues, we have developed an Intellectual Property Rights Statement that is attached to this document.

Organizations and individuals in the network should:

1. Obtain endorsement from their organisation to attend and actively participate in Network activities.
2. Commit resources for network-related activities, including staff time, support and timely production of training materials.
3. Share available organization developed materials with the wider group.

Organizations in the network should benefit from their participation by:

1. Receiving assistance and support from other network members in achieving their goals.
2. Learning new ideas and techniques via training and cross-organisational capacity building.
3. Having access to module units from other organizations and projects.
4. Receiving training and technical support for network-related training activities.
5. Receiving regular advice, technical and educational support, and feedback from participating peers.
6. Becoming part of a growing community of experts on conservation based community development.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

7. Expanding professional relationships.

Module and Unit Team Leaders and contributors:

Module and Unit Leaders members should work with contributors and project management to:

1. Conceptualize and plan the development of module training materials. This includes promoting the network, and maintaining relations with contributors and all groups working with the network.
2. Coordinate specific module activities including meetings, exchanges between contributors and training sessions. The Project Manager and Core Group will ensure communication among all participants and act as a conduit for information within the network. The Project management will also coordinate the development of a web site and other networking tools.
3. Module and Unit leaders and contributors will help project teams determine what data/information they need to collect for their writing purposes as well as for network level analyses. Project management can assist with facilitating copyright clearance acquisition.
4. Communicate lessons within the Network to determine more generalizable lessons-learned and to communicate results to outside audiences. Modules and other communication pieces will follow Network guidelines for authorship.

Module leaders and contributors should benefit from their participation by:

1. Expand professional relationships and development and become part of a growing community of experts on conservation based community development.
2. Obtaining information through the process of learning networks.
3. Using the Network to communicate their own work and findings with interested audiences.

D. Network Membership

The core focus of the network is any NGOs, government agencies, and/or researchers or individuals who are committed to working together to develop the training materials and implementation of the capacity building programme through formal training or experiential community-based workshops.

Membership obligations include:

Full members - Individuals and those obtaining commitment and support from their organisation expressing a desire to participate in the network activities and prepare training materials.

Signing this Agreement.

Provisional Members – individuals and organisations that are interested in joining the network, but are not actively involved in preparing materials. Provisional members may have limited access to data and other information.

Provisional members must agree in writing to this Agreement.

Intellectual Property Rights (IPR) Statement

What Is Intellectual Property?

Most property is physical. It can be touched, watched over, and protected from use by others by its owner. Intellectual property, by contrast, is intangible. It includes distinctive and original ideas, traditional knowledge, cultural expressions, stories, information, designs, or processes that have been created or discovered by an individual or a group.

Concerns About Intellectual Property

To reach the vision and goal of the CCSP Network, the individuals and organizations who are members of the Network will need to share intellectual property. The CCSP network recognises that there are a number of common fears about sharing intellectual property:

- 1) Intellectual property may be used without the owner being acknowledged or compensated.
- 2) Materials, publications, case studies, results or ideas that are shared with the network may be misinterpreted or will not accurately reflect the original thought or design from which they were sourced.
- 3) Sharing of intellectual resources may result in the loss of competitive advantage by the owner of the original information or idea.
- 4) Sharing of case studies and publications or data may expose failures of organizations or faults of individuals.
- 5) Cultural identity may be compromised if original stories or processes are misrepresented.

Practices of the CCSP network

Recognizing and understanding these concerns about sharing intellectual property, the CCSP network will adhere to the following practices.

- 1) All training materials developed through network activities will be reviewed by network members plus a peer review process and will be *appropriately and fully acknowledged as to author and institutional affiliation. Any copyrighted materials used from other sources should have prior consent.*
- 2) *Prior informed written consent to use previously unpublished material, photographs, case studies or data from any site will be sought from both the project site communities, project organization and donor agency (if applicable) in advance and material will be vetted before publication and appropriate co-authorship and acknowledgements given.* Before publication of manuals or other materials, drafts of the material would be circulated for comment to all the teams and communities that participated in the method development and testing. If a team or community is uncomfortable with the material, it may withdraw their material, case studies or quotes from it. Once the material has been formally published, they may be used if they are cited appropriately.
- 3) *If requested in writing, the identity of a project can be withheld from training materials, especially in the case of problems or lack of success.* One of our objectives is to collectively learn from our mistakes, but not damage the viability of future work by an organization or project. For example, our analysis may show that the introduction by a project team of a tourism enterprise as a source of alternative income in locally-managed marine area does not lead to a reduction in commercial

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

fishing. Instead, the analysis shows that tourism contributed to an increase in human migration that led to an overall increase in fishing pressure on the marine area. The communication of the results would focus only on the overall lesson learned by the members of the network about the use of tourism in marine conservation areas with collective recommendations for how to adapt site management rather than identify specific organisations and individuals in projects with tourism operations.

- 4) Training materials *arising directly from the use of community case studies or data collected as a result of network or an organisation's work will be shared with the participating communities and other relevant stakeholders in a timely and appropriate manner (Note that prior informed written consent should already have been obtained as discussed above)*. For example, network and/or project staff could give community members a copy of a paper that results from their data or share with them a presentation given at a workshop.
- 5) *Data and other materials collected by the network will be stored in a secure manner via a distributed network where appropriate. An organization has the right to remove all unpublished and project-specific data from the network's database system at any time. They do not, however, have the right to alter already completed analyses or publications that use the organisation's material.*
- 6) *The top priority of the network is providing module development teams with the skills and training to prepare materials.* If a module team requests assistance in documenting their material in a format appropriate to present to other members of the network the project will attempt to develop a training module with reference materials about communication methods and guidelines on this topic for members of the network. *The Writers Guide* is a start.

APPENDIX 4: DRAFT WRITERS GUIDE

http://research.amnh.org/biodiversity/ncep/us/author_info.php - review

SCOPE OF MODULES

Each of the learning modules produced has three main components:

1. SYNTHESIS

- a. a detailed synthesis of a key topic in biodiversity conservation or organisational strengthening
- b. a reasonably complete bibliography of PNG/Pacific relevance
- c. a glossary of key terms
- d. a list of 5-10 key scientific references on the topic

2. PRESENTATION

- a. an easily modified visual presentation
- b. notes for using the presentation
- c. suggested discussion questions, community engagement activities or approaches

3. EXERCISE

- a. a practical problem-solving exercise (more than one is welcome) that addresses fundamental aspects of the analysis of biodiversity and the implementation of biodiversity conservation or organisational strengthening.
- b. notes for using the exercise, with exercise solutions when applicable

Modules are initially being developed for use in experiential workshops with conservation NGO practitioners or university postgraduate level courses. Therefore all elements of modules should be prepared with these audiences in mind.

We would like to peer-review all module before they are made available for use. Dissemination will occur primarily through the workshops and the SCC Network web site. Authors of modules or module components will receive full credit for their contributions, and will be able to cite their contribution as a peer reviewed electronic publication. Authors may submit entire modules, or in some cases may only develop specific module components. In all cases, potential authors/contributors should work with the Project Coordinator and Management Group and the specific Module Team Leaders. They will oversight specifics for each module topic and provide examples of previously completed modules, once some are available.

SOME GUIDELINES FOR DEVELOPING CONTENT FOR MODULES

1. SYNTHESIS FILE

This component is intended to provide written, comprehensive, conceptual and factual material to be used as background or preparatory reading for participants in the workshop. The document synthesizes the topic in an accessible manner: key concepts are presented, controversies are framed, provocative questions are raised, and case studies are provided. In most cases, the synthesis should be able to be taught in about 60-70 hours of face to face contact or a one week workshop. It may contain a maximum of 10,000 –20,000 words, excluding references. This is equivalent to about 25 pages single-spaced in Times New Roman, 12-point font. A longer synthesis might be necessary if the module covers a very broad subject. The synthesis should include a substantial set of references organized into a bibliography, including those that are cited in the text and, if appropriate, items which are not cited but are listed as a complementary resource. In other cases, a ‘how-to’ manual may be part of the Synthesis file e.g. strategic and financial planning.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

Specialized words or phrases that are directly relevant to the topic, but might be unfamiliar to workshop participants, should be defined succinctly in the text and in an accompanying glossary. Specialized words or phrases that are not directly relevant to the topic do not have to be defined in the text; however they can be included in the glossary as an aid, particularly if the words or phrases are not defined in common dictionaries. The glossary is intended to be a useful tool but is not intended to be onerous for authors to prepare; the glossary of a typical module might have 15-25 entries. Glossary entries should be concise and informative, and in most cases will consist of a single phrase or sentence.

Authors of modules should also recommend 5-10 key articles, chapters, or books that provide a comprehensive introduction, and/or engender discussion on the module topic. We will work to identify a means to distribute copies of the publications to participants through channels that do not infringe on copyright laws or other legislation. Distribution will likely be as a collection of PDF files that can be downloaded from the website or be made available via CDROM discs. Recommendations for additional or alternative references that would be suitable for further reading are also welcome.

2. PRESENTATION FILE

It is a major task to integrate novel material into a workshop curriculum. Generation of accompanying visual materials for presentation adds a further substantial and often overwhelming demand. Thus, provision of audiovisual materials can be of enormous assistance.

The presentation file should provide a collection of materials that a facilitator could use to compile a presentation (or series of presentations) on the module topic. Therefore, the emphasis for the presentation file is on visuals (photographs - remember to get permission and acknowledge sources!), maps, graphs, charts, tables) that effectively illustrate, in a logical and ordered sequence, the main points and concepts covered in the synthesis document and accompanying literature PDF files. Minimally, the presentation file should include enough information for a one-hour presentation. Module authors are encouraged to provide additional material where a longer series of presentations is appropriate.

Because these modules will be used in a number of different situations and by different organisations, presentation files should include materials that can be adapted easily for these different situations. For example, you may choose to replace images or modify tables and figures to include locally relevant information that illustrates the main concepts of the synthesis.

The introduction to the presentation must present the goals and content of the presentation clearly, in two to four slides. All of the information provided should be as clear as possible, based on solid evidence, and preferably refer to research or material published in reports, journals or books. The language used must be appropriate and efficient, and never excessive. As a general rule, authors should avoid slides that contain only text, and use no more than 25 words (preferably fewer) in a single slide. The presentation should end with a conclusion section that reviews the main topics and "take-home" messages for participants, and authors should avoid sudden or truncated endings.

Presentation notes

Module authors should prepare a set of notes that "walk" a facilitator through the presentation file. It is particularly important to provide explanations for images, figures, tables, etc. Suggestions for how the presentation might be adapted for use in diverse situations would be helpful.

Discussion questions

Module authors should provide a set of questions or statements that can make the presentation

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

interactive through group discussion, role-plays, case studies or other techniques. Some questions may be directed at developing key concepts that are illustrated by the images, figures, and tables in the PRESENTATION file. Other questions may be designed for use after the presentation or exercise, to promote further exploration of the topic and consideration of additional points not covered in the module.

3. INQUIRY-BASED LEARNING EXERCISES FOR PARTICIPANTS

Participatory exercises encourage participants to find solutions to important and meaningful questions through investigations and collaboration with others. In designing exercises, authors should ensure that they acquire an understanding of key principles and concepts, develop critical thinking skills, and learn to communicate their knowledge to others. Exercises may be developed for use in the workshop, the field, or a community. Whenever possible, exercises should be designed to model the realities of conservation work - making decisions in times of uncertainty, working effectively to achieve consensus among diverse stakeholders, and integrating a variety of information types and sources to arrive at solutions.

Authors may also find the following suggestions useful for exercise development:

- **Identify a key question.** Good key questions are both relevant to the real world of conservation and can be addressed given the time and resources available to participants. Good key questions force participants to bring key concepts and principles to bear on realistic applications.
- **Foster active investigation and participation.** Participants can investigate key questions by obtaining and synthesizing information and data, performing experiments or simulations, debating, and role-playing, for example.
- **Produce a tangible product.** Following their investigations, participants develop a product that indicates their knowledge of the topic. This can be a mechanism for acquainting them with standard forms of communication within the field of conservation (e.g., how to write a scientific paper or editorial, how to make an oral presentation, how to engage in debate). The process of synthesizing and integrating information to produce a final product should be challenging and meaningful as well as indicative of a participant's comprehension and effort.
- **Encourage evaluation and reflection.** At the end of the exercise, ask participants to evaluate what they have gained from completing the exercise, and how the exercise could be improved for future use. Ask what additional questions have been generated by the exercise, and encourage them to refine the initial key question.

C. GUIDELINES FOR SCC Network STYLE FOR FORMATTING DOCUMENTS

Once the initial modules are developed new contributors will be provided with examples of previously completed modules, to serve as guides for the development of new module components. General style guidelines are given below.

TEXT

Text documents should be prepared using *Microsoft Word*.

TABLES

Microsoft Word or Excel tables are best, but if that is not possible, please set tab stops along your horizontal ruler to align columns.

FONT

To ensure the integrity of all original formatting, please use Times New Roman, and 12 point for the body text.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

ORGANIZATION

Aim to use a maximum of four levels of headings in each module component.

In other words:

Heading 1: Title of module (font 18, bold, centered)

Heading 2: Major headings; approximately 5-10 per document (font 16, bold, small capitals, left-justified)

Heading 3: Subheadings (font 14, underlined, small capitals, left-justified)

Heading 4: Subsubheadings (font 12, italics)

SYNTHESIS DOCUMENT

Please create a Table of Contents for the SYNTHESIS document, using the major headings and subheadings (heading levels 2-4), and place it at the beginning of the SYNTHESIS document.

The SYNTHESIS document should contain definitions and a glossary for specialized words or phrases that are directly relevant to the topic, but might be unfamiliar to workshop participants. These words or phrases should appear in italics when first used in the SYNTHESIS and should be defined succinctly in the text of the SYNTHESIS document. The definition should also appear, as an endnote, in a glossary at the end of the synthesis document; a superscript reference should be used to link the definition in the text with endnote in the glossary, as in the example below. Glossary entries should be concise and informative, and in most cases will consist of a single phrase or sentence. Glossary definitions can be added to Microsoft Word documents using the 'Insert Footnote/Endnote' option.

REFERENCES

See the guidelines for citation for complete instructions for citing publications in any of the module components.

PRESENTATION FILE

The presentation file should be below 5 MB in size, to facilitate storage and electronic review. Visual materials (images, graphs, charts, maps, etc.) should be supplied in electronic form and should include details of their original source. Images should be in .gif or .jpg format; graphics may be saved as meta-files or converted to .jpg files to reduce file size. It would be most useful if the visual materials are provided as a Microsoft PowerPoint file. Please ensure that all information provided in images and PowerPoint files are clearly visible to the viewer. We suggest using light lettering (at least 18 point font) on dark backgrounds in slides and limiting the word count per slide to 25. Please ensure that each slide has a title that can be used to identify it in the Presentation notes. Please – no sound effects, animations kept to a minimum etc.

PRESENTATION NOTES AND DISCUSSION QUESTIONS

These documents should be submitted as their own individual text in *Microsoft Word* files. In the Presentation notes, the full title or number of each slide must be clearly indicated before each of the corresponding notes.

The Presentation notes and Discussion questions can also be included in the Powerpoint document. The notes can be typed into the "notes" section of the file, which is visible under the "notes" and "normal" view settings. However, if the Presentation notes and Discussion questions are included in the Powerpoint file, this should be in addition to their submission as a Word/text document, rather than as a replacement for that document.

STRENGTHENING CONSERVATION CAPACITY IN PAPUA NEW GUINEA PROJECT

D. GUIDELINES FOR CITATION STYLE

References included in any of the module components should follow the citation style of the journal *Conservation Biology* (<http://www.conbio.org/SCB/Publications/ConsBio/Instructions>). This is supported in the Style output menus of several bibliographic software packages such as *EndNote*, *Reference Manager*, and *Procite*.

References should be listed alphabetically according to last name of the author, and then in the following order:

1. Multiple papers by the same author should be listed chronologically
 2. Papers by authors with the same last name should be listed alphabetically according to author initials.
 3. Papers by two authors should be listed alphabetically according to the authors' last names, and then chronologically for multiple papers by the same pair of authors.
 4. Papers by three or more authors should be arranged chronologically
- Multiple publications produced by the same author or group of authors in the same year should be cited with a, b, etc. after the year of publication (e.g., 1998a) in both the text and the reference list. An example of this ordering system is given below, using fictional author names.

Brown, A.B. 1991
Brown, A.B. 1992
Brown, C.D. 1990
Chan, K.P. 1989
Chan, K.P. and C.D. Brown, 1986
Chan, K.P. and C.D. Gonzalez, 1986
Chan, K.P., L.M. Smith and C.D. Gonzalez, 1989
Smith, L.M., 2000
Smith, L.M. and A.B. Brown 1999a
Smith, L.M. and A.B. Brown 1999b

The list of references should be formatted with a 1.27 cm hanging indent. Do not leave a line between consecutive references.

Journal references should be cited as follows, with the journal title provided in full rather than abbreviated:

Simberloff, D. 1988. Flagships, umbrellas, and keystones: Is single-species management passé in the landscape era? *Biological Conservation* 83(3):247-257.

Citations of **complete books** should appear as:

Wilson, E.O. 1992. *The diversity of life*. Harvard University Press, Cambridge, Massachusetts, U.S.A.

Citations of **book chapters, or sections of books with different authors**, should appear as:

Mehrhoff, L.J. 1997. Museums, research collections, and the biodiversity challenge. Pages 447-465 in M.L. Reaka-Kudla, D.E. Wilson, and E.O. Wilson, editors. *Biodiversity II*. Joseph Henry Press, Washington, D.C., U.S.A.

Citations of **Technical reports** should appear as:

Langner, LL. and C.H. Flather. 1994. *Biological diversity: status and trends in the United States*. Technical Report RM-244. U.S. Department of Agriculture, Forest Service, Washington, D.C., U.S.A.

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Citations of **dissertations and theses** should appear as:

Beresford, P. 2002. Molecular systematics and biogeography of certain Guineo-Congolian passerines. Ph.D. thesis. City University of New York, New York U.S.A.

Citations of **conference papers** should appear as:

Capuli, E. and R. Froese. 1999. Status of the freshwater fishes of the Philippines. Pages 381-384 in B. Séret and J.-Y. Sire, editors. Proceedings of the Fifth Indo-Pacific Fish Conference; 1997 November 3-8; Nouméa. Société Française d'Ichtyologie, and Institut de Recherche pour le Développement, Paris, France.

Citations of **abstracts for conference papers** should appear as:

Russello, M., K. Willis, and G. Amato. 2002. Ex situ management in the absence of pedigree information: a conservation genetic strategy for the St. Vincent Amazon parrot using novel genetic markers. Pages A126-A127 in Society for Conservation Biology 16th annual meeting programme and abstracts; 2002 July 14-19; University of Kent at Canterbury, UK.

(if abstracts are individually numbered include this information after the page number, as Abstract nr. XX)

Citations of **journals that are also distributed via the internet** should appear as:

Erwin, T.L. 2002. The Beetle Family Carabidae of Costa Rica: Twenty-nine new species of Agra Fabricius 1801 (Coleoptera: Carabidae, Lebiini, Agrina). Zootaxa [serial online] 119:1-68. Also available from <http://www.mapress.com/zootaxa/content.html>.

Citations of **reports available through the internet** (e.g., reports, databases/retrieval systems) should appear as:

O'Connor, R.J., E. Dunn, D.H. Johnson, S.L. Jones, D. Petit, K. Pollock, C.R. Smith, J.L. Trapp, and E. Welling. 2000. A programmatic review of the North American Breeding Bird Survey: report of a peer review panel. U.S. Geological Survey Patuxent Wildlife Research Center, Laurel, Maryland. Available from

<http://www.mp2-pwrc.usgs.gov/bbs/bbsreview/> (accessed January 8, 2003)

Citations of **databases or retrieval systems on the internet** should be cited as:

[FAO] Food and Agriculture Organization of the United Nations, Fisheries Department, Fishery Information, data and Statistics Unit. 2000. FISHSTAT Plus: Universal Software for fishery statistical time series. Version 2.30. Aquaculture production: quantities 1970-2000. FAO, Rome. Available from <http://www.fao.org/fi/statist/FISOFT/FISHPLUS.asp> (accessed August 20, 2002).

Citations of **websites** should appear as:

[WWF] World Wide Fund for Nature. 1999. WWF's Global Conservation Programme 1999/2000. WWF in action. Ecoregion-based conservation. Available from:

<http://www.panda.org/resources/publications/sustainability/global/eco-based.html> (accessed June 19, 2002).

Authors should consult recent issues of *Conservation Biology* for further examples of the appropriate citation style.

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E. GUIDELINES FOR FORMATTING VISUALS

If the images provided in the Presentation file are not the author's, they must be copyright-free, and full source information should always be included. Listed below are a few sites that offer copyright-free images.

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- [U.S. Fish and Wildlife Service National Image Library](#) (unrestricted use with attribution)
- [The National Park Service](#) (unrestricted use with attribution)
- [NASA JSC Digital Image Collection](#) (unrestricted use with attribution)
- [National Oceanic and Atmospheric Administration Photo Library](#) (unrestricted use with attribution)
- [U.S. Antarctic Program Digital Photo Library](#) (unrestricted use with attribution)
- [U.S. Department of Agriculture's On-Line Photography Center](#) (unrestricted use with attribution)
- [University of Washington Libraries Digital Collections](#) (Free for educational and personal use. Images should be fully credited)
- [Pics4Learning](#) (unrestricted educational use)
- [Berkeley Digital Library Photo Collection](#)
- [UPNG GIS/RS website](#)

Please suggest any other sources you are aware of.

The presentation file should be below 5 MB in size, to facilitate storage and electronic review. The easiest way to accomplish this is to insert images that are 72 dpi in size. Image files can be saved at 72 dpi by manually setting the file size at 72 dpi in Adobe Photoshop. Also, the presentation file size can be decreased by converting any graphics to image files (such as JPG) instead of inserting them directly into the presentation as meta-files. An alternative way to reduce the size of a large image file is to drag the image onto its own PowerPoint slide and save the slide as a JPG (using the "save as" option). Then replace the original image with the saved jpg (using "Insert," "File," etc.).

F. OVERVIEW OF REVIEW PROCESS

We would like all modules to undergo a multi-part review process from when the module is received from the author to when it is made available for use and posted on the website. Modules will first be reviewed in-house especially for to proof for formatting and typographical errors. Next the module goes out for external review – Module Team leaders should suggest possible external reviewers. Once the author addresses the comments made by the external reviewers the module is made available on the website for registered users.