



THE FOUNDATION FOR **DEVELOPMENT COOPERATION**

**MENTORING PROCESS AND M&E
TRAINING**

Presented to Porgera Joint Venture

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1. Introduction

1.1 Background

The Foundation for Development Cooperation (FDC) is an independent, not-for-profit international development organisation. Established in Brisbane, Australia, in 1990, the mandate of FDC calls for it to conduct policy-oriented research, foster public awareness, mobilise broader Australian and overseas development cooperation, and support non-governmental development efforts. Through partnerships and alliances, FDC undertakes a range of initiatives which seek to improve the lives of poor people in developing countries, foster innovative approaches to development, and connect policy work to self-help efforts at the grass roots level. FDC's work includes economic development and assessment, policy analysis, grass-roots community-based initiatives, strategic research, partnerships and leverage, advocacy, consulting and advisory services, project design and implementation, secretariat and network management, and training and capacity building. FDC's headquarters is in Brisbane, Australia. FDC has an Asia regional office in Singapore and a Pacific regional office in Fiji.

In light of the previous projects conducted for the Porgera Joint Venture (PJV), i.e. the Household Financial Management TOT, a need for further specialised capacity has emerged as crucial to ensure the success of any PJV training roll-out amongst the surrounding communities of Porgera. The objective of this training project was primarily to build capacity among the PJV Community Development team so that they could efficiently support/complement their training programs, ensure successful and sustainable roll-out and be to assess the impact of their training program. More specifically this means to train the team in the areas of mentoring, follow-up to accompany their capacity building program, evaluation and impact assessment.

Training Conducted	Mentoring, and Monitoring and Evaluation Training
Training Dates	14 to 16 February 2011
Training Location	Porgera Joint Venture (PJV) Mine Site, Porgera, Papua New Guinea (PNG)
Trainers / Facilitators	External Contracts to the Foundation for Development Cooperation (FDC) - Bridget Centenera and Nicola Slee
Participants	PJV Community Development Workers and local community leaders from areas surrounding the Porgera Mine.

2 Project Planning

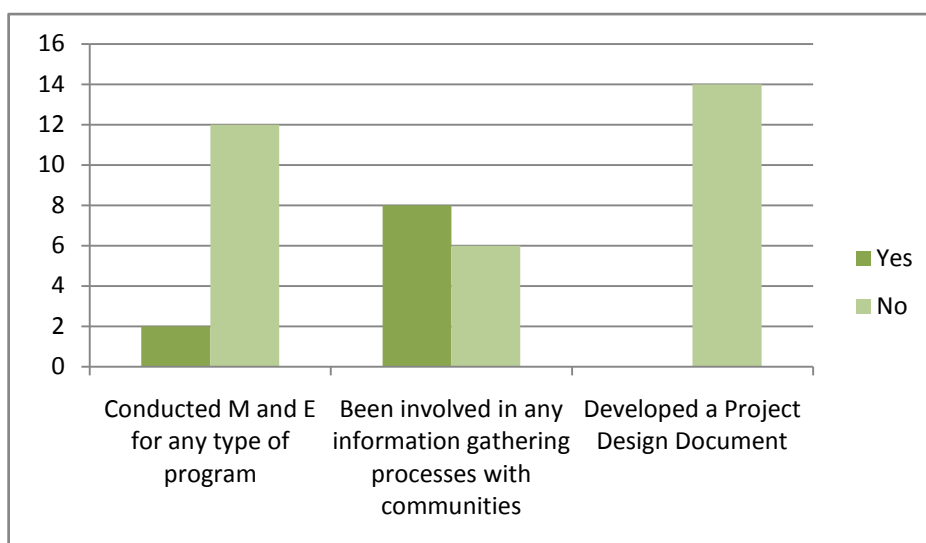
2.1 Objectives of the Training

The intent of the training was to develop capacity amongst PJV Community Development workers and their identified community leaders to more effectively assess the impact of their community programs using participatory Monitoring and Evaluation (M&E). Training on leadership, motivation and mentoring was also provided to further develop participants' knowledge and ability to effectively identify and build the capacity of volunteer community leaders involved in the various programs.

The participants' prior knowledge and familiarity with the key topics was surveyed beforehand, and the results are as follows:

	Familiar	not very familiar	not familiar at all
<i>Project Management Cycle</i>	0	11	3
<i>Logical Framework Approach</i>	0	9	5
<i>Logical Framework Concepts, including Goal/Outputs/Activities</i>	0	11	3
<i>Defining Performance Indicators to assess Impact</i>	0	10	4
<i>Group Dynamics and Leadership</i>	1	9	4

Their experience was also evaluated, and their experience in the following key areas is shown in graph below:



2.2 Training Methodology

The methodology for the training development and implementation has been conducted as follows:

1. Prepare the training materials
 - Desktop research
 - Design the curriculum framework

- Develop the training materials for the Mentoring Process and M&E Training
 - Create simple Mentoring and M&E tools and templates, to supporting PJV’s team conduct their mentoring and M&E activities (refer to training materials handed out during the training)
2. Carry out the training activities
- Conduct the Training for the Community Development team at PJV
 - Adjust training materials and participatory activities to better suit the knowledge and understanding of the participants

2.1 Schedule

The training course was delivered over 2.5 days from 14 to 16 February 2011. The 3 modules presented included: 1) Leadership and Motivation 2) Mentoring and 3) Monitoring and Evaluation.

The schedule for the PNG visit and training was as follows:

Day and Time	Time Allocation	Activities
Sunday	5 hrs	Arrival, meet and greet PJC CD workers, and final training preparations/modifications as required
Monday	2.5 hrs	Motivation
	1.5 hrs	Leadership
	2.5 hrs	Mentoring
Tuesday	6.25 hrs	Monitoring and Evaluation
Wednesday	3.25 hrs	Monitoring and Evaluation (practical where each group worked on building a framework for their project. There were 3 groups: 1) literacy, 2) fish farming, and 3) microcredit
	0.5 hrs	Final wrap up, course closure and evaluation

A few specific comments relating to the schedule are as follows:

- The allocation of time for each topic was largely directed by the group needs and their desire to focus on specific areas of the training;
- Sessions start times were targeted for 7:30 am, but typically delayed by approximately 30 – 50 minutes due to delayed arrival of all participants. This was largely due to transport issues from their villages;
- Sessions were concluded prior to 4pm on the Monday and Tuesday to avoid participant learning fatigue and to allow participants to manage travel arrangements to ensure they returned to their villages in a safe and timely manner.

2.3 Participants’ Profile

Participants included a combination of PJV community development workers, social development workers from Porgera District Women’s Association, members from the girl guides and other community volunteers identified by community workers as potential community trainers and leaders to implement programs.

A summary of training participants is outlined below (only first names and brief background noted):

Participant	Organisation	Training Motivation
Pate	PJV Community Development worker	Improving mentoring skills
Freda	Volunteer in the Microcredit program	Improve skills
Yamis	PJV Community Development manager	Improve capacities for program overall
Kay	Community Volunteer – Pastor’s wife	General learning, invited by Pate
Priscilla	Girl Guide worker	Learn new information, invited by Pate
Taila	PJV Community Development worker – youth	Improve understanding on mentoring process
Samuel	PJV Community Development worker – agriculture	Improve M&E skills
Roslyn	Community Volunteer – agriculture	Invited by Pate
Chris	PJV Community Development worker – business development	Improve M&E skills
Gibson	PJV Community Development worker – business development	Improve M&E skills
Evelyn	Women’s Association – welfare liaison	Improve M&E skills
Wason	PJV Community Development Worker – textiles/reading	Improve learning
Janet	Community Volunteer – Women’s Association	Learn something new
Jacqueline	Community Volunteer	First training, invited by Pate
Kita	Not recorded	Learn something new
Max	Community Volunteer – literacy	Learn how to help community
Regina	PJV Community Development manager- agriculture	Improve capacities for program overall

3 Implementation and Review

3.1 Major Changes or Modifications to Training Content and Delivery

A number of adjustments were made to the training schedule during the duration of the course delivery to better align with the needs and learning capacity of the groups. These changes are summarised below:

- A number of case studies were not reviewed due to either time limitations, or lack of relevance to the issues or direction of the group;
- Some of the group activities were adjusted to reflect participant projects (instead of using pre-determined projects) to enable more reflective and relevant learning;
- Timing of activities, discussion and group work was adjusted where necessary to better align with the development and training needs of the group i.e. increased time on leadership and motivation module as the topic was of particular relevance and interest to the participant mentoring program and the challenges they were experiencing with leadership development;
- It was difficult to discuss the M&E Framework without a better understanding of the Logframe and the Project Management Cycle.

3.2 Participant Involvement and General Response of Note

There was genuine interest demonstrated through attentiveness, thoroughness in group activities and participation in discussion. Those not as fluent in English tended to avoid verbal input during general group discussion, however they expressed that they understood the majority of what was discussed. In some situations, other participants translated topics or issues being discussed.

Participants appeared more engaged when relating theory to practical activities relevant to their context and situations. This seemed to allow them to more adequately and quickly grasp concepts and consider how these concepts could be applied in their projects and communities. More of a step by step approach was needed (i.e. working with them in the activities and leading them through the use of a tool and the concepts involved), rather than outlining a process and letting them apply the concepts.

There was overwhelming and surprising interest in the leadership and motivation module, specifically how different theories related to the motivation of residents in their communities, and in developing mentors/leaders. Understanding the motivation of community members was a new concept for participants and seen as important in developing their programs. In particular, they found the leadership quotes (not included in the module, provided as a discussion tool by the trainers) very inspiring particularly as this supported their way of perceiving leadership more than the example outlined in the module or demonstrated in their own communities.

The participants actively encouraged each other to apply community leadership and identify themselves as leaders. That could fill the leadership gap evident in their communities, particularly leading by example and quality, rather than perceived status due to what they owned. The group responded in agreement to this, and it appeared to spur their motivation.

Participants were responsive to most case studies however struggled to understand the terminology in a few of the more complex ones. They were particularly responsive to the case study provided by

the trainers to illustrate impact. The case studies did however appear to reinforce participant learning. To elicit feedback, directing questions to specific groups or individuals seemed to generate more discussion, and encouraged all people to discuss topics rather than simply those more confident to naturally speak up. Quite a lot of probing, asking specific and or open-ended questions, or giving an example answer was needed.

3.3 Additional Training Recommendations

In addition to voicing their perceived training needs during the training, the participants have detailed their training needs in the evaluation forms completed on the final day, thus validating our recommendations.

The following training topics were suggested:

- Community mobilisation and organising (facilitating community identified needs, action plans and strategies that will create community leaders);
- Community engagement (preparing community engagement, developing and implementing engagement strategies and building and maintaining community relationship);
- Project management processes, including logframe;
- Detailed project design and other project management documentation including the difference between project design documents and project proposals;
- Leadership development.

3.4 Challenges and Issues

The main challenges and issues associated with the training were:

- Limited proficiency in English among the volunteer community workers. This limited their ability to grasp concepts or understand modules being discussed;
- Facilitators limited knowledge of participants, their projects, and circumstances prior to preparing course material and training. Last minute adjustments were needed to better suit the situations of group members;
- The varied skills in the group, particularly between the community volunteers and the community workers. The pace was not always appropriate for one of these in order to cater for the other.

Community issues that were discussed and identified through the training course include:

- Community leadership;
- Gender roles;
- Lack of resources (for community development objectives);
- Lack of processes around community engagement.

4 Participants' Evaluation

A participant training evaluation was provided to all participants to complete at the conclusion of the training course. The aim of the evaluation form was to better understand how the training contributed to participant learning; identify what topics added most value, determine changes necessary to future training to improve learning and to identify future training needs or development areas of benefit. A brief overview of the response to each evaluation question is outlined in the following pages.

4.1. Overall Training Program Table

The following list of questions were tabled and participants were asked to identify their response to each question based on the following scale: strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD). Their responses were as follows:

More specifically, the distribution of answers is depicted below:

	SA	A	N	D	SD
The training met my expectations	10	5	1	0	0
I will be able to apply the knowledge learned	12	3	1	0	0
The content was organized and easy to follow	11	3	2	0	0
Materials distributed were pertinent and useful	14	2	0	0	0
Trainer was knowledgeable	16	0	0	0	0
Quality of instruction was good	14	2	0	0	0
Trainer followed and met training objectives	13	3	0	0	0
Class participation and interaction were encouraged	13	2	0	1	0
Adequate time was provided for questions and discussion	9	2	3	1	1

4.2 Responses to Specific Questions

1. How did you rate the overall training?

From a scale of *excellent* to *very poor*, the majority of participants stated excellent and a few stated good.

2. What did you enjoy most about the training?

Participant responses indicated that Monitoring and Evaluation was on average the most enjoyed training module, followed by leadership and motivation, as well as mentoring. Respondents also noted that engaging in group discussions, exercises and activities was beneficial to reinforce learning.

3. What are the three most important things (or topics) you learned during this training AND that you anticipate applying to your work?

In general, respondents seemed to find all three modules very valuable and relevant to their work.

4. Was an appropriate amount of material covered during the training? If not, was too much material covered or too little?

While some felt that adequate time was given to cover course material, the majority felt that more time was needed to adequately cover everything and that there was too much material for the time allocated for the training. It should be noted that time aspects aside, respondents were all very happy with the material.

5. To what extent do you expect this training will make a difference in the way you work with the Porgera Community?

From a scale of 1 to 5, with 1 being *no difference* and 4 being *a lot of difference*, the majority of participants stated a lot of difference, however one stated minimal difference, one neutral and one nil response.

6. Was there any information that you anticipated learning but was not covered in the training? If so, please provide details.

The majority of respondents stated that the material covered was according to their expectation, however some mentioned that it was all new and they had no expectation, and others suggested that topics including: project management and micro credit were not covered but would have been enjoyed.

7. Was there anything that you did not understand, do not feel was relevant, or do not feel was adequately explained? Please provide examples.

A large portion of respondents stated that understood most of what was covered, and that it was relevant and adequately explained.

Some stated they were unfamiliar and new to the topics being discussed so there was quite a bit they did not understand. Some suggested the topics were of importance, but more time was needed to better understand how these could be applied in their contexts. In particular the log frame matrix and building the M&E framework were noted as not understood adequately.

A number suggested that the language barrier was also a hindrance, but they would continue learning from their community development workers who were able to understand and can translate learning's to them. There were also a few non responses.

8. Are there any topics which you would like further training?

The most requested topics from respondents were around additional M&E, in particular the M&E Framework. In addition, there was expressed interest in project management and project design processes including proposal writing, planning, reporting and developing the log frame matrix.

In addition, the following were noted as training and topics of interest: conducting feasibility studies; communication skills; household financial management; and management information systems.

9. What aspects of the training could be improved?

While some advised that there were no improvements needed to be made, others suggested: more training on mentoring, the M&E framework and matrix, the Logframe Matrix, leadership and motivation; increased duration of training time for all sessions; adding icebreakers and providing more real samples or examples of topics being discussed as they relate to projects and communication; and adding more participatory activities to help with attention span and communication barriers.

10. Any final comments

Participants appeared pleased with the training received, and found the training useful and valuable. Respondents expressed interest in follow up training to this material, as well as additional training on other topics of interest. They appeared pleased with the training provided and the knowledge of the trainers. A number of respondents reinforced that they can now apply their learnings to their community contexts and projects.

5. Final Recommendations

While a full set of recommendations is expected from the final report, specific recommendations in the area of training are provided below. Based on discussions and evaluations, the following trainings would be useful to the Community Relations team and Field Workers:

New trainings:

- Project management and project design processes including proposal writing, planning, reporting.
- Market Studies, e.g. feasibility studies
- Community mobilisation and organising (facilitating community identified needs, action plans and strategies that will create community leaders);
- Community engagement (preparing community engagement, developing and implementing engagement strategies and building and maintaining community relationship);

Further training and assisted practice in the areas covered in the Mentoring and M&E training:

- Leadership development during field activities
- Participatory activities and/or practice to apply learnings in the area of Mentoring
- Accompanied field time and practice to apply the range of tools introduced in the M&E module and develop different tools for all training programs