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How to design sustainable conservation projects and programmes: Think Ahead

Workshop at International Congress on Conservation Biology, 23 July 2023 – *report and recommendations*

Introduction:

The theme of the 31st International Congress on Conservation Biology (ICCB) was "**The Future is Now: Sustaining biodiversity for today and tomorrow**". This was the same theme as for the ICCB conference in 2021.

In 2021, the Conservation Leadership Programme (CLP) organised an on-line workshop (14 December 2021, report attached in Annex 1) that aimed at gaining a better understanding from both the donor and grantee perspectives, about expectations and possibilities to make small grant projects 'sustainable'. This workshop (1) generated informed understanding among donors and grantees, about how to define and deliver sustainable conservation action; and (2) came up with practical recommendations about project sustainability to be applied during project design and implementation.

The ICCB 2021 workshop produced the following five key recommendations:

1. Project sustainability starts with good project design – addressing the right problem in the right way.
2. Project sustainability requires good implementation, stakeholder engagement, and sharing.
3. Financial sustainability can come from other donors, government, private sector, income-generation, volunteers… it's not just about funding.
4. Institutional sustainability happens at project level (stakeholders, champions, embedding results…), at programme level (longer-term objectives and impacts), and at organisational level (long-term vision, mission, track record…).
5. Donors need to create a level playing field (in the 'competitive process') – sustainability is often more critical for small, local organisations while it is the hardest for them to obtain sustainable funding.

In addition, the ICCB 2021 workshop produced the following tips:

	Practitioners	Donors
1	Start early, think about project sustainability in your design. Do a risk/feasibility assessment	Help with asking the right questions at proposal stage [specific, targeted, guiding]
2	Start small, but with longer-term impacts in mind. First do a pilot, then scale up; *the results from earlier projects will form the basis/baseline for later projects [added by the group in 2023]*	Provide funding that allows for this – e.g. CLP 3 stages, Rufford Foundation 4 stages; *donors should also help with a project development phase for social engagement, e.g a "community listening exercise" as a Phase 1 of the project [added by the group in 2023]*.
3	Engage the local people / stakeholders from the start. Then monitor your work, and stay engaged after the project ends	Provide longer-term funding that allows for multiple years of monitoring and follow-up after a project has

		ended; stay the course (don't change objectives/geographies)
4	Be flexible and adaptable, but without losing sight of the overall goal – plan ahead	Allow for adaptive management, as situations change
5	Diversify your funding, work in partnerships, engage local 'champions' to continue the work	Help good implementers to find other donors / partners
6	Build your own capacity, and the capacity of your partners/beneficiaries	Provide / allow for training to practitioners (technical, management) - e.g CLP, CEPF
7	Learn from mistakes (applications, implementation, unexpected events during/after project ends)	Provide feedback to applicants, to implementers, make field visits, share lessons learned

Building on the results of this workshop, the Rufford Foundation, in collaboration with CLP, BirdLife International and the Center of Excellence in Biodiversity Conservation and Natural Resource Management (CoEB) at the University of Rwanda, organised a follow-up workshop at ICCB 2023 in Kigali, which was specifically aimed at mainstreaming sustainability considerations in **project and programme design**. The training team consisted of Stu Paterson and Simon Mickleburgh (Rufford Foundation), Henry Rees (CLP), Tharcisse Ukizintambara (BirdLife International), Ian Gordon (CoEB) and Maaike Manten (lead trainer).

Initially, 30 people signed up for this workshop (which was the maximum allowed in the ICCB system). The final number of registered participants dropped to 22, because some people did not find the necessary funding to attend ICCB. All registered participants received an email in advance of the training, including the programme for the day, the report from the ICCB 2021 workshop, and additional information and tools. The actual number of participants on the day of the training was 11. This was a bit disappointing, but not specific to this workshop; other pre-conference workshops also 'lost' most of their registered attendants.

Purpose of the workshop:

With limited time and money available to protect biodiversity, it is imperative that conservation projects are as sustainable as possible. However, for small grant projects (1-2 years, max USD 75k), this is not easy. Ecological, financial and institutional sustainability are particularly critical, and need to be included / mainstreamed into project design and longer-term programme development. This training aimed to build capacity among conservationists to make their work more sustainable, and thus to make their conservation efforts more effective.

The workshop consisted of 3 main sessions (after the recap of the ICCB 2021 workshop):

Section 1: Project design

The group went through the basics of project design:

1. Good project design starts with identification of the problem that needs to be addressed (ask *why?* to find the root causes of the problem → problem trees)
2. Then define what you wish to achieve (*what?* → objective trees)
3. Then define your plan to achieve this (*how?* → intervention strategies)

The team used a presentation to show this process using the case study of the Polkadot Parrot in Rwambia. The attendants were then divided in four groups to develop problem and objective trees using two cases studies: The Royal Eagle and Gordon's Spider Monkey.

Key issues that were discussed:

- What happens if you don't yet know what the exact problem is? How do you justify that a problem is 'real' if there is no evidence yet, for example xx% deforestation of a certain area? Note that your problem analysis doesn't have to be based on first-hand data collection but can also be based on desk research of historical information / information from other projects and organisations (hence: the importance of sharing information!). There has to be some level of 'proof' that something is going on, i.e., there has to be a tangible problem that needs to be fixed – because if there is no conservation problem, you don't need a conservation project. Various donors (e.g CLP and Rufford Foundation) allow you to do research as a part of your project, especially if this research helps to establish a baseline for future projects, or if the project focusses on Data Deficient species.
- The importance of stakeholder consultations during project design was also discussed, with the following points stressed:
  - Make sure that your 'community representatives' are true and indeed representative.
  - Beware of 'community fatigue' i.e., don't just do the workshop (provide sodas, obtain information), but also do the actual work (deliver results).
  - Consider availability as well as political dynamics, i.e., "if they come, I won't come".

Problem trees:

Author: Maaike Manten
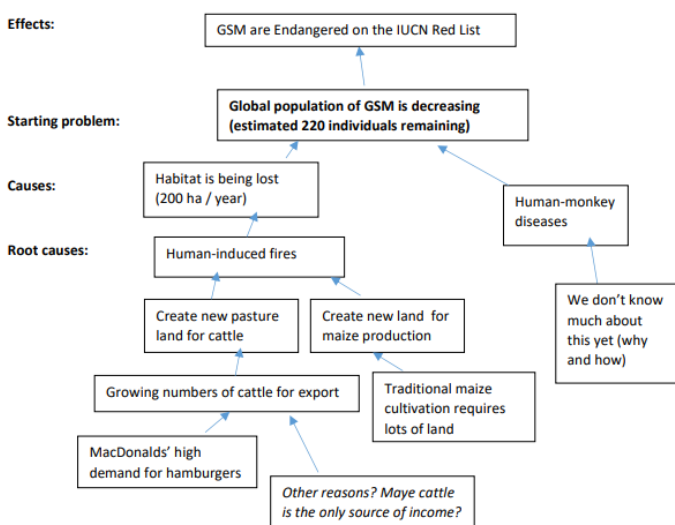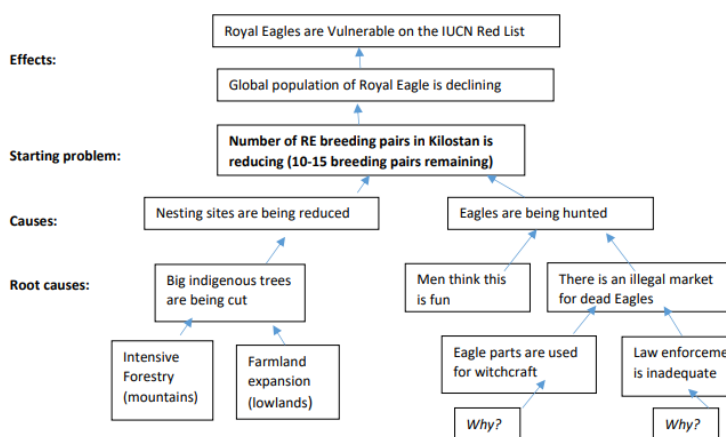
Objective trees:
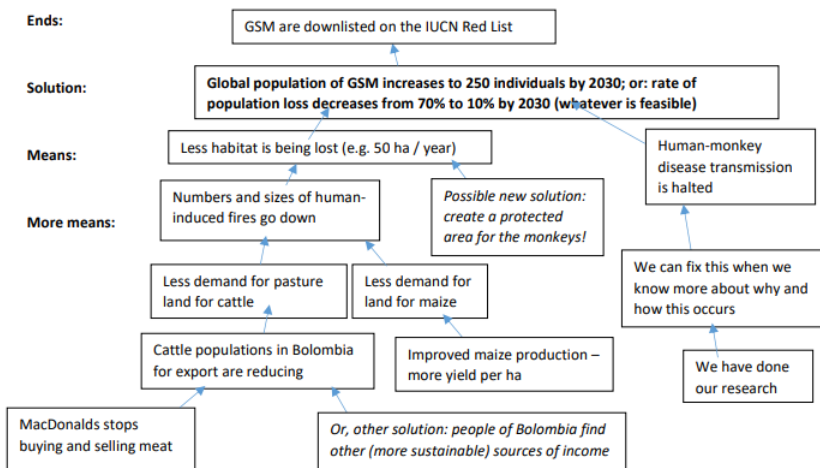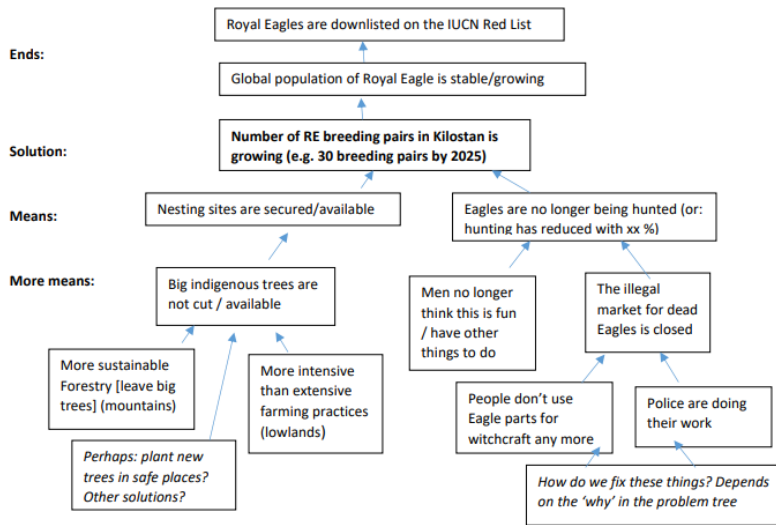
Section 2: Project sustainability

The trainers introduced the concepts of ecological, financial and institutional sustainability.

Ecological: consider the use of *natural resources* – now and in the future:

(1) We are all working to conserve the environment, but we still need to think very carefully about our interventions:
   a. we need to consider which 'conservation' activities are appropriate and feasible. For instance: organic farming may need more time, more space (more hectares), and produce less yield… is that ok? Is it possible? A tree nursery sounds great but it will need water – so think about whether the nursery is in the right space, or if it will be taking water away from other good use? What will you do with the waste (plastic bags, broken watering cans…)
   b. We also need to consider short-term risks, e.g should we use genetically modified organisms (GMOs) to increase yield of crops to address livelihood needs? Can we introduce exotic species [e.g for woodlots] that may look good but can become

> > invasive? Is there a risk of disease transmission as a result of wildlife watching / ecotourism activities… etc.
> > c. And we need to consider longer-term risks, e.g what happens as a result of demarcating conservation areas/changes in the landscape? What happens if we start considering species (e.g gorillas) as 'products', and the 'products' don't work anymore (tourists don't come e.g because of Covid, civil unrest etc)? Will the species lose their value, and thus their reason to be protected?
> (2) Think about the management of the project / organisation itself – the need to travel (and how); selection of hotels (eco-friendly, local); use of materials (including for workshops/ trainings); durability of equipment and selection of materials for infrastructure; production of project-related materials (avoid printing, but if needed print on FSC paper; use organic/recycled materials for t-shirts); purchase of office materials… etc.

TIP: Consider applying social and environmental safeguards and use Environmental / Social Impact Assessments to assess risks and define mitigation. For instance, you can use the [IUCN Environmental and Social Management System](#), or the [CEPF safeguard policies](#).

Institutional: consider *who* is needed to keep your project going after the funding ends:

(1) Engage everybody who has an <u>interest</u> in your project, everybody who will be <u>affected</u> by your project, and everybody who has the ability to <u>influence</u> your project – these are your stakeholders. We need to be really specific about which stakeholder we are engaging with, e.g the term "local community" is too broad. Think small and think local, especially for small grants. The first grant/project may be totally focused on getting to know the community and getting them on your side – focus on the stakeholder engagement (and don't just talk; most critically: listen!]. Make sure to get feedback from all your stakeholders, including your own team members.

(2) Engage your stakeholders in project design and implementation: based on needs, ability and willingness (ownership). Beware of 'community fatigue' – build proper relationships with the local stakeholders so they realise you are serious, and ensure your project delivers results (not just meetings and sodas). Also make sure you report back about the findings of your work, otherwise your (local) stakeholders will feel disenfranchised or loose trust with you and other 'visiting' conservationists and researchers. Build in some budget for communications with local stakeholders during and after the project.

(3) Provide your stakeholders with what is necessary to keep things going: skills, tools, structures, resources, partners (empowerment). And most critically, agree who will be responsible to keep things going (which agency, which group, which individuals – your project "champions"). If your local stakeholders, during project design, suggest a project activity that is not ecologically sustainable, then you will need to discuss this and negotiate your position. Ultimately, you cannot compromise your organisation's strategy or your project results by endorsing activities that are not ecologically sustainable – it would not match with your vision/mission/strategy (see also under 'organisational sustainability' below).

TIP: Always do an in-depth stakeholder analysis before you design your project, and specifically try to work with those stakeholders who may not support your project (to get them on board), and those who may become your 'champions' (to keep things going).

Financial: consider *what* is needed to keep your project going after the funding ends:

(1) Do you need money to keep things going? Options include: build income-generating activities (IGAs) / financing mechanisms into your project design – these can be very useful, but consider the time / risks involved; both IGAs and financing mechanisms are complicated and take time to set up. You can also look for co-funding / leverage (from other, different sources) - but this can't go on forever. You can also consider partnering with an agency that has stable income/money (e.g. government) and get activities mainstreamed in their budget.

(2) Or perhaps you don't need money? Perhaps you can work with volunteers (citizen science) – they can provide free time and resources. Or consider sponsorships / in-kind support from companies (Corporate Social Responsibility, ESG) – they can provide equipment, maintenance, services. Last but not least, you can aim to change the hearts and minds of your stakeholders to change their behaviour from an intrinsic motivation – then your project may succeed without further need of funding.

TIP: When you develop the budget for your project (based on your project design), also make a budget for what is needed AFTER the project – then you know what you are looking for in terms of financial sustainability, and you can build it into your project activities.

After the presentation, the participants went back to their objective trees and, at each stage, considered ecological (green), institutional (yellow) and financial (blue) sustainability for each card in their objective tree, and added a sticky note of the relevant colour on the relevant card. For other items that they wanted to flag, but were unsure into which category it might fit, they added this item using an orange/pink stickie.

Group 1: Royal Eagle case study

Ecological:
- If we wish to reduce fun hunting, we can establish sustainable quota / seasonal hunting schemes.
- We also need an outreach programme to change people's attitudes / change the 'tradition' of hunting for sport.
- If we wish to introduce alternatives for RE body parts (witchcraft), we need to consider the ecological sustainability of these alternatives (other animals?).
- We need to consider proper disposal of dead Royal Eagles [to avoid they end up in the market].
- For the police to do their job, we need to establish the number of patrols they need to conduct [*indicator*].
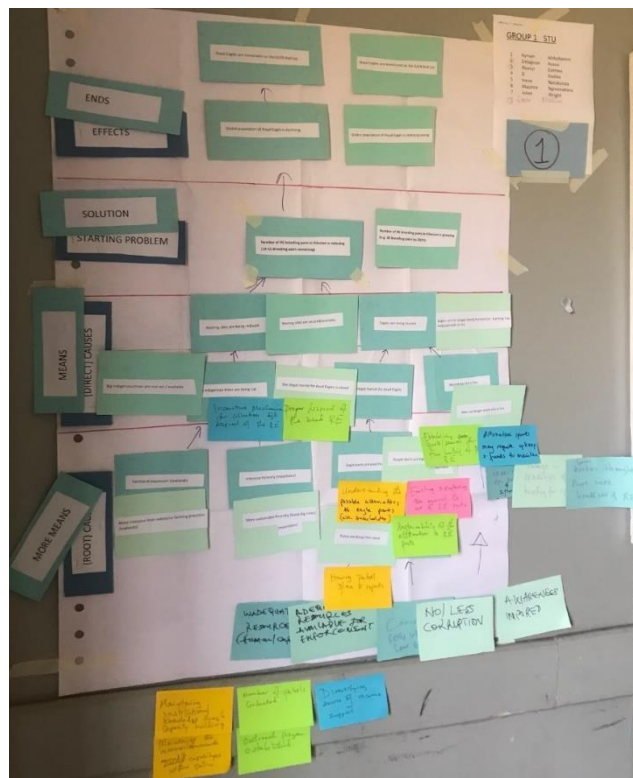
Institutional:
- Maintain the resources / equipment required by the police.
- Maintain the capacities needed within the police and maintain institutional knowledge.
- We need to understand the possible alternatives to Eagle parts (together with the stakeholders) [but: consider the ecological sustainability of these alternatives!]
- The police needs to enact / enforce the laws against the use of RE parts / the illegal market.
- The police will need a proper patrol plan and report on this.

Financial:
- Alternative sports (to stop the hunting) may require upkeep and funds to maintain them.
- We could set up an incentive mechanism (money) to encourage people to collect /dispose of dead Royal Eagles (but: there is a risk that this may encourage people to kill them).
- Overall, we need to diversify our sources of income and support to this project.

Group 2: Royal Eagle case study

Ecological:
- We can encourage 'selective' cutting of big indigenous trees / raise awareness not to cut big trees that are used by Royal Eagles (RE).
- "Sustainable forestry": what is sustainable? How do we do forestry 'sustainably'? Consider replanting.
- It would be good to plant trees that are used by RE but consider the time frame for actual results.
- "Intensive farming practices" – check agroforestry options, and crop diversification. But: how sustainable are these (and other) solutions?
- If you stop/reduce the hunting, can there be unintended ecological consequences (ecosystem / food chain)?
- Hunting for fun: consider alternative sports for men, raising awareness of ecological impact of hunting, and the regulation of hunting.
- Using RE parts for witchcraft: raise awareness of ecological impact and try to find sustainable alternative products.
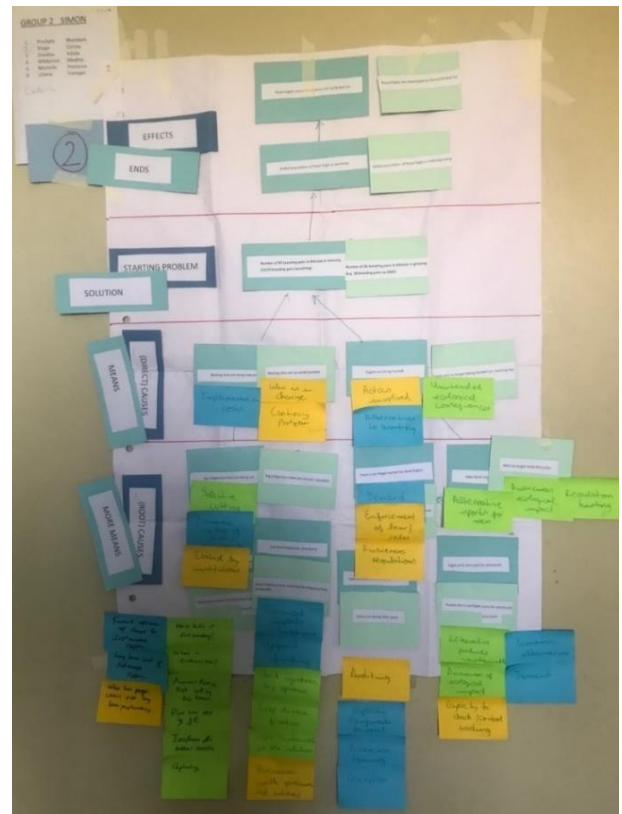
Institutional:
- Who is in charge of securing the nesting sites? How would they continue this protection?
- Who / which institutions will control that big indigenous trees will no longer be cut?
- Who has the control over the long-term sustainability of the forestry activities?
- New farming practices will require discussions with governmental agencies.
- Who are the actors involved in the reduction of RE hunting? Engage them all.

- People need to be aware of the existing regulations/laws and they need to be enforced.
- Police will need to have the capacity to check and control the trading in RE parts.
- Police will need to be audited, to ensure they keep doing the right things in the right way.

Financial:
- What will be the implementation costs of securing the RE nests?
- Cutting of trees: consider the economic value of trees / alternatives.
- Intensive farming: consider the financial impacts of the new farming techniques (time frame of returns / need for funding upfront)
- Sustainable forestry: what are the financial implications of changes to the forestry system (making it more sustainable)? Are there any long-term costs of a more sustainable system?
- Hunting/ illegal market / witchcraft: consider the demand, and the (economic) alternatives.
- Police will need capacity, equipment, and personnel. They will also need training in awareness and anti-corruption.

Group 3: Gordon's Spider Monkey case study

Ecological:
- To stop the human-monkey disease transmission: minimize / regulate human-monkey contacts and let the handling of monkeys only be done by experts.
- To stop the fires: establish fire breaks.
- To improve the maize production: adopt conservation agriculture practices. You can use improved seeds (but: risk of GMOs?) and no tillage.
- If we want to create a protected area for the monkeys:
  - create corridors if there are multiple populations;
  - ensure forest regeneration and connectivity;
  - maintain natural forest and food for the monkeys.
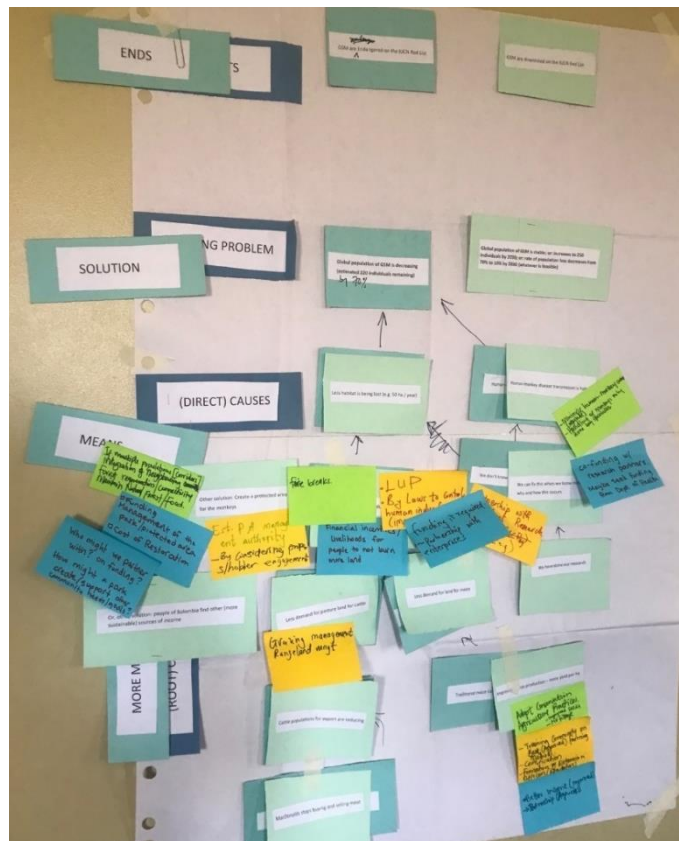
Institutional:
- To stop the human-monkey disease transmission: work in partnership with competent research agencies to do the necessary research.
- To stop the fires: develop a Land Use Plan and bylaws to control human-induced fires (impose penalties)
- To manage the cattle/pastureland: set up grazing / rangeland management systems.
- To improve the maize production: train the communities in best/approved farming methods, and train extension officers to regulate this. Also consider certification schemes.

- If we want to create a protected area, make sure we do a proper stakeholder engagement:
  - the neighbouring communities need to be engaged, and
 - work with the established protected area management authorities.

Financial:

- Establish financial incentives/alternative livelihoods for people to not burn more land.
- Try to find partners who can co-fund the activities e.g research partners, government (Ministry of Health? Agriculture?), enterprises etc.
- Who would fund the costs to restore / manage the protected area?
- And how could a park create opportunities / support the needs of the surrounding communities?

Group 4: Gordon's Spider Monkey case study

Ecological:

- Monitor the GSM population.
- Restore Spider Monkey Habitat.
- Establish rope bridges between forest patches.
- Promote organic farming, composting, re-use of water and re-use of land.
- Diversify farming – multiple crops (including soya/maize for FAKE MEAT).
- Promote vegetarianism to reduce the demand for meat.
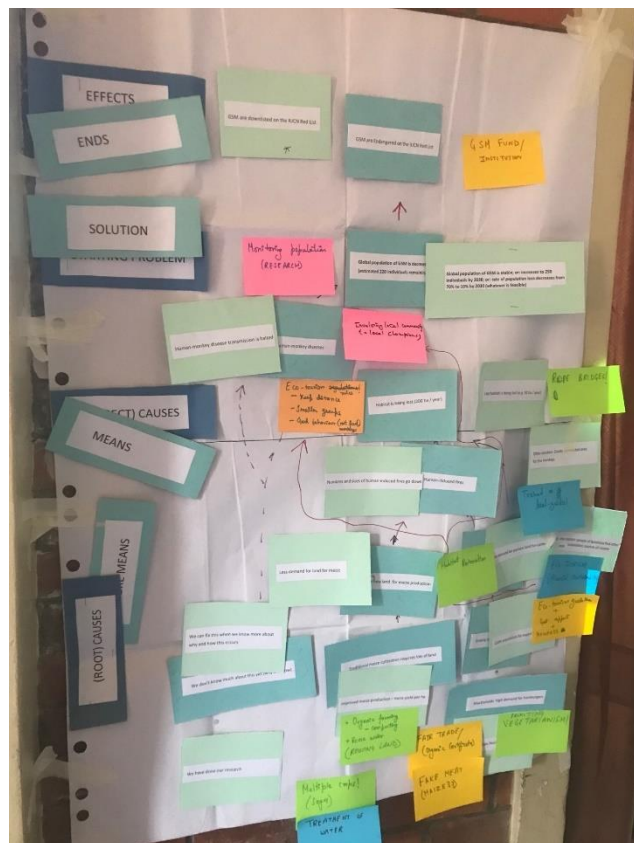
Institutional:

- Set up a 'Gordon's Spider Monkey Fund' with an institution to manage it (like Dian Fossey Gorilla Fund).
- Set up eco-tourism rules to stop the disease transmission (if that is the cause):
  - keep distance,
  - smaller groups,
  - good behaviour e.g do not feed the monkeys.
- Involve local communities to protect the monkeys (local champions).
- Set up eco-tourism guidelines with governmental support, and a reward system to ensure new ecotourism initiatives (to create alternative incomes) are sustainable.
- Link to Fair Trade initiatives e.g for organic farming products.

Financial:

- Use ecotourism as an alternative source of income for the people of Bolombia.
- Train local guides for income generation.
- Use ecological water treatment processes – this will show the value of ecosystem services.

It was interesting to note that different groups, even when working on the same case study, came up with different suggestions to make their projects as sustainable as possible. Overall, there was a strong focus on stakeholders (who is in charge? who are/should be involved? who can be partners?); capacities (staff and stuff); awareness and attitudes (actual change in motivations); alternative activities (and the sustainability of those!); and practical innovations (use good ideas / replicate what has worked for others!).

## Section 3: Programme and Organisational sustainability

Looking beyond an individual (small grant) project, we also need to consider sustainability at programmatic and institutional level.

(1) Programme sustainability

A programme consists of multiple projects that work towards the same longer-term goal. To be able to plan for this, you can create 'programme' problem trees and objective trees, as follows:

− Focus on a key issue in your area / field of competence – and develop problem and objective trees for the entire area / issue – this will produce big trees which you will most likely not be able to deal with within one (small grant) project.

− You can then 'cut' your trees into discrete pieces – i.e., you will need to pick a section of the tree that you can implement as a stand-alone project. Considerations for selecting a section of the overall tree can be: what is feasible? What needs to be done first? What is the most urgent priority? What is within your organisation's competence? What are the objectives of the donor you aim to submit your proposal to? What are other organisations already doing / what can they do? Etc.

Example: suppose, in the example of the Royal Eagles in Kilostan, we prioritise the hunting of the Eagles, and we assume that the issue of the nesting sites is being fixed by somebody else:
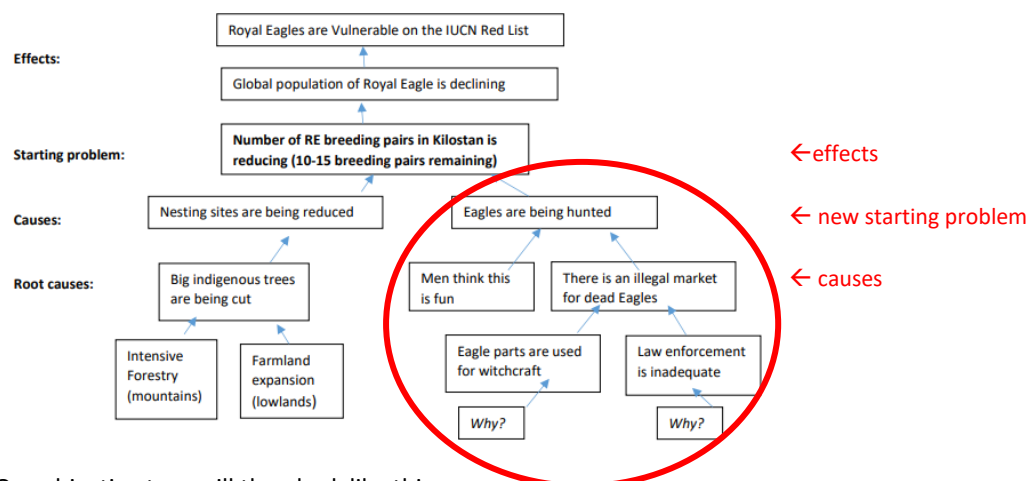
Our objective tree will then look like this:
- Ends: Number of RE breeding pairs is growing (and thus the global population)
- Solution: Eagles are no longer hunted (or: hunting has reduced with xx%)
- Means: (1) Men no longer think hunting is fun, and (2) the Illegal market for dead eagles is closed… etc

In short: your objective tree is reduced (you first focus on one cause, instead of both causes), and your project will be smaller. This does not mean that you can forget about the nesting sites – they still need to be fixed as well!

- You can also look at your big trees and make a longer-term plan, e.g start small, do your baselines, start with a pilot, then scale up; and/or: move through the different sections of the objective tree over a longer period of time.

- Collaborate (don't compete) with others – there is no need to do everything yourself. Different problems and solutions require different skills/agencies. Few, if any, projects work in isolation. Read through the project reports of other actors in the area and see where there is any cross-over in data/activities/objectives. Then work together, divide up the work, and communicate and share data and information.

- When you develop and implement these trees, you will continuously need to engage your stakeholders, including in Monitoring, Evaluation and Learning. Write up lessons learned and share these with your collaborators and others.

- You will also need to develop a fundraising strategy to ensure you can (continue to) implement a longer-term programme. Find and build relations with multiple donors, make a plan and a create a pipeline of proposals / funding streams.

(2) Organizational sustainability

If you have / work for an organisation, or if you want to start one, you can consider the following recommendations:

- Make sure your (planned) organisation has a clear vision and mission (i.e., a long-term commitment to a specific cause), and an up-to-date strategy (that is being / will be used). A good resource to support with this is Capacity for Conservation (www.capacityforconservation.org) Projects and programmes must be relevant to the organisation's vision/mission/strategy, otherwise (1) the organisation's members may not like them and leave (they support your cause, so stick to that); (2) donors may think your organisation is not credible (going this way and that way), and (3) they can be relegated by senior management and may become redundant. This is obviously not sustainable! On the contrary, projects and programmes that align clearly with an organisation's strategy can be used to communicate results and can become useful tools for senior directors to highlight the value and strength of their organisations.

- The organisation also needs good governance systems including:
    - Some level of membership/representation of a wider constituency within society, and Annual General Meetings (AGMs)
    - Democratic elections of a Board (chairman, treasurer, secretary)
    - Sound management (a 'Secretariat' / executive team) with oversight by the Board
    - Financial checks and balances, preventing any perception of corruption/inappropriate use of funds.

- Make sure you have the necessary capacities in-house (or otherwise available): management skills, financial skills, technical skills etc. Provide / facilitate training and try to retain your staff. Keep your good people – staff will not only look at salaries (though good employment benefits are important) but also at organisational culture, wellbeing, learning and promotion opportunities, job security etc.

– Build a track record of good project implementation, in line with your mission. Get regular audits done, and don't fear monitoring missions / evaluations by donors – a good evaluation is something to be proud of and builds credibility in your organisation.

– Develop strong and suitable partnerships – including sound selection, management and regular review of partnerships to ensure they remain 'fit for purpose'. Relationships are important at an individual level but it's crucial to have a record of conversations/decisions and solid institutional embedding, in case people within the organisation move on. To avoid competition with other NGOs you could either a) do something completely different to what they are already doing; or b) partner with them. Consider a 'collaborative design' approach (develop projects and programmes together, and divide up specific objectives and tasks) and develop/ maintain relationships with people at all levels: from decision-makers through to implementation/project staff. If you're going to partner, then have expectations, roles and responsibilities very clearly outlined and recorded, perhaps in a Memorandum of Understanding.

– Communicate your work to donors, members, partners, stakeholders, government etc.

– Walk the talk - make your own operations as institutionally, financially and ecologically ('green') as possible! Plan ahead, don't be wasteful (financially/environmentally), use eco-friendly / sustainable products, avoid single-use plastic bottles, reduce travel, re-use paper, recycle what is possible etc. This may also make your operations more effective, efficient and cheap!

Conclusions:

The key take home message is: **Think ahead.**

(1) Project sustainability needs to be built into your **project design**. What do you need to do now to make sure your project to move ahead and to be successful in the long term?

(2) Programme sustainability is built on good **planning**. Keep your long-term goals in mind.

(3) Organisational sustainability is built on good **management**. Manage your team for durability.

Annex 1: Report of workshop at ICCB December 2021

[PDF attached]

Annex 2 – Programme of workshop at ICCB July 2023

Time	Topic	Delivery	Learning points	Lead
8.30 – 9.00 introductions of individuals when they come in 9.00 - 9.15 introduction CLP / Rufford / CoEB / BLI	Welcome, introduction of trainers and trainees	Icebreaker - informal	Get to know each other, set a scene that creates a welcoming, open, safe atmosphere - Henry can use SCB Code of Conduct + CLP 'rules of engagement' ; make people talk; introduce CLP - Stu/Simon can introduce Rufford Foundation - Ian can introduce CoEB - Maaike can introduce BirdLife (Tharcisse can only join in the afternoon)	Henry
9.15 - 9.30	**Lecture 1:** Introduction of ICCB-2021 workshop on small grants sustainability	PPT presentation	Summary of findings and top tips – donor perspective and applicant perspective Participants will have received the report ahead of the meeting so this will only cover main points	Maaike
9.30 – 10.00	How do we feel about the report / points raised in 2021?	Q&A and discussion	Did we miss anything critical? Which of the points in the presentation / report raise most feedback from this group?	Stu
10.00 – 10.15	**Lecture 2:** Project design – the basics	PPT presentation + interaction	Basics of project design: actual situation (problems), future desired situation (objectives), intervention strategy → project	Maaike
10.15 – 11.00 5 minutes reading 20 minutes problem tree 20 minutes objective tree	Project design - continued	Break-out groups (4). Each group gets a case study and a set of cards with problems. They need to get the problem tree right, and then make an objective tree. Maaike prepared 2 simple case studies, so each problem tree gets reviewed twice	o Trainees learn that project design should be based on a problem analysis o Trainees learn to make sure the objective tree / intervention strategy is logical, coherent o Trainees learn that multiple solutions are possible for a specific problem, and that problem trees can look different but achieve the same goals	Ian Stu Simon Henry Maaike moves between groups
11.00-11.45	Project design – cont'd	Review the 2x2 intervention strategies (10 minutes per flipchart + 5 minutes movement)	Each group presents their problems and proposed objectives Discuss the logic – does it make sense?	All
11.45 - 12.00	Project design – cont'd	Discussion	Discuss what was learned	Maaike
12.00 – 1.00	**Lunch**			
1.00 – 1.30	**Lecture 3:** Project sustainability	*Introduce Tharcisse* PPT presentation	Consider ecological, financial and institutional sustainability in your project design	Maaike

			May start a bit later to ensure everybody is on the room again	
1.30 – 2.00	What else can we think about?	Q&A and discussion	Did we miss anything critical? What are your experiences in your projects – what worked and what didn't?	Simon
2.00 – 2.45	Project sustainability - continued	Break-out groups (same as for group session 1). Each group goes back to their intervention strategy and defines where they need to think about ecological, financial and institutional sustainability – both for project activities during the project period, and for what happens after the project ends. Guidance, ideas, etc are included in the sneak sheet for each case study	Trainees learn to think about sustainability during project design. This will all be about asking questions (they don't necessarily need to provide answers, as these are not their projects). We want to encourage critical thinking, about the who and the what and the how.	Ian Stu Simon Tharcisse Maaike moves between groups
2.45 – 3.15	Project sustainability - continued	Discussion (no presentation of each sticky note, but we can leave them on the wall for people to see)	Feedback from groups: what did they learn? Collect all sticky notes	Maaike
3.15 – 3.30	**Lecture 4:** Programme / organisational sustainability	PPT presentation	Trainees will learn about programmatic planning and organisational development	Maaike
3.30 – 4.00	Programme / organisational sustainability	Open discussion	What are the key constraints? What do people need?	Tharcisse
4.00 – 4.15	Recap and close Move to Conference Center for Opening Ceremony	Open discussion	Any last comments from the group? Report will be shared, link to fundraising manual, plans for revisions which will include a new chapter on sustainability…	Stu / Maaike