

Coastal and Wetland Biodiversity Management Project

Lessons Learned and Best Practices

Ninnette T. Lasola
Biodiversity Knowledge Management Specialist,
IUNV-UNDP

The birth of the Coastal and Wetland Biodiversity Management Project (CWBMP) has given the Department of Environment (DoE) the challenging role of spearheading and promoting the co-management approach to biodiversity management. This role will enhance and complement DoE's limited experience in implementing a project of this nature.

At the local level, where the programmes are being implemented, intersectoral structures and community-based organizations had been formed to ensure engagement of communities and involvement of the local government units. The project, therefore, puts into view a system that shows interplay of organizations of varying capacities and orientations and individuals and stakeholders of diverse interests and aspirations. This project which is at its 3rd functional year offers a wide spectrum of opportunities to reflect on progress, experiences, successes and failures.

This document seeks to share lessons learned and insights in the course of the Biodiversity Knowledge Management Specialist's stint with the project. It does not purport to be all encompassing nor does it intend to be authoritative. At its best, this document intends to serve as a food for thought and catalyzer for colleagues, implementation partners and project management to take notice, respond to and incorporate into their thinking for the more challenging journey ahead.

The Lessons had been presented to feature some thematic concerns of the project where lessons and best practices were observed.

A. Lessons Learned

I. Participatory Planning and Management

1. *It is important to clarify, promote and build a common understanding of the processes of participatory planning and management as intended in this project and as based on the Prodoc. The lack of consistency in giving importance to the process*

through orientation and re-orientation of the project team, as well as a regular conduct of fora, both at the management and staff levels, has caused each member of the team to build and stick to their own concepts and interpretation of the participatory process. Added to this is the limited sharing of experiences set up in a proper forum with other members of the team and PNGOs to mutually learn from each other's experiences. A conscious effort by the managers to facilitate this learning process both vertically and horizontally in an interactive way is important if the project team is to move onward from its present level and state. The first that should exemplify the process of participatory planning and management are the key project officials. This should be advocated, promoted and practiced in their decision making process and reflected as well in the composition of ad hoc bodies and the management structures created to support implementation of the project.

2. *Upazilla and District level engagement early in the project is important in developing participatory planning and management that will contribute to achieving effective project implementation.* Creation of the ECACC that included and involved different sectors of the local government in the coordination and implementation of project activities had shown improvement in facilitation of project activities. However, this involvement has to be sustained and strengthened and the existing relationship of cooperation nurtured towards its institutionalization in the local government structure. Given that involvement of local government officials in project implementation had many positive results in many countries and even within Bangladesh that implemented this kind of endeavor, the project could have benefited earlier if the ECACCs were established at the kick off point of CWBMP.
3. *It is essential that at the site level (as well as national), the project team should advocate the culture of "intersectorality" and "interdisciplinarity".* Show of commitment and putting these concepts into practice is a tall order to project management. However, it must be emphasized that adopting the intersectoral and interdisciplinary approaches in project endeavors is vital to ultimately achieving the goals of the project.

II. Project Sustainability

1. *A monitoring plan intended to systematically gather and measure biophysical, social and economic benefits* should be prepared, among others, at the outset of the project if it is to work as a strategy to obtain the necessary information for the "buy in" of stakeholders. Showing measurable environmental gains is a necessary condition for sustainability.

2. *Although national legal authority is a prerequisite for effective local action, it is equally important for the project team to tie up with and enhance the efficiency and transparency of the institutional arsenal at the local government level. At certain phases, initial gains have already been achieved by management at the local level. The project team should further endeavor to fit project processes into existing institutional practices (including laws and rules) to help ensure continuing implementation and support as the project evolves. Having project processes fit within the local system will lead to smoother planning and implementation as these processes will in the long run primarily depend on local personnel and resources, and not on the project.*
3. *The VCGs are central to the success and sustainability of CWBMP and infusion of capacity building and strengthening strategies for their self reliance and eventual independence from project support is essential. However, a study should be initiated to determine their present level of maturity and further identify aspects and line of actions that can be infused within the remaining life of the project that will further ensure their viability.*

III. Micro-Capital Grant for income generation

1. *Promoting entrepreneurial ventures should not be taken lightly. Livelihood development expertise is needed to ensure that livelihood and income generating activities do not counter environmental and conservation efforts of the project. It is also necessary to provide technical guidance to the VCG implementers. It is important that the beneficiaries of micro-capital grants are first made to understand and value the principles of biodiversity and sustainability of resources and its bearing to the related social and economic goals not only of the project but the nation as well. Micro capital grant should be released to the beneficiaries simultaneously with the guidelines emphasizing its rationale. Releasing the grant without the guidelines will transmit an undesirable message to the beneficiaries – that the grant is a dole out.*
2. *Project funds alone are insufficient to meet financial requirements of the communities in the ECAs. Efforts to link with other socially oriented NGOs should have been put into action earlier on. The fact that the present partner NGOs had not forged enough linkage with other livelihood oriented NGOs and the private sector up to this time is a sign that project management should have stepped in. Project management should act to enable other NGOs whose mandates complement CWBMP's goals to facilitate and help in providing additional sources of livelihood for the communities. Linkage with*

other NGOs will primarily be the role of the CDO. It must be ensured, however, that proper guidelines are prepared before commencing linkage with the private sector or NGOs.

IV. Capacity-Building

1. *Training and awareness building at the top level of project management is necessary due to regular changes in government key officials.* A regular reshuffle of heads of agencies in government is a given. There is a need, therefore, for management to ensure that the members of the project's intersectoral committees (PSC, NECA, ECACCs, etc) be given regular orientation to keep them abreast and aligned to the objectives and goals of the project as well as promote consistency in policy and decision making.
2. *Given the high turn-over rate of technical personnel at the sites, it is important to ensure that the knowledge and expertise of the technical staff are not only transferred to other team members but to the community, as well, through the VCG Sheboks.* This should not be limited only to enforcement and surveillance and resource monitoring and evaluation but should also include project and MCG monitoring, community organizing, project planning, methods of promoting practical understanding of biodiversity concepts and principles for the community. Technical personnel may dissipate but knowledge and skills should be retained with the community.
3. *There is lack of information generation through the conduct of resource, biodiversity and other related field researches* (that could also use the Participatory Research Approach (PRA)). This weakness in the project is obviously seen in the way the project activities are heavily leaned on community mobilization through the course of its implementation. While this is not discouraged, management must recognize that generation of quality technical information is dependent on the amount of training and exposure of the project's technical staff to confidently implement research endeavors that require honing of their advanced science process skills in addition to the use of PRA. To fill in the gap in science based endeavors the project must seek collaborative initiatives with the premier academic and research institutions in the country.
4. *A structured plan with specific objectives and expected outputs for cross-visits of project staff and community members to other areas in the country is necessary if other members of the community and project staff are to benefit.* A pre and post evaluation aimed at determining the change in knowledge, attitude, perceptions, etc. of the participants will help in improving future cross-visits. Follow through activities

after the cross-visits should also be developed and implemented to ensure that initial gains in enthusiasm is sustained. Members of the community and VCGs, especially those that had shown commitment and volunteerism for the project need to be exposed to other similar and successful areas in the country

V. Monitoring and Evaluation

1. *Serious training of community volunteers for use of user friendly protocols and hands-on monitoring activities of resources and biodiversity is important for the community to appreciate the importance of resource monitoring. If community engagement in resource monitoring is to succeed it is essential for the community to see for themselves through the proper use of protocols, the change brought by project interventions and community efforts.*
2. *A program for regular monitoring of project activities along with the development of indicators by a knowledgeable team for monitoring specific activities is important if the project is to have an effective monitoring system. Involvement of community representatives and local government officials in project monitoring is the cornerstone of transparency, good governance and true community engagement.*

VI. Stakeholder Involvement

1. *It is best that at the outset of the project, a program for stakeholder involvement at various levels be prepared and implemented along with the focus on the VCGs by the PNGOs. The presence of this program aimed at reaching to a wider range of stakeholders (youth, religious leaders, business leaders, journalists, tea garden management, etc), and consistently and strategically institutionalizing project activities with stakeholder activities could have led to greater participation and awareness both at the local and national levels. Reaching out early to all the possible members of the community will have an early build up of environmentally conscious and empowered constituency.*
2. *Involvement of local authorities and respected community leaders is effective in enforcement of environmental rules and regulations. The initial gains of the project along this line, has to be sustained though. There is also a need then to enhance knowledge and skills of VCGs and community-based enforcers through para-legal training to increase confidence of the community members in their ability to enforce environmental laws.*

VII. Exit Strategy

Exit strategy is important and should have been considered by the project early in its inception. It is also important that the contracted PNGOs lead in this endeavor with project management specifying clearly in the Terms of Reference the roles that the PNGOs should play and the components where the exit strategy should emphasize (e.g. strategy on how to document and ensure transfer of knowledge and lessons learned to project management and community organizations; strategy on how to sustain activities that have shown potentials for success; etc. . .)

B. Best Practices

I. Co-Management

Best Practice 1. *Creation of Ecologically Critical Area Coordination Committees*

Description:

To be efficient and effective the co-management of Ecologically Critical Areas (ECAs) should meet a number of requirements, foremost, of which are the integration of the community-based approach and the application of the participatory principles. The ECA Coordination Committees (ECACCs) was formed to be the executive and coordinating bodies at the local level that will eventually manage the ECAs when the project phases out. Each ECA Coordination Committee is headed by District (on District level), Upazila Nirbahi Officer (on Upazila level) and Union Parishad Chairman (on Union level). The members of the committee include relevant government officials, as well as representatives of NGOs, civil society, mass media, rural communities (VCGs), private sector etc.

The ECACCs were officially created in 2007 by Gazette Notification of the Ministry of Environment and Forests under the provisions of Bangladesh Environment Conservation Act of 1995. Based on the Gazette the objectives of the ECACCs are: to organize relevant stakeholders under a common platform; to combine activities of all stakeholders for the common purpose of ECA management, to support the initiatives of community people and to build a wider network. In a social context, the ECACCs are supposed to serve as a bridge between the governmental bodies and community people through the Village Conservation Groups (VCGs).

To date, thirty five (35) ECA Coordination Committees have been formed within the four Ecologically Critical Areas covered by the project: three (3) at the District, ten (10) at the Upazila and twenty two (22) at the Union levels.

The presence of ECACCs at various levels of the local government administrative structures improves vertical communication, coordination and timely decision-making for ECA specific issues. To enhance the ECACCs capacity to deliver project objectives a series of training aimed at sharpening their skills in ECA co-management is in the pipeline.

Benefits:

- Streamlined decision-making process to immediately respond to ECA issues and concerns
- Increased stakeholders involvement in the co-management of ECAs
- Ensure the sustainability of the project objectives and management principles after the life of the project.

Challenges:

- Recognition and acceptance of the importance of involvement of relevant stakeholders in the government decision making process
- Raising awareness and building the confidence of the members of the ECACCs in advocating environmental concerns and critical social and economic issues in the ECA

Case study:

Name: *Preventing illegal construction of tourist resort*

Location: *St. Martin's Island*

Per the St. Martin's Island Conservation Management Plan, Diarmatha, the Southern part of the Island, which is rich in biodiversity, is identified as a buffer zone of the ECA. Existing environmental law identifies construction activities within the zone as harmful for wildlife biodiversity and is, therefore, prohibited. However, in December, 2007 a private company has started the construction of a Tourist Resort within Diarmatha area. In order to enforce the law and protect the biodiversity of the Island, representatives of the local community, who are members of the Village Conservation Group (VCG) in cooperation with Bangladesh POUSH, which is partner non-governmental organization, initiated an unofficial negotiation with the builder regarding the legality of his work. This initiative of the Community and PNGO was ignored by the private company. The issue when brought to the level of the St. Martin's Union ECACC yielded the same negative result. The case then was brought to the Upazila ECACC, which immediately sent the

official notice to stop construction activities. It was only at this point that the illegal construction activity finally stopped.

Best Practice 2. *Establishment of the Village Conservation Groups (VCGs)*

Description:

Co-management of the ECAs will be more effective only if the local community's general perception of being users of natural resources can be transformed to include ownership and therefore, accept their roles as managers and protectors of the resources. To facilitate this transformation process, the project uses the strategy of building institutions at the community level through the formation of the VCGs. The VCGs are community organizations that will take an active role in the co-management of natural resources. The VCG officials as members of the ECACC work jointly with the local administration at the Union and Upazila levels. The VCGs therefore act as community motivators for the sustainable use of natural resources and promoters of eco-friendly activities and projects. Management of the Micro-Capital Grant is one of the initial and major responsibilities of the VCGs.

CWBMP has formed 70 VCGs in the four ECAs. To raise the awareness of the VCGs, the project regularly carries out educational activities such as meetings, lectures, focus group discussions, cross visits, etc. The activities already yielded some positive changes like reduction in bird hunting, shell collection, dewatering of beels, use of harmful fishing gear etc. To further mainstream the VCGs into the management of the resources, they were given legal status via registration with the government.

Benefits:

- Effective involvement of local people in ECA co-management
- Providing opportunity for the local communities to lead, organize, and implement the conservation activities
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Challenges:

- Low literacy rate among the local people make the cooperation more difficult
- Need to provide alternatives to local communities as they are weaned away from use of the natural resources they are dependent on
- Influential people going scot-free for illegal activities in the ECA serve as basis for people not to abide by the project's environmental advocacies and teachings of conservation values.

Case study: *Prevention of Illegal Shell Trading*

Name: *VCG has prevented the illegal trade of shells.*

Location: *Khurermukh, Teknaf*

Collection of shells is prohibited within the ECAs by environmental regulation. However, the collection and trade of shells are still practiced in some parts of Cox's Bazar – Teknaf Sea beach. Local communities claim that they were not informed that shell collection is an illegal activity.

The project has been successful in raising awareness of the VCG members about the rationale of the ECA regulations and the negative impact of the shell collection on the environment and biodiversity. Discussion in the regular VCG meetings, announcement, distribution of leaflets and handouts etc. were used as the tools to deliver the message to target audiences.

In December 2007 a number of the local businessmen attempted to smuggle out a big amount of shell from Teknaf ECA. To keep the activity a secret, the collected shells were hidden on the Jhau plantation of Khurermukh, Teknaf. However, when the shells were finally loaded on a boat for transport, one of the representatives of the local community reported to the Khurermukh VCG about the illegal activity. Members of the VCG contacted the CWBMP Teknaf Office. This led to the immediate deployment of a group consisting CWBMP personnel, BDP officials and VCG members to intercept the loading of the shells on the boat. As a result nearly 100 metric tons of shells were seized and returned into the sea and on the beach.

CWBMP has conducted several similar interception activities in Teknaf with the support of the VCG members. As a result, shell collection and trade was practically stopped in the area within Teknaf beach and Bodormokam.

II. Social Mobilization

Best Practice 3. Involving women in biodiversity conservation activities through VCGs

Description:

The concept of community based co-management presupposes involvement of all community members, including women and children. Involvement of women is important because they form a large group that can play a significant role in resource conservation. Women for example are involved in wood for fuel collection and medicinal plants gardening and harvesting. Most importantly, women have significant influence in

raising the environmental consciousness level of their children who will be the future active stakeholders in the ECA.

Considering the traditional conservative behaviour of women in rural communities of Bangladesh, the extent to which women are involved into the whole spectrum of ECA co-management activities could be an indicator of the level of consciousness of the local people on biodiversity conservation issues.

Benefits:

- Greater opportunities for women to be involved in ECA co-management
- Increase effectiveness and extent of adoption of conservation practices

Challenges:

- Greater effort and strategy will be needed to successfully motivate women to be engaged in conservation activities
- Special activities targeting women audience have to be studied and developed to keep women interested and therefore, involved.

Case study:

Name: *Women – VCG members*

Location: *Hakaluki Haor*

Description:

The project proved that the one of the most effective ways to involve women in biodiversity conservation activities is to draw in women into VCG groups. Getting the women involved is a complicated task which needs knowledge and further study of family traditions, values and norms. The project however, have succeeded by increasing the number of women participation from almost nil to 25% within one year of project implementation due to community mobilization activities of CWBMP personnel. To increase women involvement in conservation activities, the project used two main intervention strategies: first to motivate the male members of the VCGs to invite the females by explaining the necessity of women participation and providing positive examples. Second, after the men have acknowledged the importance of women participation the project explored the possibility of providing women groups some alternative income generating activities. Preparatory activities for income generating activities included the training of women on horticulture and handcrafting. As the interests of the women VCG member and their families increased in these activities, more and more women voluntarily registered for membership in the VCG bringing the present count to 25% of the existing VCG membership. The number is expected to still increase.

Best Practice 4. Delegation of enforcement responsibilities to local communities

Description:

One of the major issues in the ECA is the lack of enforcement and non-compliance of environmental regulations. Non-compliance has a variety of causes, which includes lack of environmental awareness and lack of an alternative income generating activities. Difficulties of enforcement could be explained by the absence of specific national environmental regulations for ECAs. The documents of the ECA rules are still in the formulation stage and may take some time to have it legalized.

One of the strategies to improve enforcement of environmental regulations is to partly delegate enforcement responsibility to the local community organizations such as VCGs under the supervision of the government. The process of delegation of responsibilities could be implemented through three main stages: (1) awareness raising among the local communities, which have the objective to make the local people not only understand, but also accept the importance of regulation enforcement; (2) provide the local community para-legal training with practical experience of community-level enforcement under the supervision of government enforcement authorities and (3) execution of the community-level enforcement under the supervision of VCGs. It should be mentioned that community level enforcement would target mainly non-compliant members of the community to the regulations.

Benefits:

- Minimising the governmental resources for enforcement
- Increasing respect of local communities to environmental regulations
- Nurturing the concept of co-sharing (or co-ownership) of the natural resources among the local communities which is essential for the institutionalization of sustainability practices.
- Growing responsibility of the local communities for biodiversity resources

Challenges:

- Training needed both for local communities and governmental representatives
- The right choice of community enforcers

Case study:

Name: *Community level enforcement of environmental regulation*

Location: *Hakaluki Haor*

Description:

Hakaluki Haor is the largest inland freshwater wetland of Bangladesh, which is the critical habitat for fishes (considered as one of the four major “mother fisheries”) and globally significant waterfowls. Majority of cases complained about by community representatives are connected to harmful fishing practices and illegal bird hunting.

One of the cases of illegal bird hunting was opened in February 2007 in Dashghori village against 12 community members including several VCG members. Negotiations regarding the settlement of the case took 3 months but was finally amicably solved by the conformance of the accused members of the community to provide written agreement in the presence of UP Chairmen not to be involved in illegal bird hunting in the future.

Another example connected to the harmful practice in Hakaluki Haor is the use of small meshed nets. The representatives of the local community of Chalia Kazirbond village, who were aware about the consequences of using the illegal gear as Kafri Jal, have seized the nets used for fishing in Malam Beel and burned with the official permission of the Barlekha Upazila Fishery Officer.

III. Alternative Income Generation

Best Practice 5. Agriculture and Horticulture activities aimed to create alternative incomes

Description:

Minimizing the dependence of the community people from harvesting the resources will significantly minimize the pressure and threats to natural resources and biodiversity. However, for community members whose income and livelihood are highly dependent on the resources in the ECA, this task of weaning them away from their traditional livelihood is a Herculean challenge for CWBMP.

Provision of alternative income generating projects for the community people is one of the strategies that the project is doing to minimize the pressure on the resources and to augment income of the people.

Many of the local community members are to some extent dependent on agricultural production. Communities will benefit if improvement of the present agricultural

techniques, methods and materials for rice, vegetables and other agricultural species will be introduced. Income of local farmers will increase with the increase of production.

The large amount of land suitable for agricultural production within the ECA buffer zone, are used only during the wet season. This will make possible the involvement of local people who were not involved in the horticulture/agriculture activities before.

In order to promote innovative methods and practices of horticulture/agricultural activities the project had opened four Farmers' schools in the ECA. The school's syllabus includes theoretical and practical activities on agricultural demonstration plots. Local people who participate in the school's activities received support in the form of consultations with the project officers including provision of seeds and seedlings and in some cases technical equipment. In return, farmers must donate 30% of the harvest to VCGs, who will use these financial resources for conservation activities. So far, the project has established: 5 orchards, 5 nurseries and 10 demonstration plots, with more than 200 local people participating in agricultural or horticultural activities.

Results of the agricultural activities during the winter season 2007-2008 will be subject to evaluation in terms of effectiveness of implementation and will be used for the adjustment of the working plans.

Agricultural and horticultural practices are conducted within the buffer and sustainable activity zones of the ECAs. The production activities in these zones demonstrate eco-friendly methods and techniques. The project and the farmer students of the schools had demonstrated to the community that agricultural production can still be increased even with the restrictions and strict ecological requirements for agricultural activities within the ECA. To increase crop production, specialists of the project have selected techniques and quality resistant varieties of plants considering peculiarities of the climate zones, landscape etc. Organic agriculture was one of the methods used. It demonstrated that this method does not have negative impact on biodiversity and the environment. Other techniques used were:

- composting,
- crop rotation,
- crop diversification,
- multiple cropping,
- integrated pest management, etc.

Benefits:

- crops can be used both for selling and for consumption
- provides opportunities for women to be involved in income generating activities
- does not require significant investment and long training

- short-term positive results
- the whole process can be supervised and monitored by the specialist of the project

Challenges:

- the initial stage is slow as it requires strict control and adherence to the methods and techniques
- Not all community members have the land for farming activities
- Supply of quality seeds and seedlings as well storage facilities

Case study:

Name: Mixed cropping in orchard has made a VCG member financially independent.

Location: South Moheshkhali para, Teknaf

Nurul Bashar a 35 years old resident of the South Moheshkhali para village, Teknaf, used to be a fisherman, but due to gradual decrease in fish catch he had to leave his job and started to do occasional work to earn his living. His efforts though, were not enough to maintain and sustain a family of six. He then became dependent on his brother to be able to support his family.

However, his participation in the horticultural extension activities of CWBMP has significantly changed the life of his family. Nurul Bashar participated in a training program on production of BAU kul jujube, the new highly productive variety inter-cropped with other vegetables.

In September 2007 with financial and technical support from CWBMP, he established a jujube orchard on a 10-decimal fallow land that he borrowed from his brother. The next month he started the cultivation of vegetables in the same orchard. Within the first four months his cash crop of jujube and vegetables has reached 10,000 taka.

It is expected, that during the second season of cultivation of BAU kul, the production will increase 5-6 times, so the jujube cash crop alone will reach 25,000 taka. The production of cuttings of jujube and other vegetables including chilli, egg plant, potatoes, tomatoes, french beans and others will bring in at least 30,000 taka more.

Along with training, the project also provided support to Nurul Bashar in the form of jujube saplings, fungicide and plant nutrients which were not locally available. In return he has signed a MoU with the project to contribute 30% of his income from the orchard to the South Moheshkhali Para VCG throughout the project period.

C. Dissemination of Lessons Learned and Best Practices

There are several reasons why the CWBMP best practices and lessons learned have to be disseminated. Foremost, is its value in widening the impact of CWBMP not only within the ECA sites but also throughout the country and at the international level. Dissemination of lessons and best practices visibly demonstrates project accomplishments and enables sharing with other practitioners on a longer term basis. It also enables the *capturing and sharing of knowledge* that might otherwise be lost when project teams dissipate and staff move on. Most importantly, the process of accumulating these lessons and practices build staff capacity to analyze project experience.

Dissemination is one of the most important elements of a lessons learned program. Once lessons learned information is documented it then becomes of little benefit unless it is shared and used. Dissemination methods, therefore, are crucial and should be done in an efficient way to facilitate accessing and using the information. It must be noted that the greater the diversity of users the greater the range of options required to effectively disseminate lessons learned information. An ECA manager for instance may prefer electronic sharing via the internet compared to an extension worker in the field who will benefit more from the information if posted on an office bulletin board or at the community information center where he can discuss and elaborate the information with VCGs and community members.

Considering the broad range of stakeholders and partners that the CWBMP has to relate with, it must therefore, rely on several types of dissemination methods. The following summary provides examples of electronic and non-electronic dissemination methods that may already be used by CWBMP in disseminating other information while others are methods and approaches used by other similar projects.

Electronic Dissemination Methods

Method	Purpose	Access	Contact
CWBMP Server	To reach out to all DoE-CWBMP management and staff including other project teams that might benefit from the lessons learned and best practices.	Already in use; will just need announcement of availability of lessons learned (LL)and best practices (BP)to members	Abdullah, A.

CWBMP Website	Offer open access to partners from other government sectors and other stakeholders at national and international scale; and CWBMP donor countries and agencies	Already in use; LL & BP will just need reformatting and design to fit web page	Abdullah, A.
Electronic Mail (e-mail)	To reach out directly to CWBMP policy and coordinating committees from various sectors individually or to multiple recipients	Through internet	Abdullah, A. & Chowdhury, E.
Teleconferences	Can be used to explain information to top authorities and even managers at the project sites who also have access to broad band, high speed internet and computers	Through internet	Abdullah, A. & Chowdhury, E.
Fax Machines	Use of fax machines to disseminate lessons learned information to PNGOs & personnel at sites without computers	Available at all CWBMP offices	Chowdhury, E.

Non-Electronic Dissemination Methods

Method	Examples
Lessons Learned Learning Fora	During staff, VCG, ECACC and other site meetings; Monthly and quarterly meetings at ECAMU and at PMU-DoE (A specific time should be allotted during these regular meetings to discuss and verify lessons learned and agree on best practices)
Briefings at National Level	The national committees such as PSC, NECA, Tripartite body should be briefed on the lessons learned and best practices of the project and must form part of its agenda
Workshops	LL & BPs exchange workshops that target specific topics and types of stakeholders [e.g. As a strategy the project can initiate workshops (inviting participants from other similar projects to present their own experiences)] CWBMP will facilitate presentation of LL & BPs, compare approaches and synthesize proceedings. Working groups may also be formed in the workshop for thematic focus Workshops may be conducted at the local, upazilla, district and national levels
VCG, Staff Exchange	Temporary VCG and staff exchanges targeted towards gaining experience in specific areas of work or process from a particular site, union, upazilla or district
Posted Information	Use of bulletin boards, doors, conference room walls, community centers and information centers, Union, Upazilla and district offices, schools, etc. to post lessons learned and information to the public
Inclusion in Training	Inclusion of relevant lessons learned examples in training courses (community, VCG, Upazilla, district, Partner Agency and DoE training)

Publications	Lessons Learned and Best Practices in Newsletters, Brochures, local publications, pamphlets, fact sheets, workshop proceedings etc.
Community LL & BP Ambassadors	Real successful implementers of projects, processes and those who had been part of successful endeavors can be invited to promote and share lessons and practices
Integration of LL & BP discussions in environmental Day observances and the like, both at local and national levels	Special sessions, presentations and activities to share LL and BP
LL and BPs to form as theme of drama, stage plays and skits during community events and celebrations	This can be done during community events and celebrations.
Stickers, posters, T-shirts, etc	Lessons Learned and Best Practices captured in short messages and distributed during environmental celebrations. It can also serve as income generation for VCGs as it can be produced and sold in bookstores, malls, schools, universities etc.
Lessons learned Summits devoted to gathering all NGOs, local government implementers, National agencies, sectors and private groups	Usually done on rare occasions to highlight the many lessons learned and best practices of the project and of the country

The Best Practices presented in this document was a combined output of Ms. Olga Denyschuk, Mr. Abdullah A. and Ms. Ninnette Lasola