

SINPA Reflection and Planning Workshop

14-16 April 2010 Maravagi

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Introduction

During the participatory design process, SINPA NGOs agreed to come together annually to reflect, challenge and learn together about how to improve their effectiveness. The annual reflection processes is designed to enable Solomon Islander voices to be heard, to create space for Solomon Island peers to challenge the NGOs in their thinking. ‘Double loop learning’ (or learning that leads to fundamentally new ways of looking at the issue in question) is encouraged¹.

The first annual reflection workshop was held in Maravagi Resort between 14-16 April, 2010 and attended by 3-4 participants from each SINPA NGO.² As part of the annual reflection process, SINPA NGOs provided a written report of the progress they have made during Phase 1 covering the first 8 months of the project. SINPA NGOs also brought to the annual reflection process their own analysis from their own M&E. This analysis consisted on a visual display, verbal reporting, video stories of change and other creative illustrations of progress to date.

Workshop Objectives

SINPA’s objectives are to become more effective at empowering Solomon Islanders to improve the quality of their lives and through SINPA share insights, models and approaches that are firmly rooted in the Solomon Island way.

The objectives of the annual reflection workshop have been set out in SINPA design document as follows:

‘During the three days reflection workshop, the SINPA NGOs and partners will review individual projects and provide supportive critique of others work. The emphasis of the forum will be on **learning together about what works** in the Solomon Island context and analysis of the program. External research (coordinated by the SINPA partners) would feed into this discussion providing an external on-going analysis of ‘changes in the context’ and understanding of what seems to be working in other initiatives the Solomon Islands. Overall the SINPA partners would provide a joint analysis of:

- Learning across the program about models/approaches to development which resonate in the Solomon Island context
- Whether the partnership is adding value and increasing effectiveness

¹ Rosalind Eyben, ‘Donors’ Learning Difficulties: Results, Relationships and Responsibilities’, IDS Bulletin Vol. 36 No 3 September 2005. IDS, Sussex, UK

² Full list of participants attached in appendix 1

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- Peer review of M&E processes
- Peer review of gender across SINPA'
- What the (collective) program is achieving (a synthesis rather than aggregation).³

On this occasion a peer review of M&E processes was postponed for a separate session to be held in mid May 2010.

The workshop also incorporated further reflection on how to promote three learning streams identified in the Inception Workshop.⁴ These three learning streams are:

- Work on strengths based approach, culture and tradition and how agencies capture and share successes in how working in this way promotes positive change
- Undertaking some assessment of approaches to participation and accountability which includes both self-assessment and an assessment by communities of how agencies are performing in this area,
- Sharing experiences, and perhaps undertaking joint work, around mentoring and coaching of staff and community facilitators to work in ways consistent with the SINPA principles.

Workshop Outline

Day 1 Wednesday 14 April: Focus on individual's experiences

- > Introductions, Orientations, Rules and Roles
- > Mapping where we are working and human resources
- > Creative Illustrations presented by ICP, APHEDA and LLEE/IWDA

Day 2 Thursday 15 April: Focus on the work of SINPA Partners

- > Stories of Change and identifying triggers of success
- > Setting Themes for Peer Review on SINPA Phase 1
- > Peer Review – according to the 4 agreed cluster themes Gender and Power; Community Empowerment; Monitoring and Learning; and Practical Action and Leadership.
- > Creative Illustration presented by Oxfam, ADRA, SCA

Day 3 Friday 16 April: Focus on SINPA as a Program

³ Solomon Islands NGO Partnership Agreement, Strongim Yumi Tugeta, Program Design Document, July 2009, pp15-16

⁴ SINPA Inception Workshop Report, November 9-10 2009, SWIM Conference Centre, Lungga, p14

- > Role Play of Field Experiences of challenges
- > Open Forum – Questions and answers that will help us move forward
- > Learning Steams Action Planning – What do we need to do next
- > Evaluation of workshop

Workshop Outcomes

Mapping Summary – identity, location, personnel and strengths

- Totems – Each NGO chose a totem as a metaphor or illustration to describe their particular program. – the totems included the seagull, the crab, nurturing the flower, mangroves, eagle and bill bird. The richness of the descriptions of these chosen totems and their use to describe each ones program and approaches was very surprising to all. The analogies and metaphorical language reappeared throughout the workshop as a way for people to explain complex concepts. In the end, each NGO agreed to research their totems and write more about how they could be used to describe their different programs.
- Geography
 - Broad geographical reach covering most Provinces and main islands.
 - ‘Working in the Solomon Islands’: A strong presence within and connection to community/rural level
 - Importance of doing further work to identify whether SINPA NGOs (rather than just SINPA projects) are working in same villages – this needs to be coordinated better. Practical action is needed to take this further. LLEE and APHEDA agreed to do more work on it.
- Human resources: For some NGOs, placing staff at very local level is new – potential to learn from each other. At present there are 157 people working with SINPA of which 74 are paid personnel and of these 33 are female and 41 are male. *“We realise the strengths other NGOs had that could contribute to our work”*
- Skills: Clearly a broad range of skills – potential for technical skills transfer between NGOs. Each NGO needs to be guided by their skill set.

Stories and Triggers of Change

Each participant had the opportunity to tell one story about change that related to them individually or their work since they began their association with SINPA. These stories were then related to a larger group of six people and two stories were chosen for public circulation. In all 10 stories were identified as the most valuable in illustrating changes that relate to the objectives of SINPA. These will be written down and circulated among NGO partners.

Then each group reflected on all the stories to identify what they thought were the triggers of the change they had experienced or witnessed in their stories. Triggers for change within the community included having relevance, igniting passion, providing quick-wins, using strength-based approaches, inclusive communication within and strong leadership. Triggers for the program focused on effort to build capacity, adequate and sharing of resourcing, flexibility, leadership, sharing of ideas, using staff experience, participation in design, understanding of how to use a strength-based approach. Triggers for SINPA as a whole included trust between NGOs and AusAID, open reflection together and understanding other partner programs, passion. (A full list is presented below).

Program Peer Review

Four groups took turns to discuss each NGO partner program. Each Partner NGO made a Poster presentation of their work and all took turns in explaining their program to others. Programs were peer reviewed through four chosen lenses. These were Gender and Power; Community Empowerment (and ownership); Research, Monitoring and Learning; and Practical Action and Leadership. After deliberation each group presented their findings back to all under the three headings – what was done well, what are we learning, what can we do better?⁵ The responses are provided in the summary of sessions below.

Creative Illustrations

In addition to story analysis and Peer Review of poster presentations each Partner presented a part of their work through a more creative media. Four agencies (APHEDA, ADRA, ICP, LLEE/IWDA) provided short video presentations. Two others (OXFAM and SCA) presented role-plays. Participant feedback on the videos included constructive comment on how to improve the quality, appreciation of opportunity to get a picture of what people in the villages were thinking of the programs and encouragement to ensure that the stories were true pictures of what was happening.

Challenges, Risks and Strategies

Two groups considered ways to identify typical challenges or risks to the program and how they were addressing them. One group discussed the challenges and presented them back as a role-play, followed by discussion.

“After the role-play people reflected back to me ‘you were telling my story as well – these are our challenges too and it was good for us to talk about this.”

The second group asked six carefully considered questions that were designed to discuss progress and help people think through their challenges, obstacles and ways

⁵ Questions taken from the SINPA Design Document objective 2 relating to promoting learning about new ways to work in the Solomon Islands context.

they were addressing them. Questions included the difference and relevance of SINPA, quality of the partnership, level of trust and openness and whether we are making a difference. The discussion following the role play and the question and answer responses are provided below.

At the end of this session all participants had a chance to vote on how much progress they thought SINPA was making so far in relation to the two objectives. Overall participants were very cautious in their own judgement of their success at empowering Solomon Islanders to make a difference to their own lives. However about half thought there were clear signs that new ways of working were already emerging from the work so far. (See below for full results).

Action Plans for Learning Streams

Three groups considered how to progress on promoting the three learning streams set at the Inception Meeting – Improving understanding of strength-based approaches; improving downward and local level accountability; improving sharing among field staff and village communities. The SBA group agreed to set up an interest group to promote research on issues like relevance, sustainability, ability to change gender balance and influence power. The Accountability group developed a strategy to implement the existing draft Terms of Reference for this. The third group made many suggestions about how agencies themselves could promote regular sharing among staff at provincial coordinator level and between communities, /share among each other.

Evaluation of Workshop by Participants

Participants were given an opportunity to evaluate the levels of participation, (their own, women's and SIs) and the relevance of the workshop following the first two days. Approximately 65% agreed that participation overall was satisfactory and the remainder were not sure at that stage. Sixty percent of participants who responded to this interim questionnaire (n.22/32 participants) thought that the workshop was providing an opportunity for shared learning and the remainder were unsure, with two respondents unsatisfied.

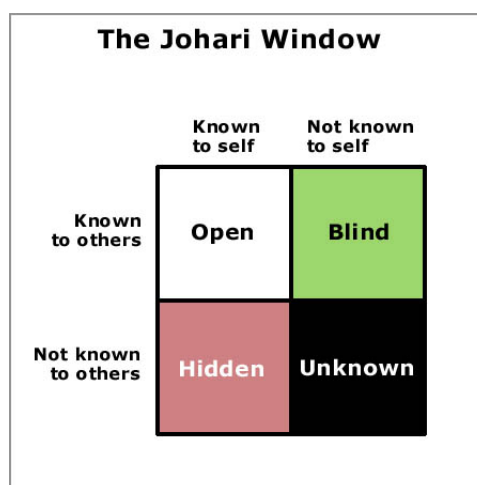
The evaluation at the end of the workshop asked participants to identify what was valuable and what could be improved. Twenty-two provided positive feedback and 29 provided negative feedback. The positive feedback indicated that different participants liked a whole range of sessions. Most also thought that there was indeed a much stronger level of SIs participation and that the workshop facilitated this.

Suggestions for improvement included several requests to have more of what they experienced; more time for greater depth of analysis. A number also wanted to see greater opportunity for NGOs to prepare for the workshop sessions and pre-workshop agreement on themes. A number of respondents wanted a dedicated session on gender and power. One respondent appeared very unsatisfied.

Summary Results of Sessions

Introduction

- David Green began with the introduction, briefing an overview reflecting the past to the present. Elaborating on partnership stating that this is not an AusAID program but a program belonging to all partnership. That this workshop is owned by all of us and useful to all of us. Giving us the opportunity to learn. We all have the responsibility to learn more of this program and at the same time being honest with the reality of what is really happening within our programs. Emphasised honesty. Encouraging SI participants to dominate discussions.
- Alice kicked off the workshop by asking the participants from each organizations if they knew a plant known as kakake, she then asked what features of this plant tells us that this plant is ready to be harvested. She then asked if this plant is cooked, then the question of how does it taste like. If a test is made on tasting Kakake who would know that they are eating Kakake. The illustration demonstrated that Solomon Islanders have local knowledge which help them but which they do not necessarily share with others or consider relevant when talking about modern concepts of development and livelihood. The illustration led to making the following points
 - ‘Workshop is for you’
 - ‘You are the expert’
 - Day 1: how are you changing SINPA and it changing you?
 - Draw on your personal experiences/stories – childhood etc.
 - Don’t be afraid of saying wrong thing.
 - Solomon Islanders should lead discussion.
 - Opportunity to learn, dig, question – build knowledge – and use it / share it in the future
- Intro to process, **rules** including be patient, listen with intent, be punctual, one talker at a time etc. and **roles** divided up including opening prayer, review of previous day sessions, energisers, timekeeping.
- Dudley Vunagi spoke about Johari’s Window
 - Open and Known by everyone
 - Blind – aspects others see but you don’t
 - Hidden or Secret – known to you but you don’t want to admit it
 - Unknown – what influences us all but is not explicitly stated
 - Encouraged openness, honesty etc. especially from Solomon Islanders



Mapping where SINPA works.

All partners made an initial attempt at mapping where partner agencies have operations or are carrying out their work. This produced a rough map which will be further developed by Live & Learn together with APHEDA to provide a more comprehensive picture of the locations where all SINPA partners operate and promote greater cooperation and sharing at lower levels of operation.

Mapping SINPA Personnel and Volunteer Facilitators.

Each agency spent time mapping and reviewing their organogram and where their personnel are deployed. Each NGO had a different way of presenting their management, operational and volunteer personnel. This was later developed into a current composite picture of human resource allocations across the country. The current breakdown of current staff is presented in Annex 1. Overall there are currently 157 personnel working with SINPA of which 92 are males and 65 are female. Of these 63 (36/27) are operational personnel and 72 (51/31) are voluntary community coordinators or motivators.

This was followed by a quick exercise to highlight the range of skills and competencies that currently reside among SINPA personnel, as follows:

- Hand skills
 - Computer skills, lobbying, campaigning, acting, drawing, gardening, photography, emergency medicine, driving
 - Demonstration training
 - Youth centres, creative designs
 - Organic farming, conservation, bulking, making education resources
 - Recycling, soap making, saving, piggery poultry, appropriate technology, film making, food processing, financial literacy, silk screen
 - Well resourced
 - Big office space
 - Poultry
 - Boat operating
 - Car/truck operating
 - Gardening
 - Survey
 - Photography
 - Mechanic
 - Accounting
 - Cooking
 - Dress-making
 - music
- Head skills
 - Management, public speaking, chairing meetings, networking, advocacy, analysis, budgeting, finance, drafting legislation, developing policy, research, media, GBV, investigating

- Facilitation of workshops/training
- Report writing
- Negotiation skills
- Gender, natural resource management, environmental education, art and craft
- Research, planning, singing
- Child rights and protection
- Life skills training and money management
- Program design / development
- Management
- Report writing
- Teaching
- Agriculture
- Literacy
- Youth
- Peace and reconciliation
- M&E
- Proposal writing
- Health
- Financial literacy
- Heart Skills
 - Counselling, consensus building, conflict resolution, mentoring, listening, negotiation, bringing people together, interviewing, asking concrete questions, generating safety, facilitating
 - Promoting...
 - Motivating, singing, mobilising, story telling, peace-building, diplomacy, compassion

STORY TELLING & TRIGGERS TO CHANGE

- Community level
 - Access to knowledge about the community (e g power dynamics in community)
 - Passion, commitment, and a hope for change within the community
 - Quick wins or evidence of change (even if small) following the first program interventions
 - Relevance of the program from the community's perspective
 - Strong leadership within community
 - Good communication of ideas to community and partners
 - Active listening to community views
 - Adequate resources for change within the community
 - Awareness of the need to be inclusive with women, disabled, children, etc
 - Using a strength-based approach in the community
- Program level

- Capacity building and mentoring of partners
 - Capacity building and training of staff
 - Established trust between staff and communities
 - Adequate resources for program implementation
 - Sharing of resources among partners
 - Increased input by staff and community
 - Flexible approach
 - Practice and application of staff discussions (“walk the talk”)
 - Strong understanding of how a SBA can work and a commitment to this
 - Team work
 - Strong leadership among staff and partners
 - Strong understanding of program objectives and processes
 - Office environment that is conducive to sharing of ideas
 - Using staff experiences to inform next steps
 - Strong participation in planning and design stage
- SINPA level
 - Established trust between NGOs and AusAID
 - Open and honest communication between NGOs and AusAID
 - Increased understanding of development concepts and establishing a shared language
 - Staff knowledge of other SINPA organisations and their local context
 - Strong staff ownership of their individual programs
 - Reflection and open sharing of successes and challenges
 - Passion and energy
 - Capable and strong NGOs ready to seize opportunities
 - Bringing NGOs together

NGO PROGRAM PEER REVIEW

GENDER & POWER

- What’s done well?
 - Life skills training approaches (APHEDA)
 - Training of staff, core people (LLEE)
 - ‘Inclusive couples’ (husband and wife) training (LLEE)
 - Visual training methods (Oxfam) – to represent gender roles etc.
- Learning
 - Develop constructive/innovative ways to discuss gender at community level e.g. less confrontational (‘inclusive couples’)
 - Using gender resources for training and networking across SINPA partners (Oxfam and IWDA)
 - All SINPA partners working on gender at different levels
- What can be done better?
 - Define gender for Solomon Islands e.g. ‘men’s and women’s roles’
 - How do SINPA agencies approach gender?

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- Gender facilitator for SINPA (to work with SINPA coordinator)
- Gender-specific workshop (mid year reflection, including SIG and other partners) – opportunity to improve SINPA as well as advocate to govt for ore gender-sensitive programming
- Further questions
 - How to deliver gender awareness training in groups that are multi-tribe and/or multi-denominational?
 - How do we ensure women’s voices influence decision making in communities?
 - How can women’s groups (e.g. Mother’s Union, Dorcas Society) influence SI institutions e.g. churches to which they belong?

COMMUNITY EMPOWERMENT

- All SINPA partners felt some decisions are being made by the communities
- Some communities are easy to work with and some are difficult to work with (some are organised, others have conflicts (land, family disputes etc.))
- Who is driving the community tractor? Which group inside community? Elders and village leaders – probably the situation we are currently in. They are the decision makers.
- What is a ‘community’? The group we’re trying to work with? Melanesian fluidity. Communities of interest vs geography. Need to tease out different understandings that different partners/people have about their meaning of community? ‘Community’ is a development term. ‘Village’ suits SI. ‘Community’ as a quality rather than a unit.

RESEARCH, M&E, LEARNING...AND APPLYING IT

- What’s done well?
 - Applying lessons from SINCA and other previous work
 - Depth rather than breadth of programming (quality; reduced scale) – ‘crab hole’
 - Research experience in 3 of 6 NGOs
 - Strong connections with reality and its complexity
 - Documentation – beginning and commitment for more
- Learning
 - Joint sharing/learning activities
 - Improved documentation (and sharing)
 - Publications
 - Digi-stories
 - SBA process – knowledge gained
 - Gender
 - Reflection – learning – action models
 - Managing information important
 - Partnership and accountability
- What can be done better?
 - Research methodology

- Gender/power dynamics
- More/stronger SINPA connections
- Community-led M&E
- Increased understanding
- Need to have a discussion between partners about what an SBA is and how to apply it

PRACTICAL ACTION AND LEADERSHIP

- What's done well?
 - Concerted effort being made to include s'holders in community but still some way to go
 - A few changes, mainly associated with training
- Learning
 - Approach we are taking requires a long-term commitment
 - SBA works/fits well within SI context – even some unexpected outcomes e.g. Sese's story re pastor's house. But saying that it fits well doesn't always translate into action being taken by communities.
 - Guided support without full control by NGO
 - Facilitated learning
 - Trying to develop more inclusive models
 - Every village different
- What can be done better?
 - Communication
 - Coordination with communities
 - Involving marginalised youth
 - Reflect with community not just leaders
- Further questions
 - What's happening with MTR?

ROLE PLAY BY COMMUNITY FACILITATORS

- Tumbosa, Guadalcanal
- Monitoring visit – community not prepared
- 1st visit to community
- NGO comes to pass letter to community member to pass to priest, so he announces NGO visit to community. Priest doesn't pass message on.
- Finance doesn't have cheque prepared for NGO staff to do field visit
- Road block stops team in car.
- Team arrives, village unprepared, quickly call mtg.
- People expecting \$\$\$
- Team signals 2nd visit. Chief emphasises communication.
- Amongst themselves, community complains about NGO promises. Youth, women have ideas re preparation for next NGO visit, but chief/pastor dismiss them.

Discussion from Role Play

- Communication: Need to ensure timing of visit fits with community's own program – very frustrating when arrive in village but no one is there. Relying on letters to raise awareness of meeting can be risky.
- Ability of organisational systems (e.g. finance) to support community responsiveness – planning etc.
- Personal security
- Unexpected challenges come up that can't be anticipated on paper eg road block
- Divisions between community leaders e.g. pastor and chief; and autocratic l'ship style – power dynamics
- Communities have often had negative experiences with previous NGOs that affect their perceptions of all NGOs.\
- Handout mentality – when communities see NGOs they assume they bring money. Very challenging.
- Can be frustrating for community when outsiders come in just to 'consult', 'look look' etc. Not useful.
- Hard for NGOs to access the 'regular' people in the village – conversation gets dominated by leaders etc. Consultation/monitoring can be shallow. Spending the night can help.
- Transport challenges make communication, visits difficult
- Working through leaders can spoil sense of unity, when people get frustrated/suspicious about community leaders misusing money, not playing role appropriately etc. Can weaken people's interest in future involvement.

CONVERSATION ABOUT SINPA'S OVERALL PROGRESS

- ***Is SINPA different to other projects? How?***
 - More involvement from local staff in design, but many decisions are still being made outside the communities
 - More emphasis on community participation and learning
 - Communities sometimes felt that the planning/talking process is too long, they experience fatigue
 - Focus on strengths rather than problems which improves community morale which is a key determinant to the success of the project
 - Community views are driving projects eg Youth Action Plans
- ***Is SINPA relevant to Solomon Islands culture/context? How?***
 - Reviving community work and drawing on customs regarding community cooperation, saving, self-reliance and producing local food
 - Solomon Islands context is complex and evolves through time (eg reviving conservation ethic and bringing back old practices)
 - Need to continually work at ensuring Solomon Islanders' voices are heard eg in the steering committee
 - Need to strike a balance between drawing on 'good' customs and letting go of 'not good' customs
 - There is more space in SINPA to listen to communities which can make it more relevant
 - Need to revive positive gender/leadership roles in communities

- **How are we going with the ‘Partnership’ approach?**
 - There isn’t much sharing between NGOs eg training opportunities
 - There’s a tendency for busy staff to get caught up in their work and struggle to find the time/energy to devote to the partnership
 - IWDA and Live and Learn are living up to the partnership principles, equal power sharing
 - There’s a desire for more information sharing not just at management levels but below
 - The partnership needs from expand from management level where it started down to the grassroots level
 - SINCA had weak partnerships between NGOs
 - SINPA Coordinator can assist with the practical aspects of forming a partnership
- **How are we going with trust and honesty**
 - Be aware of direct versus indirect communication, eg need to carefully construct and craft questions and be aware of non-verbal communication
 - Trust is something that you learn and has to be nurtured
 - There’s a need for people to open up and be less protective
 - Building partnerships more broadly will support trust and honesty
- **Is SINPA making a difference? How?**
 - We are like a ‘Rescue Team’ is helping people to move beyond a mindset of handouts and dependency
 - There’s potential for these changes to reach out to the broader community
 - There’s a sense of ownership (‘It’s yours’)
 - Positive changes are being seen by staff at the organisation level but only small changes at the community level.
 - There’s potential for large impact but this will involve challenges and may be undermined by other program’s approaches
 - Issues around what level we should see the ‘real differences’ at eg SINPA level, program level, village level

Voting : How much is SINPA making a different?

All participants were given a chance to vote on how they judged their efforts so far in relation to the two key objectives of SINPA. The results are as shown below.

	No difference	Some Difference	Clear signs	Definitely
Empowering people to make a change in their lives	1	17	6	1
Developing new ways of working suitable to Slers		13	12	

ACTION PLANS FOR LEARNING STREAMS

Following on from the reflections of the Inception Workshop the following represent different suggestions to the Steering Committee and SINPA Facilitator/Coordinator.

Better understanding of the use of strength-based approaches

What	When	Who	Resources needed
Research & Documentation using existing and additional stories from projects – analyse meaning of stories and links to strength-based thinking.	Core group to meet by end of May to develop a research proposal	Core group includes: Ruth Maetala; Selina Tefui (ICP); Rinnah Solomon (ADRA); Dudley Vunagi (AusAID); Georgina Noy (SCA); Jack Kalisto (KGA); Wilson David (LLEE)	Collation of stories SCA as a venue
Explore gender and power in such stories in relation to SBA			
Identify and discuss factors or triggers including internal contributions, external factors, enabling environment and assumptions			
Share M&E using SBA			
Share research approaches using SBA to influence gender			

Accountability

What	When	Who	Resources
Finalise the existing TOR	Before next SINPA Steering Committee	Robbie Gillespie (SCA)	
Endorse or revise TOR	Following next Steering committee	Steering Committee	
Identify Resources		Steering Committee	AusAID submission
Begin Recruitment		Ruth Maetala	

Sharing among communities and field workers

What	When	Who	Resources needed
Exchange visits to project sites	October 2010 and yearly thereafter	Field Officers and SINPA Coordinator	SINPA Coordination budget and support from each NGO
Meetings of Provincial level	Six Monthly		Each NGO to contribute

staff across NGOs			
Cross Agency Training e.g in Media, Leadership, Gender	Every six months	SINPA Coordinator	Resource persons taken from within SINPA – Agency shares materials and learnings
Cross Agency Reflections among field staff and community representatives	Annually	SINPA Coordinator	SINPA Budget
Cross Agency monitoring visits	Every six months	Individual SINPA NGOs to organise and invite	Agency monitoring budget

Evaluation of the Reflection Workshop

Things we liked: (22 respondents)

- I learnt a lot this first time – I was very impressed with the sessions and it has given me courage and confidence.
- Pace is good
- Variety of sessions that were relevant to partners
- Flexibility of session, content, responsiveness to suggestions from participants
- Style of facilitation allowed for space for Solomon Islanders to fully participate
- Peer review and learning about other Partners
- Role-play to reflect challenges and successes
- Discussion about the program and the progress we are making
- The level of honesty in the formal and informal discussions
- Reviewing and reviving our Learning Agenda
- Openness of participants and
- Involvement and openness of Solomon Islanders in discussion
- How Solomon Islanders opened up and discussed freely
- Opportunity for SI'ers to present their own perspectives of field work realities
- The richness of the totem discussions
- Group work to share each other's views
- Reflections on the SBA formally and informally – approach of SBA is exciting and interesting and we learnt a lot.
- Improving rapport and relationships between partners
- Sharing Stories and talking about them
- Practical next steps discussion and opportunity to plan together
- Opportunity to meet with village facilitators
- Video presentations and monitoring

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- Triggers of change discussion from different groups and becoming aware that there must be a trigger for change to take place
- Addressing the ways to improve livelihoods in the Solomon Islands
- Organisation visual displays and presentations in the evenings
- Getting to know each other and where you can get help from among us
- The mapping exercise as a tool for good communication
- Partners having the change to share their experiences and listening

Things we would like to see done better or more of: (29 respondents)

- More sharing and more time to discuss topics
- More time on story telling –
- More positive stories and happenings in the community
- More about what each NGO is actually doing
- Better preparation of presentations and videos
- Steering Committee deciding on thematic focus before hand
- Better opportunity – warning before so we can prepare – early information on the schedule and expectations of us
- Too short – should be 4 days
- Would like community members/ community facilitators to attend
- More information about the processes organisations are taking to achieve their successes. E.g to mobilise the communities
- Dedicated session for experiences and learning's on gender and power
- Excellent venue but very hot during sessions
- Where was Day 1 going? – more Day 3 and less Day 1.
- Still question of a need for more honesty and openness
- More discussion on the 'tough' questions
- More time for analysis and meaning of stories
- More time to reflect on group identity of SINPA
- A 4th day including contribution of AusAID to program
- More time on workplan and next practical steps
- Discussion on adequate resources for the SINPA Coordinator
- Discussion on involving the SI Government Departments
- Small training session on something
- More engagement with some of the assumptions we are making
- It felt like it was all for AusAID and nothing for the NGOs
- Three days of non-stop talk is ridiculously draining – poor planning and poor resourcing.



Annex 1 Mapping – Current Personnel (as of mid-April 2010)

Partners Roles	ADRA		APHEDA		ICP & AB		LLEE & IWDA		SCA		OXFAM		Totals
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	M/F
Int’national and National Managers	2.09		1	1.3	2	2	0.5	2.5		0.6	0.3	3	5.17/7.8
Support Staff	1	1.3	1	1		3	1	1.5	1	1.3		1	4/9.1
National Coordinators			3		4	2	1	2	2			3	10/7
Provincial Coordinators	2		4	3	1				3	3			10/6
Support Staff Provincial	1		1	1					9	3			12/3
Community Facilitators*	3	3	28	17	2		6	5	12	6			51/31
Totals	9.9	4.3	38	23.3	9	7	8.5	11	27	13.9	0.3	7	156.7

*Community Facilitators are non-paid personnel living and working within the communities.