CAPACITY BUILDING FOR IMPROVED GOVERNANCE AND PUBLIC SECTOR PERFORMANCE

END OF PROJECT INTERIM REPORT

Submitted to:
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1. INTRODUCTION

This "Capacity Building for Improved Governance and Public Sector Performance Project" is a joint programme financed by United Nations Development Programme (UNDP) and the United Nations Children Emergency Fund (UNICEF) through a parallel funding scheme. Under the project, the two agencies undertook to provide assistance to the Office of Governance (OoG) through a parallel funding scheme to implement agreed activities over a period of eight (8) months extending from August 2006 to March 2007.

The following is an End of Project Report on the outcome of the activities implemented by the Office of Governance with the support of the two agencies. The report includes the results of an analysis of the logic and coherence of the project design, challenges in its implementation, to some extent the impact or the conversion of inputs into results/activities and how these results contributed to the achievement of the overall project objectives.

2. PROJECT BACKGROUND

The OoG was established in September 2005 to lead and coordinate good governance and public sector reform initiatives and to develop and implement monitoring and evaluation mechanisms for human resource management. In April 2006, the OoG launched its Strategic Plan covering the period April 2006 to March 2008, which contains five (5) key results areas:

- ICT/IT and E-government
- Human resource management and Development
- Good Governance
- Public Sector Modernization; and
- Customer service.

The main focus for fiscal year April 2006 to March 2007 were on building stakeholder capacity in the area of human resource management and development and raising the awareness for broader and meaningful participation. A Council on Good Governance and Public Sector Modernization was established to provide policy advice on these matters to the OoG.

The project formed part of the OoG's Work Programme to March 2008 and was support by UNDP and UNICEF under the UN Development Assistance Framework (UNDAF). It seeks to enhance public sector performance and good governance mechanisms and practices and to strengthen capacity at all levels in government and non-state actors to formulate, implement and monitor policies and legislations that contribute to improved governance practices.

More specifically, the project was intended to:

- Improve the performance and efficiency of the public sector through capacity building programmes for senior and middle Public Officers;
- Develop skills within the public sector to provide capacity building programmes on a sustained basis via a training of trainers programme;
- Create awareness of good governance principles; and

- Develop and implement an information and communication strategy for good governance and meaningful citizens' participation.

In terms of project strategy, the project aims to strategically assist the OoG in implementing segments of its Strategic Plan that are in line with the UN Development Assistance Framework. The project focuses on two main themes i.e public sector performance enhancement and good governance mechanisms and practices. It was anticipated that by 31 October 2006 the project would realize the following three (3) fundamental project outputs:

- The design and delivery of a comprehensive technical skills training program for twenty-five (25) public officers in five (5) thematic areas;
- The design and delivery of a training of trainers course targeting and equipping thirty (15) public officers to deliver future training sessions as described under a above; and
- The holding of a national stakeholder/social partners conference to bring awareness to and generate support for the sector and the design and implementation of a public information and communication strategy through six (6) forums on good governance.

3.   REPORT OBJECTIVES

The overall objectives of the consultancy are to report on the results of the Project, in all its components, in respect of its implementation and the achievement of its objectives. More specifically, the consultancy was expected to focus on the following:

- An analysis of the Project, whether the objectives were met, and to provide recommendations regarding the challenges in relation to implementation. In the analysis, an examination of indicators, as well as assumptions made to achieve the objectives.
- Analysis of the administrative framework developed under the project, in terms of procedures and guidelines and their application by the implementing institution.
- Identification of lessons that can be learnt and advice on the potential for sustainability and replication of the project.

3.1   Scope of Work

The consultancy was expected to take the following into consideration:
- Relevance of the selected themes of the project;
- Preparation and design of the project, including work programmes and cost estimates of the various components;
- Organizational arrangements;
- Efficiency and effectiveness;
- Procedural requirements;
- Sustainability of the project;
- Stakeholder perspectives;
- Management and administrative structure for implementation and monitoring;
- Linkages to pre-existing projects;
- Challenges and lessons learnt in the implementation of the project.

3.2 Deliverables

The consultant was required to:

- Submit a Draft Final Report no later than four (4) weeks after the field work;
- Submit a Final Report one (1) week after all parties have made final comments on the findings of the field work;

4. METHODOLOGY

In terms of methodology, the consultant used two (2) basic approaches to collect data for the reporting exercise. Details of both approaches are discussed in the sections that follow.

4.1 Documents Review

One of the primary methods used to collect the information required is through the review of project files made available by the OoG. These files contained the official project document signed between UNDP and the OoG, copies of contracts, project management reports, consultants' reports and general correspondence.

4.2 Stakeholder Consultations

In addition to the above, the consultant interviewed staff from the OoG involved with the project and officials of UNDP and UNICEF. He also interviewed a representative sample of public officers who benefited from each of the workshops delivered as part of the skills training as well as consultants who were contracted to provide professional services on the project.

5. SUB-PROJECTS IMPLEMENTATION

According to the project plan, two sets of activities were planned for implementation under the theme '***public sector performance enhancement***.' They were five (5) 'Technical Skills Training' workshops and three (3) 'Training of Trainers' workshops. Brief details of the outcome of each workshop implemented are discussed in the sections that follow.

5.1 Technical Skills Training Workshop

The first set of activities was intended to improve the knowledge and skills of senior public officers in the formulation and application of policy. To achieve this objective, it was proposed to design and deliver five (5) capacity building workshops, each of three (3) days duration in the thematic areas of: Results-Based Performance Management, Budget Preparation & Analysis, Evidence-Based Policy Development & Analysis, Strategic Planning and Professional Report Writing.

However, prior to implementation the Budget Preparation & Analysis workshop was omitted from the original list. UNDP and OoG officials agreed to replace this topic with Organization Review since discussions on Budget Reform was ongoing and it was felt that the topic would be better dealt with as part of a separate Programme Budgeting initiative.

The Project Document made provision for between twenty-five (25) and thirty (30) senior public officers to attend each of the workshops. The OoG contracted CARICAD to field Facilitators to lead four (4) of the workshops while the St. John College School of Professional Studies fielded a local consultant to lead the Professional Report Writing workshop. All five (5) workshops were held at the Coastal Zone Training Centre.

The technical skills workshops were assessed based on their content, duration, the skills and knowledge acquired, practical application and the follow-up action taken. A summary of the training delivered by date, facilitator and the level of participation is given in Table 1 below while feedback on the impact of each workshop follows.

Table 1 - Summary of Skills Training Delivered by Date, Venue and Participants

Workshop Title	Date Held	Target	Attendees	Variance
Organization Review	13-17 Nov 2006	25	22	-3
Professional Report Writing	23 & 29 Nov 2006	30	39	9
Evidence-Based Policy Development	4-6 Dec 2006	25	16	-9
Strategic Planning	22-24 Jan 2007	25	29	4
Results-Based Performance Management	19-21 Feb 2007	30	44	14
	Total	**135**	**150**	**15**

5.1.1 Organization Review

Participants felt that the training came at an opportune time for ministries and departments in a state of transformation. It was timely, helpful and served as a guide to persons responsible for charting the way forward for the departments. In terms of duration, the interviewees felt that a lot of material had to be covered in a short space of time. The workshop could easily be extended by another week to accommodate adequate time for the Facilitator to provide guided fieldwork.

The theoretical component of the workshop was delivered according to plan but the practical aspect involving field work to be undertaken by five (5) teams established during the workshop has not proceeded as planned. Since the completion of the workshop the team assigned to the oversight agencies has completed its fieldwork and submitted the report. Also, members of two (2) of the teams had to be combined enable them to complete and report on their fieldwork.

However, the other two (2) teams have made slow progress with completion and reporting on their fieldwork. One major constraint faced by the team members are the inability to undertake the fieldwork on their own time because some of them have assumed new positions. Another factor is that, key personnel in some of the target ministries/departments are not always readily available for interviews or to provide the information required.

The OoG needs to bring the teams together to re-emphasize the purpose of the fieldwork and to encourage them to complete that aspect of the workshop. To that end, the OoG needs to request time-off from the CEOs and HODs for the team members to complete the remaining tasks of, take charge of the scheduling the interviews and to compile the summary notes. There is also need for each group to spend time with the consultant after the interviews for further guidance in structuring the reports.

5.1.2 Professional Report Writing

Ms Dianne Lindo of St. John's College, School of Professional Studies was the local facilitation for this workshop. According to participants, the workshop gave them a chance to revisit ideas and the knowledge and skills acquired will help improve their daily correspondence writing as well as preparation of annual reports. The Facilitator did a good job of imparting knowledge and the reference materials provided will prove very helpful. Participants were at different levels but the interaction in the groups proved to be very effective.

Generally, participants felt that the objectives of the workshop were satisfactorily met. They were also of the view that many more participants should be exposed to such a workshop.

5.1.3 Evidence-Based Policy Development & Analysis

While participants expected the workshop to build capacity in policy analysis and formulation and to provide hands-on techniques and methodologies, the main thrust of the workshop was on broad conceptual issues. Participants found the usefulness of the training will depend on the current functions of the public officer and his/her role in the policy process. The content was not too technical or detailed so as to reach the level of most participants who were not senior level personnel as was anticipated. Also, the Facilitator focussed more on the human side of policy making and encouraged participants to share information and experiences.

The presenter was pragmatic and had to simplify the presentation to accommodate the mixed level of participants. He stressed the need for stakeholder consultations in policy development and to take the responses of the people to policy changes into consideration. However, it was felt that a comparative assessment of the policy process in other countries would have provided ideas about best practices. It would also have been useful to examine the strengths and weaknesses of the different types of policy instruments used in the public service.

Perhaps an advanced workshop could focus on practical exercises in the project cycle including the development of specific public policy instruments. Given the rapid turnover of public policy analysts training in policy development should be ongoing and conducted at least annually.

5.1.4 Strategic Planning

Participants were of the view that newly established departments needed some sort of direction and the management teams needed information to help them shape the future. They considered the content of the workshop adequate and the presentation well structured and very easy to follow. The handouts were relevant the style adopted was participatory supported by small group activities and opportunities to critique the material.

Participants were able to acquire sufficient knowledge and skills to enable them to formulate their own strategic plan. Since the workshop, a number of participants have facilitated retreats in their departments and prepared draft plans. Those who have already prepared draft plans hope to get further assistance to review and finalize them as well as to develop annual work plans.

As a result of the training conducted, ministries and departments have prepared a number of strategic plans. However, it is felt that there is need to undertake a costing of activities identified with the Action Plans and to link the plans directly to the budget process.

From the feedback received it is necessary for the OoG to conduct strategic planning training on an ongoing basis and to time the workshops before the start of the budget process. As well, there is a need to expose more public officers at all levels to training in strategic planning. Such training could also help ministries and departments build capacity in partnership with the OoG and contribute to keeping the management team focus.

5.1.5 Results-Based Performance Management

The participants interviewed felt that the workshop was very informative and that the content was up to the level and standard expected. However, it should have been longer because some topics had to be rushed. It was generally agreed that the presenter did an excellent job and this enabled participants to follow through with the information provided. Her approach also allowed for a high level of participation and interaction through group exercises.

In terms of the knowledge and skills acquired, the workshop was more conceptual than practical. As a follow-up activity, participants who have not done appraisals before will need on the job coaching by working with their Supervisors to conduct individual performance appraisals.

For some participants the application of the knowledge and skills acquired may prove difficult in that they have learnt the know-how but without subordinates they are not in a position to apply them immediately. However, the situation could change if they are transferred to the districts.

It would appear that the OoG did not set any pre-requisites for selection of participants and that both Supervisors and potential Supervisors were allowed to attend. Efforts to obtain the copy of the report submitted by the workshop Facilitator from both the Implementing Agency and CARICAD proved futile. It is therefore not possible to do an evaluation of the documented feedback provided by the Facilitator.

5.2   Training of Trainers

The objective of this component was to develop a cadre of public officers to replicate the training delivered by the external consultants. According to the Project Document, fifteen (15) public officers selected from previous training and another fifteen (15) public officers selected from previous training were to be exposed to the Training of Trainers Course in each of the three (3) selected areas. Table 2 below lists the areas, date of the training and number of participants.

Table 2 – Number of Participants Exposed to Train the Trainers by Topic and Date

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No	Workshop Title	Date Held	Target	Attendees	Variance
1	Evidence-Based Policy Development	7-8 Dec 2006	15	9	-6
2	Strategic Planning	25-26 Jan 2007	15	5	-10
3	Results-Based Performance Management	22-23 Feb 2007	15	22	7
		Total	**45**	**36**	**-9**

In two (2) of the three (3) workshops the number of attendees fell well below the fifteen (15) participants targeted while the third was above the target by seven (7). A major challenge faced by the OoG was that of managing the registration of participants nominated by the ministries and departments. For instance, several public officers nominated for training did not show up while some of those who actually showed up were not originally nominated.

5.2.1   Evidence-Based Policy Development & Analysis

One of the main challenges faced in this workshop is that the Facilitator had to make adjustments when the training started because many of the persons registered did not turn up while some of those who turned up were not registered.

Many of the persons attending the workshop did not have a direct responsibility for public policy development and analysis. Because of this, two (2) days was too short a time to develop the presentation skills of persons who lacked sound technical expertise and sufficient policy application experience to function as professional trainers in the field.

5.2.2   Strategic Planning

While the number of nominees for this workshop was high only five (5) actually turned up. Two of the most common reasons given for the non-attendance were miscommunication in that persons were nominated but did not get the confirmation on time to attend the workshop while others were forced to withdraw at the last minute due to emergency work situations. As a result, many interested persons who could have become trainers were deprived of the opportunity to participate in the workshop.

The initial two-day training was much too short for the potential trainers to acquire the necessary presentation knowledge and skills. Although the methodology used to facilitate the workshop allowed time for participants to make short presentations and to be critiques by their colleagues, it clearly was inadequate.

If the government wants to localize the expertise, there is need to identify a core group of public officers and select the best from among them for a further grounding in strategic planning. The OoG should also allocate more time (at least one (1) week), for these potential trainers to be exposed to strategic thinking and the process/techniques of strategic management. They should also be required to conduct training across the entire public service. CARICAD should continue to work with the OoG to provide the support needed.

5.2.3 Results-Based Performance Management

Twenty-one (21) public officers attended this workshop. However, many of the persons who were nominated to attend did not have responsibility for conducting performance appraisals nor supervisory experience in performance management. It is therefore highly unlikely that these public officers would develop into professional trainers in the field without ongoing practice.

5.3 Good Governance, Public Information and Communication Strategy

The second component of the project focussed on the theme *'Good Governance Mechanisms and Practices.'* The main objective of this component was to improve knowledge and awareness of democratic governance processes among all state and non-state stakeholders in order to arrive at a national public information and communications strategy for meaningful participation in democratic governance practices. Activities proposed were as follows:

- A national survey on the status of non-state stakeholders in Belize;
- A national awareness conference on the role and functions of non-state stakeholders; and
- Delivery of one-day 'Good Governance Seminars' in six (6) district town in Belize on the topics 'Leadership and Good Governance' and 'How we are Governed.'

5.3.1 National Survey

With respect to the survey, the OoG contracted Ms Lucia Ellis, a local consultant, for ten (10) days commencing 28 September 2006 to design and implement the survey. Ms Ellis successfully completed the national survey and submitted her report on 19th October 2006 which included two (2) databases. One showed the email and website addresses, telephone and fax numbers while the other showed the contact person and mailing address by district.

5.3.2 National Awareness Seminars

The OoG and its local contacts in each of the six district of Belize organized and coordinated six (6) public workshops. The workshops were intended to achieve the following objectives:

- Building stakeholder capacity in the concept of good governance principles;
- Raising awareness for more meaningful participation;
- Develop a public information and communication strategy that will contribute to meaningful participation.

In terms of target, the OoG expected between 15 and 20 persons to attend the seminars. The majority of persons who actually attended in the various districts were public officers and leaders from non-governmental organizations (NGOs). A List of the workshops held by date, venue and level of participation is shown as Table 3 below.

Table 3 – List of Governance Awareness Seminars

No	Date Held	Venue	Target	Attendees	Variance
1	22 Jan 2007	Punta Gorda	20	13	-7
2	23 Jan 2007	Dangriga	20	24	4
3	25 Jan 2007	Corozal District	20	18	-2
4	26 Jan 2007	Orange Walk	20	28	8
5	29 Jan 2007	Belize City	20	21	1
6	30 Jan 2007	San Ignacio	20	13	-7
		Total	**120**	**117**	**-3**

In terms of content and delivery style, the workshop format the presenters used lessons learnt from the first event and the approach that evolved included sharing international thinking on governance and the personal experiences of the participant. The facilitators used an informal face-to-face approach with flash cards and writing boards in plenary sessions backed up by small group exercises.

5.3.3   National Conference

Twenty-six (26) persons attended the National Conference which was held in the capital Belmopan on 1st February 2007. The objectives of the conference were as follows:

- Summarize some of the concepts of the six (6) workshops;
- Deliver inputs via two (2) ICT consultants from the Commonwealth Secretariat about international examples and possible ICT approaches for Belize; and
- Elicit input from the group about ideas for a public information and communication strategy.

Evaluation of the Governance Awareness Tour

Ms Kathy Higgins of the Commonwealth Secretariat facilitated the governance awareness workshops and the conference. The report on the sessions indicated that the venues were well managed in that they were suitable, spacious with good catering arrangements for participants. However, the level of turn-out was mixed with at least three (3) locations registering above twenty-five (25) participants and three (3) others below twenty (20) participants.

The overall level of participation as disappointing considering that multiple methods (email, telephone, brochures, face-to-face), were used to advertise widely and in a timely fashion. There were three (3) possible reasons cited for the low turnout of citizens to the sessions. One was that citizens had other commitments, another was the timing of the presentation (which were held during normal working hours), and a third was the fact that the citizens did not find the title of the seminars attractive.

Nevertheless, there appeared to be broad participation in that attendees ranged from citizens with minimal literacy skills to university graduates, public officials in Village Councils and Mayors' Offices, police officers, civil servants and representatives of non-governmental organizations. In terms of content and delivery style, the workshop format the presenters used lessons learnt from the first event and the approach that evolved included sharing international thinking on issues of governance and the personal experiences of the participant. The facilitators used an informal face-to-face approach with flash cards and writing boards in plenary sessions backed up by small group exercises.

Overall, the responses by all Ministries and Departments to the call for soft skills development for middle and senior level Public Officers were very good. A total of fifty-one (51) public agencies participated, representing all Government of Belize's Ministries. The number also includes individuals from partner organization, such as, the University of Belize (UB), the National Assembly, Youth For the Future, 4-H and the Military. Some 50% of all the Agencies listed participated in 3 or more of the five (5) skills development workshops. A summary of the level of participation by Ministries and Departments in the training is shown as Table 4 below.

Place Table 4 - Agency Participation by Workshop Topic

No.	Ministry/Department	EPD	OR	PW	SP	PM	Total
1	Audit Department	*	*	*	-	*	5
2	Belize Defence Force	*	*	*	*	*	6
3	Human Development	*	*	-	*	*	5
4	Cooperatives	*	*	*	-	-	3
5	Customs & Excise	*	*	-	-	*	4
6	Health	*	-	-	-	*	2
7	Labour	*	*	*	*	*	5
8	Police	*	-	-	*	*	4
9	Transport	*	*	-	*	*	5
10	Accountant General	*	-	*	*	*	4
11	General Registry	*	-	-	-	-	2
12	KHMH	*	*	-	*	*	4
13	National Assembly	*	-	-	*	*	3
14	National Fire Service	-	*	-	*	*	3
15	Immigration & Nationality	-	*	-	*	*	4
16	Income Tax	-	*	-	-	*	3
17	Office of Governance	*	*	-	*	*	4
18	Office of Services Com.	-	*	-	*	*	3
19	Office of the Ombudsman	-	*	-	-	-	1
20	Works	-	*	*	*	*	4
21	Fisheries	-	*	*	-	*	3
22	General Post Office	-	*	-	*	-	3
23	Natural Resources	-	*	-	-	*	3
24	Agriculture	-	-	*	*	*	4
25	Environment	*	-	*	*	*	4
26	Foreign Affairs	-	-	*	-	-	1

No.	Ministry/Department	EPD	OR	PW	SP	PM	Total
27	Foreign Trade	-	-	*	-	-	1
28	General Sales Tax	-	-	*	*	*	4
29	Local Government	-	-	*	-	-	1
30	Belize Coast Guard	-	-	-	*	*	2
31	Youth for the Future	*	-	-	*	-	2
32	Human Services	*	-	-	-	*	3
33	Housing	-	-	-	*	-	1
34	Lands	-	-	-	*	*	2
35	NEMO	-	-	-	*	-	1
36	Office of Prime Minister	-	-	-	*	*	2
37	University of Belize	-	-	-	*	-	1
38	Archives	-	-	-	*	-	2
39	Community Rehabilitation	-	-	-	*	*	2
40	Forestry	*	-	-	*	-	2
41	National Development	*	-	-	*	*	3
42	Library Service	-	-	-	*	*	2
43	Women's	-	-	-	*	-	2
44	Finance	-	-	-	-	*	1
45	Elections & Boundaries	-	-	-	-	*	2
46	ITVET	-	-	-	-	*	1
47	National Forensic Services	-	-	-	-	*	1
48	BAHA	-	-	-	-	-	1
49	Civil Aviation	-	-	-	-	-	1
50	Supreme Court	-	-	-	-	-	1

Both the Belize Defence Force (BDF) and the Ministry of Human Development were each recognized with a certificate of participation at a Certificate Award Ceremony held at the Radisson Fort George on March 28, 2007. The Belize Defence Force was awarded for participating in all five (5) capacity building workshops, and the Ministry of Human Development not only for the number of workshops, but also for the participation of senior Officers including all Heads of Departments (HODs) and the Chief Executive Officer.

5.4 Establishing Implementation Capacity

The objective of this component was to ensure effective project coordination. One of the main activities proposed was the appointment of a full-time Project Manager attached to the OoG for a period of eight (8) months i.e from 1 August 2006 to 31 March 2007. The Project Manager was required to ensure implementation of the project work plan, manage project activities and finances, and exercise oversight over the project consultants but a number of critical factors affected the capacity of the OoG to provide effective administrative support for the project.

First of all, the Project Manager started her employment on 1 September 2006, one (1) month later than envisaged. This meant that she was not involved in all major start-up activities of the project. However, on the positive side the savings derived from the late recruitment of the Project Manager was used to purchase much needed office equipment for the project.

Secondly, although the Project Manager was the holder of a Masters Degree she lacked both public service and project management experience. An evaluation of her performance after the first quarter on the job indicated that she had difficulty preparing monthly work plans and the required narrative and financial reports.

Thirdly, the project was negatively affected by the absence of a full-time Project Manager for five (5) of its eight (8) months duration. This was as a result of the resignation in December 2006 of the Project Manager who spent only three (3) months on the job. With just three (3) months left in the life of the project the Implement Agency and Donor Agencies agreed not to appoint a replacement Project Manager. Instead, the project management functions were distributed among the accounting and administrative support staff of the Office of Governance.

Fourthly, the project did not make separate provision for the appointment of any accounting and administrative support staff. While the permanent staff from the Office of Governance were available to provide the accounting and administrative support needed they did so in addition to performing the duties associated with their substantive posts.

In the absence of a Project Manager, the Project Director who already had a heavy workload was forced to become more involved in the day to day administration of the project. She had a great deal of enthusiasm for the project but was not able to inject the same level of enthusiasm to other office personnel and the citizenry at large.

6.   PROJECT MANAGEMENT

Analysis of the project management arrangements covers work programming, project budgeting, funds management, financing methodology and implementation responsibilities. Details of the findings are provided under the respective headings.

6.1   Work Programming

On 14th December 2006, the Project Director conducted a formal evaluation of the performance of the Project Manager. The results of an evaluation indicate that the Project Manager produced work plans late and after much insistence on the part of the Project Director. Two (2) of the main reasons cited for this was the fact that she lacked a basic understanding of planning concepts and failed to carry out the necessary background research.

6.2   Project Budget

The initial budget for the project totalled US $65,914.00 and was divided as follows: US $23,576.00 from UNICEF and US $42,338.00 from UNDP. However, the actual cost to the UN partners was: **BZD $39,348 or US $19,674** to UNICEF and **BZD $60,038** or **US $30,019** to the UNDP. Funds provided by the two agencies were used to cover salary for the Project Manager, the cost of venue, meals, transportation and the facilitator travel, subsistence and professional fees. The initial budget was revised to include expenditure agreed for the holding of a Certificate Awards Ceremony and the cost of evaluating the project.

The Government of Belize supported with opportunity costs of salaries and subsistence as well as some actual cost in paying the small vendors on the Governance Awareness Tour. Generally, this counterpart contribution covered such project activities as administration, coordination, office supplies and local transportation. A detailed description of the project budget developed by the Implementing Agency is given in Table 5 below.

Table 5 – Description of the Project Budget

No	Sub-project Activity	Qty	Duration	Target	Cost (US$)
1	*Technical Skills Training*				
	-Technical Skills Training Workshops	5	3 days	150	5,100
	-Regional Facilitators' Fees				7,200
	-Local Facilitators' Fees				600
	-Daily Subsistence Allowance				2,340
	-Travel Costs				7,936
	-Training Material				400
	Sub-total				**23,576**
2	*Training of Trainers*				
	-Training of Trainers Workshops	3	2 days	45	1,080
	-Facilitators' Fees				2,880
	-Daily Subsistence Allowance				1,170
	Sub-total				**5,130**
3	*Governance Awareness*				
	-National Stakeholders Survey	1	10 days		1,500
	-National Stakeholders Conference	1	1 day	30	2,500
	-District Workshops	6	I day	120	2,880
	-Facilitators' Fees				7,200
	-Daily Subsistence Allowance				2,340
	-Travel Costs				3,968
	Sub-total				**20,388**
4	*Implementing Capacity*				
	-Project Coordination		8 months		14,320
	-Local Travel				2,500
	Sub-total				**16,820**
	Grand Total				**65,914**

6.3   Funds Management

The parallel Funds Management approach including the method of disbursement worked well for the joint project. Whereas UNICEF advanced the funds allocated for the project in one tranche, the UNDP adopted a 'Request for Direct Payment' method. Some of the main issues of concern raised with respect to funds management are as follows:

▪ Very often the Implementing Agency failed to comply with the management arrangements established by the funding agencies for the project. For example, although the UNDP required that adequate documentation be provided when making a 'Request for Direct

Payment' there were many instances where the payment request was submitted without the necessary documentation;

- By cheque dated 3rd October 2006, UNICEF advanced BZD $39,348 to the Implementing Agency as part of its commitment to the project. UNICEF requested the submission of monthly financial report to account for the funds and a Quarterly Progress Report within three (3) weeks of the end of the period covered.
- Based on the agreed monitoring and evaluation framework, the Project Manager should have produced concise monthly narrative and financial updates. However, although she prepared reports for the September 2006, October 2006 and November 2006 none of them covered all components of the project document including a financial update.

6.3.1 UNICEF Project Expenditures

As can be seen from Table 6 below, UNICEF provided BZD 39,348 and out of this amount BZD 31,098.07 was expended. This left an unspent balance of BZD 8,249.93.

In terms of financial accountability, the Project Document required the IA to submit monthly and quarterly narrative and financial report to UNICEF. However, since the UNICEF representative met with the Project Accountant regularly it was no longer unnecessary to submit formal reports.

Table 6 – UNICEF Total Project Contribution and Expenditures

No	Description	Expenditure BZD	Contribution BZD
	Amount Advanced in October 2006		**39,348.00**
	Payments in 2006		
1	St. Johns College Facilitation	1692.50	
2	CARICAD Facilitation	24,588.07	
3	Coastal Zone-Venue Rental & Logistics	4,817.50	
	Total Expenditure		**31,098.07**
	Balance		**8,249.93**

6.3.2 UNDP Project Expenditures

Out of a total project budget of BZD 84,676 or US$42,338 the actual contribution of the UNDP was BZD 60,038 or US$3019. This means that there is an unspent balance of BZD 24, 638 or US$12,319.

In terms of financial accountability, the Project Document also required the IA to submit monthly and quarterly narrative and financial report to UNDP. However, since the UNDP made payments directly to suppliers there was no accounting required and it was not necessary to submit formal reports. A breakdown of the contribution and expenditure is shown in Table 7 overleaf.

Table 7 - UNICEF Total Project Contribution and Expenditures

No	Description	Expenditure (US$)	Contribution (US$)
	Approved Project Contribution		**42,338.00**
	Payments in 2006		
1	Project Manager	$8,605.18	
2	National Survey	1,500.00	
	Sub-total	**$10,105.18**	
	Payments in 2007		
3	Project Manager	$1,883.50	
4	Training of Trainers	$6,373.05	
5	District Seminars	$11,657.02	
	Sub-total	**$19,913.57**	
	Total Payment		**30,018.75**
	Balance		**12,320.25**

From the overall budget of BZD 131,828 or US$65,914, the total expenditure for both UNDP and UNICEF amounts to BZD 99,376 or US$49,688. This leaves BZD32,452 or US$16,226 of the project budget that is either unspent or yet to be unaccounted for.

6.4   Implementing Agency Responsibilities

As the designated 'Implementing Agency' the OoG was expected to provide overall coordination for the project. Its main functions included funds management, personnel recruitment, day to day project administration and the documentation of project activities and results.

Generally, the funds were managed in accordance with provisions of the project budget and where changes were made the OoG obtained the endorsement of UNICEF and UNDP in advance. Quite apart from the fact that the choice of Project Manager was not a good one, the regional consultants who worked on the project are in full agreement that the IA provided excellent administrative support in organizing and managing project activities.

Nevertheless, there is one area of project administration where significant improvement would be needed. It is the proper maintenance of project files with accurate records of documentation of project activities and the results. In this regard, the availability of project work plans and reports for training and project administration would have expedited the preparation of the final report.

6.5   Project Steering Committee Responsibilities

The Project Steering Committee never functioned as outlined in the Project Document. For instance, whereas the Project Document stipulated that the PSC should meet monthly, the records

indicate that the only formal meeting held during the life of the project was on 18th January 2007. This inactivity was probably due to the fact that while the Project Document clearly identified the composition of the Committee it was silent on the Chairperson who would convene the meetings.

Since the PSC did not function, the Committee was not in a position to provide technical advice and feedback or assess the project outputs as required in the Project Document. Perhaps, the PSC would have functioned if its role was linked more directly to the approval of key project activities and funds disbursement at each stage in the implementation process.

7. PROJECT MONITORING & EVALUATION

The monitoring and evaluation framework used for the capacity building project was based on two (2) types of indicators viz: project performance and project impact. In the sections that follow both indicators are applied in the assessment of the project.

7.1 Sub-Project Performance

The project performance indicator refers to progress made on the delivery of products. With respect to the performance assessment, the report will focus on the achievements of the four (4) sub-projects executed by the Implementing Agency as well as the accountability aspect.

7.1.1 Technical Skills Training

To achieve the objective of training up to one hundred and thirty-five (135) public officers in technical skills it was proposed to conduct five (5) three-day workshops in thematic areas. All five workshops were conducted and the overall number of public officers attending was one hundred and fifty (150), fifteen (15) more than the original target. Three workshops were above target i.e the Professional Report Writing workshop with thirty-nine (39) participants from two sessions, the Results-Based Performance Management workshop with forty-four (44) attendees and Strategic Planning with twenty-nine (29) attendees.

7.1.2 Train the Trainers

To achieve the objective of developing a cadre of trainers in the public service it was proposed to conduct three (3) two-day workshops in thematic areas. According to the plan, up to ninety (90) public officers were to be exposed to presentation skills. However, the turnout was well below expectation as only twenty (20) officers attended the three workshops.

7.1.3 Improving Public Information & Developing a Communication Strategy

To achieve the objective of improving public information and developing a communication strategy three major activities were planned. One was to conduct a national survey and document the results this activity was successfully carried out. The other activities involved holding a series of Governance Awareness workshops in the six (6) districts in Belize and a national Governance Awareness conference. These events were all held as planned but even though there was no indication of a target number the organizers admitted that the turnout was below expectation.

7.1.4 Establish an Implementing Capacity

To achieve the above objective two activities were planned. One was to develop Terms of Reference for the position of Project Manager and the other was to recruit a Project Manager. Both activities were carried out but the latter was completed one month later than planned. A summary of the achievements with respect to the four (4) sub-projects implemented is provided in Table 8 below.

Table 8 - Achievements of Sub-Projects Implemented

No	Output/Target	Proposed Activity	Trainees	Actual	Variance
#1	Train up to 150 public officers in technical skills	Conduct five (5) three (3) day workshops in thematic areas			
		Professional Report Writing	30	39*	+9
		Evidence-based Policy Development & Analysis	25	16	-9
		Strategic Planning	25	29	+4
		Organization Review	25	22	-3
		Results-based Performance Management	30	44	+14
		Total	**135**	**150**	**+15**
		*Two (2) one-day sessions held			
#2	Develop a cadre of trainers in the public service	Conduct three (3) two (2) day workshops in thematic areas			
		Evidence-based Policy Development & Analysis	15	9	-6
		Strategic Planning	15	5	-10
		Results-based Performance Management	15	22	+7
		Total	**45**	**36**	**-9**
#3	Improve public information & develop a communication strategy	Conduct a national survey & document the results			
		Hold 1 Governance Awareness workshop in the six (6) districts	120	117	-3
		Hold 1 national Governance Awareness conference	20	26	+6
		Total	**140**	**143**	**+3**
#4	Establish an Implementing Capacity	Prepare Terms of Reference for the post of Project Manager	Approved 20-08-07		
		Recruit a Project Manager	Appointed 1-09-07		

7.2   *Project Accountability Performance*

Another aspect of the assessment project performance will focus on compliance by the Implementing Agency with the reporting requirements of the project. That is, the production of concise monthly narrative and financial updates and comprehensive quarterly narrative and financial reports covering products and deliverables as required in the Project Document. A comparative summary of reports required as against submitted is provided in Table 9 overleaf.

Table 9 – A Comparative Summary of Reports Required and Submitted

No	Report Title	Required	Submitted	Comments
1	Monthly Narrative & Financial Updates	8	4	Narrative only submitted
2	Quarterly Narrative & Financial Reports	2	-	P.M resigned 20-12-06

A review of the project filed indicates that the Project Manager prepared monthly updates for September 2006, October 2006 and November 2006. However, the updates were merely descriptions of actual project activities but did not include details of project expenditure as required by the two funding agencies.

With respect to the comprehensive quarterly narrative and financial reports the Implementing Agency was expected to have prepared and submitted at least two (2) reports, one in November 2006 and the other by end of February 2007. However, up to the end of the project no such reports were prepared although the funding agencies sent reminders to the project staff.

For example, when UNICEF advanced BZD$39,348 on 3rd October 2006 to the project, the agency specifically requested submission of a monthly financial report to account for the funds used and a Quarterly Progress Report within three (3) weeks of the end of the period covered. It is noted that in October 2006, the project office provided a narrative project update to UNICEF for inclusion in its annual review without any details of expenditures incurred.

8.   PROJECT IMPACT EVALUATION

According to the Project Document, the project impact indicators are measures intended to assess the long-term sustainability of the project. In this connection, the Implementing Agency was required to produce an End of Project Narrative and Financial Report while the PSC was expected to produce a Final Project Evaluation Report containing an overview of the results, constraints and lessons learnt.

In the absence of a Project Manager, the Implementing Agency has not able to produce an End of Project Narrative and Financial Report as required. Also, since the Project Steering Committee did not meet monthly as required it could not reasonably be expected to produce the Final Project Evaluation Report. In the absence of systematic reporting the final evaluation is made much more difficult. A discussion on the constraints and lessons learned from the implementation of the project and specific recommendations to sustain the efforts of the project follows.

8.1   Project Constraints

Implementation of the various sub-projects associated with the capacity building project posed many challenges for the Implementing Agency. Some of the most critical ones identified are examined under the respective sub-project.

8.1.1   Technical Skills Training

Some of the main challenges faced under this sub-project are as follows:

- Most Facilitators were sourced regionally through CARICAD. Hence training had to be postponed whenever they were unavailable;
- Miscommunication between the Implementing Agency and the ministries/departments as well as between the ministries/departments and their staff often resulted in a number of registered persons not showing up for workshops and unregistered ones showing up;
- The Implementing Agency did not set pre-requisites for the workshops and in a few cases ministries/departments had to be asked to reduce on the number staff who were nominated because the workshop was oversubscribed;
- At the end of each workshop participants were asked to prepare 'Action Plans' but many claimed to have limited opportunity for application and there was no system in place to ensure that the necessary follow-up action was taken.

8.1.2   Train the Trainer

Some of the main challenges faced under this sub-project are as follows:

- Since the Implementing Agency did not set pre-requisites for potential trainers they were selected mainly on the basis of interest;
- Without a pre-screen system, it proved difficult to assess the commitment, personal qualities, professionalism and the facilitation experience of persons who indicated an interest in being trainers;
- The workshops did not make provision to adequately support the practical aspect of training facilitation particularly the assessment of participants' module preparation and training delivery techniques;
- A two-day workshop is insufficient time to effectively cover module preparation techniques and for potential trainers to acquire hands-on training presentation skills;
- Most public officers demonstrate little interest in serving as a public service trainer because they regard training as a secondary function which they are expected to perform without any remuneration.

8.1.3   Governance Awareness

Some of the main challenges faced under this sub-project are as follows:

- The cost of reaching the target audience who are widely distributed across the six (6)

districts of Belize and the difficulty in scheduling sessions at times convenient to most citizens resulted in low turnout.

8.1.4 Implementing Capacity

Some of the main challenges faced under this sub-project are as follows:

- The Project Manager although well certified, lacked public service and project management experience as well as the multiple skills necessary to implement a short-term project;
- Apart from the Project Manager, the Implementing Agency relied on public service staff to perform project administration functions in addition to their substantive duties;
- To undertake project activities the Implementing Agency was faced with the challenge of following three established accounting and administrative systems of the UNDP, UNICEF and the public service;
- The short time frame within which the project had to be implemented meant that there was very little flexibility for delays in carrying out sub-project activities;
- The untimely resignation of the Project Manager in December 2006 left little time to process a replacement by public service standards and the non-replacement impacted negatively on project accountability.

8.2 Lessons Learned

There are many lessons to be learned from implementing the various sub-projects associated with the capacity building project. Some of the main lessons learned are discussed in the sections that follow.

8.2.1 Technical Skills Training

Some of the main lessons learnt under this sub-project are as follows:

- Use of regional CARICAD as a regional institution to identify regional resource persons for delivering the training proved advantageous to the project;
- To ensure consistency, the IA should have established a standard format and a time frame for the submission of workshop reports;
- The IA must improve the system of communication with ministries/departments on matters relating to the nomination of staff for training and the staff should be registered only after confirming availability on the nomination form used;
- To avoid a mis-match between participants and the content of workshops the IA should always set pre-requisites for all future in-service training workshops to be conducted;
- Participants are unlikely to implement 'Action Plans' if the IA puts no system in place to provide administrative support or to monitor the follow-up action being taken.

8.2.2 Train the Trainer

Some of the main lessons learnt under this sub-project are as follows:

- It is important for the Implementing Agency to set pre-requisites for the identification and selection of potential trainers;
- A pre-screen system would enable the IA to better assess the commitment, personal qualities, professionalism and the facilitation experience of persons who indicated an interest in being trainers;
- A Training of Trainer workshops must address the practical aspect of training facilitation particularly the assessment of participants' module preparation, training delivery techniques, training evaluation and reporting;
- A minimum of five (5) days should be allocated for participants to effectively cover module preparation techniques and to acquire hands-on training presentation skills;
- If public officers are to demonstrate greater interest in serving as a public service trainer they need to regard training as an important function and the IA should give them some form of incentives to perform the task.

8.2.3 Governance Awareness

Some of the main lessons learnt under this sub-project are as follows:

- There is need to set clear targets as to the number of citizens to be reached in each of the six (6) districts of Belize;
- Multi-media approaches should be used to announce public workshops and conferences.
- Workshop sessions should be scheduled at times convenient to most citizens to ensure a higher level of turnout;
- The presentation methodology should be flexible and prior research should be done to determine the method of presentation that would be most effective in each district;
- For public presentations the use of a motivational speaker is likely to be more effective.

8.2.4 Implementing Capacity

Some of the main lessons learnt under this sub-project are as follows:

- For short-term project where time is of the essence, there is a need to ensure that the Project Manager possess the requisite qualifications, skills and public service and project management experience;
- The Project Management structure should identify the staff from the Implementing Agency who are designated to perform project accounting and administration functions in addition to their substantive duties, the time to be allocated for performing such tasks and the method by which they will be compensated;
- The Implementing Agency should have conducted an orientation session for all project staff at the start-up stage to ensure that they understood the requirements of the three established accounting and administrative systems i.e the UNDP, UNICEF and the public

service;
- Given the short time frame within which the project had to be implemented there should have been greater flexibility in the implementation of sub-project activities;
- The Project Management Unit should be adequately staffed to allow for a smooth transition in the event of resignation by key personnel so as to ensure the continuity of planned project activities and that all obligations to project partners are met on time;
- In order to ensure that the PSC functioned according to plan, a Chairperson should have been named in the Project Document, the role of the PSC should have been linked directly to the approval of monthly project activities and request for use of funds and the conditions precedent to disbursement should have been clearly identified.
- In the absence of a functioning PSC the two agencies adopted different approached to project implementation. UNICEF adopted a more hands-off approach while UNDP was more engaging by adopting a hands-on approach;
- To facilitate ongoing monitoring and evaluation, meaningful performance indicators along with objective measures should have been set for each component of the project.

8.3   Sustainability Issues

This section focuses on the mechanisms put in place to ensure that efforts to implement the various components of the project are sustained. Some of the sustainability issues are examined under the respective sub-project.

8.3.1   Skills Training

In order to sustain the skills and knowledge acquired under the technical skills training sub-project it was necessary for the IA to arrange with ministries/departments to provide a post-training support to trainees for implementation of their 'Action Plans' and day to day application of the skills and knowledge acquired on the job. Additionally, the IA needs to conduct a 'tracer study' to determine whether the trainees have used or are using the various technical tools learnt from the workshops.

8.3.2   Training of Trainers

It is clearly not possible to build a cadre of public service trainers by merely exposing interested persons to three (3) workshop presentations. The IA needs to put in place a more comprehensive and deliberate strategy to identify interested public officers, screen and expose those with the potential to function as trainers to ongoing modern training methods and techniques.

To develop the practical skills of these public officers they should be required to plan, co-facilitate or facilitate independently at least three (3) workshops and report on their outcome each year. CARICAD could be engaged to provide continued guidance to the cadre of trainers during the first year of the programme. Alternatively, the OoG could engage a long-term training specialist on staff to conduct a management training needs assessment, develop a three-year training plan, provide advice on coordination of the training programme and work with the local trainers on the planning and implementation of selected components of the training programme.

8.3.3   Governance Awareness

Given the size of the Belize population the delivery of a one-off series of governance awareness workshops and conference is unlikely to have a long-term impact on the citizenry unless these workshops and conference are replicated annually in different parts of the country. It will take some time for an understanding of the governance concepts, principles and practices to become clearer hence the need for ongoing presentations.

8.3.4   Implementing Capacity

For the long-term implementation of public service projects it is advisable to do the following:

- Train a cadre of public officers in project management so that in future it would be easier to identify Project Managers from within the public service with the requisite qualifications, skills and public service and project management experience;
- Establish an independent Project Management Structure with appropriate accounting and administration positions for each short-term or long-term public service project;
- Appoint project management staff at least one (1) month prior to project start-up to assist with the start-up activities and terminate their services at least one (1) month after project closure to assist in winding down operations;
- Include orientation for project staff in financial, accounting and administrative policies and procedures as part of project start-up activities particularly in multi-donor funded projects;
- Ensure that the Project Management Unit is staffed with highly competent and experienced management, administrative and accounting support personnel;
- For effective project governance, establish a Project Steering Committee (PSC) comprising one (1) representatives of each stakeholder group (i.e funding agency, implementing agency and beneficiaries). Name a Chairperson and a Deputy, clarify the functions of the PSC and set the timeframe for meetings. Also, link the role of the PSC directly to the approval of monthly project activities and request for use of funds and compliance with the conditions precedent to disbursement.
- Establish appropriate mechanisms for the ongoing monitoring and evaluation of the project including performance indicators and objective measures for each component.

9. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Generally, the consultants were impressed with the enthusiasm displayed by personnel of the Office of Governance, the logistical arrangements and the administrative support provided. They also applauded the efforts and commitment of the Office of Government to achieve meaningful change in the Belize public service.

In spite of the many shortcomings identified in the report the project appeared to have in large measure to achieve its main goal of building capacity in targeted areas. There is no doubt that the efforts of the project in the four (4) target areas are likely to lead to improved governance and public sector performance in the short-term. However, there is still need for further assistance to consolidate the gains made if sustainability of the initial efforts of the project is to be achieved.

A summary of the conclusions and recommendations is given in Table 10 below.

No	Summary of Findings	Recommendations
1	*Technical Training*	
1.1	Two (2) 'Organization Review' teams have not completed the fieldwork aspect of their training due to time and institutional constraints.	Establish a schedule for each team to complete the field work and draft their reports and arrange release from Ministries/Departments for the team members.
1.2	Two 'Professional Report Writing' workshops were held instead of one and the number of attendees exceeded the target.	Since the presenter is locally-based it is possible to expose many more public officers to this training at a low cost.
1.3	The Facilitator had to modify the content of the "Evidenced-Based Policy Development & Analysis' workshop to accommodate the mixed level of participants.	Offer a more advanced technical workshop targeting senior level public officers and set pre-requisites for the nomination of participants
1.4	Following the 'Strategic Planning' workshop many ministries/departments conducted retreats and developed Strategic Plans.	Provide ministries/departments with assistance to link the Strategic Plans with the annual budget process and to implement the activities contained in the plans.
1.5	The 'Results-Based Performance Management' workshop was theoretical in nature but the non-supervisor participants are not able to apply the knowledge and skills acquired.	Arrange to conduct practical follow-up sessions so as to provide participants with an opportunity to undertake simulated performance appraisals
1.6	The absence of pre-requisites for conducting the workshops resulted in oversubscription in some cases and dilution of their objectives.	To avoid oversubscription and to ensure that the goals of all workshops are met introduce pre-requisites for participants and clear nomination procedures.
2	*Training of Trainers*	
2.1	Potential trainers were nominated on the basis of expressed interest even though they lacked the technical expertise & professional experience.	Set pre-requisites for potential trainers to include personal interest, technical expertise and professional experience in the respective field.
2.2	Number of potential trainers attending the workshops was below expectations.	Identify a cadre of potential trainers and conduct a general pre-screening of candidates well in advance
2.3	Two (2) days was insufficient time to conduct such training and also allow for subject matter grounding and supervised hands-on practice.	Extend training to one (1) week to allow adequate time for subject matter grounding and for CARICAD to provide supervised hands-on practice.
3	*Governance Awareness*	
3.1	The national survey resulted in the production of two (2) databases of relevant information.	Use the information contained in the two (2) databases to establish networks of contacts in each district.
3.2	Despite use of multi-media methods attendance at the workshops and conference sessions was much less than expected.	Use the district NGO networks to publicize annual sessions, hold the sessions at times convenient to the citizens and modify the approach to each presentation.
4	**Implementing Capacity**	
4.1	The Project Manager was appointed one (1) month later than planned, spent only five (5) months on the project.	Appoint the Project Manager at least one (1) month prior to start-up activities and one (1) month after the close of project activities.
4.2	The Project Manager resigned three (3) months before the project ended and was not replaced.	Appoint a temporary replacement Project Manager to ensure that the functions of the position are performed.
4.3	Project work plans were prepared late due to a lack of understanding of the planning concepts and lack of background research.	Conduct orientation for the project staff in the areas of project planning, accounting and reporting at the start of the project.

4.4	There is little evidence to confirm that project staff managed the project budget as planned.	Records of the detailed expenditure from the project budget should have been provided monthly as planned.
4.5	The PSC met in only one (1) month during the entire eight (8) month life of the project.	Designate a Chairman and require the PSC to approve planned monthly activities and project expenditures.
4.6	The project staff did not submit monthly and quarterly 'Narrative and Financial Reports' as required.	Include the approval of monthly and quarterly 'Narrative and Financial Reports' as part of the mandate of the PSC.
4.7	The project staff was required to handle the accounting and administrative systems of UNDP, UNICEF and the public service	Conduct orientation for the project staff to ensure that they have the accounting and administrative skills and knowledge required to handle the project.

Appendix 1 – List of Persons Interviewed

No	Name	Project Role	Organization
1	Joseph Hendrix	Assistant Resident Representative	UNDP
2	Katherine Mendez	Trainee	NAO
3	Duane Belisade	Trainee	Ministry of National Development
4	Geffrey Arzu	Trainee	Customs Department
5	Lisberth Castillo	Trainee	Income Tax Department
6	Eugene Palacio	Trainee	Local Government
7	Ann Cayetano	Trainee	Income Tax Department
8	Shirlee Samuels	Trainee	KHMH
9	Cynthia Castillo	Trainee	General Sales Tax
10	Richard Madavo	Facilitator	CARICAD
11	Cletus Bertin	Facilitator	CARICAD
12	Cindy Emmanuel	Facilitator	CARICAD
13	Myrtle Palacio	Project Director	Office of Governance
14	Raymond Morris	Administrative Assistant	Office of Governance

Appendix 2 – List of Documents Reviewed

No	Title	Publisher/ Date
1	Project Document	
2	Consultants' Contracts	
3	Annual Work Plans	
4	Monthly Reports	Project Manager, Sept–Nov 2006
5	Governance Awareness Workshop & Conference Report	Kathy Higgins, 8th February 2007
6	Organization Review Training Report	Victor Poyotte, November 2006
7	Professional Report Writing Report	
8	Evidence-Based Policy Development & Analysis Report	
9	Strategic Planning Report	
10	Results-Based Performance Management Report	
11	Project Manager Performance Evaluation Report	Myrtle Palacio, December 2006
12	Non-State Organization Survey Report	October 2006
13	Project Manager's Service Contract	September 2006

Appendix 3 - Training of Trainers Participants
Evidence-Based Policy Development & Analysis: 7-8 December 2006

No	Name	Designation	Ministry/Department
1	Hugo Miranda	Sr. Cooperatives Officer	Cooperatives Department
2	Edmund K. Zuniga	Examiner of Accounts	Audit Department
3	Selwyn Fuller	Examiner of Accounts	Audit Department
4	Sharlett Lightfoot	Acting Unit Manager	KHMH
5	Jersha Lennan	Acting Unit Manager	KHMH
6	Timothy Grant	Supervisor, HR Department	KHMH
7	Sandra Slusher	Finance Officer 111	Accountant General Department
8	Emily Guy	Finance Officer 111	Accountant General Department

Strategic Planning Workshop: 25-26 January 2007

No	Name	Designation	Ministry/Department
1	Merilyn Young	Sr. Cooperatives Officer	Cooperatives Department
2	Marlon Allen	Examiner of Accounts	Audit Department
3	Myrtle Myvette	Examiner of Accounts	Audit Department
4	Ewart Bradley		
5	Timothy Grant	Supervisor, HR Department	KHMH

Results-Based Performance Management: 22-23 February 2007

No	Name	Designation	Ministry/Department
1	Talbert Brackett		Lands & Surveys
2	Rodney Card	Sr. Customs Examiner	Customs Department
3	Ann Cayetano	Assessor	Income Tax Department
4	Therese Chavarria	Immigration Officer 1	Immigration Department
5	John Diego		Coast Guard
6	Ganney Dortch	Major	Belize Defence Force
7	Ellajean Gillett	Director	Education
8	Margarita Gomez	Director	Education
9	Timothy Grant		KHMH
10	Jennine Griffith		Forensic
11	Philip Lanza	Sr. Customs Examiner	Customs Department
12	Henry Marsden	Sr. Customs Examiner	Customs Department
13	Casmon Middleton	Sr. Customs Examiner	Customs Department
14	Earl Miller	Sr. Customs Examiner	Customs Department
15	Yvette Mossiah		KHMH
16	Diana Noble		Forensic
17	Omar Sabido	Inspector	Income Tax Department
18	Karen Samuels	Assistant Chief Elections Officer	Elections & Boundries
19	Shirlee Samuels		KHMH
20	Paul Schmidt	Senior Transport Officer	Transport Department
21	Victor Tillett	Sr. Customs Examiner	Customs Department