



Learning Exchange Criteria - January 2009

1. Beneficiaries should be working through an established organisation, e.g. an NGO, a community-based organisation or a farmers' association.
2. The majority of the individuals involved in the exchange visits should be from civil society, with a minority of individuals from national or provincial government departments, large conservation agencies or parastatals
3. Learning exchanges should be set up to involve two organisations with common characteristics and / or challenges who could benefit from visiting each other and exploring common issues together.
4. The proposed exchange should have a clear biodiversity conservation angle.
5. The exchanges should be designed to promote learning, inspire participants and broaden their horizons.
6. Ideally the exchange should be conceptualised and planned collaboratively by both organisations involved, who may then submit an application together. A joint process will strengthen the application.
7. If a single organisation is making the proposal, it should already have got buy-in (at least verbally) to the idea from the other party with whom the exchange would take place.
8. Details of both organisations – the applicant organisation and the partner organisation – need to be included in the application form.
9. The implications of participation in the proposed exchange should be clear to both organisations involved.
10. The proposed learning exchange should be clearly described in the application form, outlining *what* learning is intended to take place on both sides of the exchange and *how* it is intended to take place.
11. The number of people involved in travelling for the learning exchange from either organisation should not exceed 8.
12. An exchange may entail two visits – from organisation A to organisation B and from B to A, in cases where both sides can learn from visiting the physical environment in which the other works.
13. In other cases, one organisation will visit the other, without a reciprocal visit, where a motivation is made that this would be sufficient to enable the desired learning.
14. The exchange visits should involve travel by road or rail within the Cape Floristic Region, with decent budget accommodation and good food organised for participants.
15. The exchange visits should be planned in detail, should be facilitated by someone representing the learning network programme and should be structured to maximise learning – both through field visits and through sitting together and talking.
16. The participants in the exchange should complete a full report on the learning achieved, ideally during the last section of the exchange visit(s).
17. The participants should be followed up on 6 months after the exchange to determine the impact of the exchange and the learning achieved on their practice.