

DARWIN INITIATIVE FOR THE SURVIVAL OF SPECIES: APPLICATION FOR GRANT FOR ROUND 10 COMPETITION

Please read the accompanying Guidance Note before completing this form. Give a full answer to each section; applications will be considered on the basis of information submitted on this form. Applicants are asked not to use the form supplied to cross-refer to information in separate documents except where this is invited on the form. The space provided indicates the level of detail required but you may provide additional information on a separate sheet if necessary. Copies of this form are available on disk or by e-mail on request. You are asked also to complete the summary sheet. Although you may reproduce this sheet in a reasonable font, you should not expand it beyond an A4 sheet (leaving the allocated space for DEFRA comments to be made) as additional information will not be taken into account.

1. Name and address of organisation

Tusk Trust, 116 Battersea Business Centre, 103-109 Lavender Hill, London SW11 5QL & Siren Conservation Education, Field Laboratory, Wytham, Oxford, OX2 8QJ

2. Principals in project

Details	Project co-leader	Project co-leader	Main project partner or co-ordinator in host country
Surname	Mayhew	Packer	Rasmussen
Forename(s)	Charles	Michael John	Gregory
Post held	Chief Executive	Executive Director	Director
Institution (if different to above)	Tusk Trust	Siren Conservation Education	Painted Hunting Dog Research, Private Bag 5776, Dete, Zimbabwe
Department	-	-	-
Telephone			
Fax			
Email			

Please provide a one page CV for each of these named individuals.

3. Project title (not exceeding 10 words)

Painted hunting dog conservation through local education and development, Zimbabwe

4. Abstract of study (in no more than 750 characters)

The African painted hunting dog is highly endangered. The majority of the 3000 dogs left live in four countries, including Zimbabwe where intensifying poverty has led to a direct increase in dog mortality. Dog protection is closely linked with education and development of communities local to dog populations.

The project aims to: use rural appraisal to understand social, economic and environmental perspectives of communities living near dog populations; establish, within a local NGO, a programme of education and development that will promote greater awareness and understanding among communities of their relationship with hunting dogs and biodiversity in general, and will enable communities to identify and develop sustainable income generating activities; and provide for use more widely an education and development-explicit approach to biodiversity conservation.

5. Timing. Give the proposed starting date and duration of the project.

1 April 2002 for 2 years

6. Describe briefly the aims, activities and achievements of your organisation. (Please note that this should describe your unit, institute or department within a university.)

Aims

Tusk Trust (Tusk) is a registered charity (# 803118). Its objectives are to promote the conservation of all wildlife and natural habitats in Africa. It also aims to support and promote sustainable rural community development and education programmes that enhance the protection of wildlife and increase the awareness of local people to the value of preserving their natural resources.

Siren Conservation Education (Siren) is a registered charity (# 1083256). Its aims are to conserve endangered and threatened species and habitats worldwide, through the protection, restoration and sustainable management, through conservation education and through robust scientific research. Siren works with local people to achieve biodiversity conservation for community benefit.

Activities

Tusk was formed in March 1990, since when it has raised approx. £4m. It currently contributes funding, equipment, and advice to a diverse range of 25 projects in 12 African states. The projects vary from protection for endangered species to the support of research, education, and all-encompassing community-based initiatives, which promote sustainable rural development and eco-tourism ventures. Since it has no endowment fund, Tusk generates its project funding each year from charitable trusts and fund-raising events. The Trust has also been extremely successful in gearing-up the value of its support with goods and services supplied in kind or at substantial discounts. The Trustees have a clear policy of maintaining ongoing support for the projects that it takes on.

Siren has been active for one year. It has initiated four projects, two based in UK, one in Spain and one in Zimbabwe. Its UK projects are in Oxfordshire and involve collaborations with landowners to set aside and enhance areas of land for local biodiversity, and to deliver primary school level environmental awareness that is, in part, tied to the National Curriculum. Siren's Spanish project comprises a small reserve in southern Spain (owned by the charity), that is used in school-based and community conservation education. The Zimbabwe project, under development, is seeking funding and is the subject of this application.

Achievements

Tusk operates on very low overheads, maximising the funds donated to the field. In the year ended 30th June 2001, Tusk raised £500,000 and allocated £450,000 to its projects. In 1992 the Trust was at the forefront of establishing one of the most successful CAMPFIRE projects within the Mavuradonna Wilderness in Zimbabwe. Since then it has become a major sponsor of the northern Kenyan community conservation programmes. Other notable successes have included the funding and creation of a 10,000 acre sanctuary for cheetah and leopard in Namibia, the creation of the world's largest chimpanzee sanctuary in Zambia, initiating the rehabilitation of the Niassa Reserve in Mozambique and numerous successful wildlife relocation exercises.

Siren recently started to implement its UK projects (surveys of sites, consultation with English Nature and local schools) and is developing working collaborations with Oxford-based nature conservation groups to deliver county-wide objectives. In Spain, the nature reserve has been established, biodiversity surveys are planned for next Spring and the education initiatives are under development, through discussions with local conservation groups (such as SEO and the Jerez Zoo), for delivery early next year. The Zimbabwe project is at the proposal stage: the project leaders have a great deal of experience in designing, conducting, managing and bringing to fruition African-based conservation projects.

7. Has your organisation received funding under the Initiative before? If so, please give details.

No but Dr Packer (Siren) has received two previous Darwin Initiative grants for work in east Africa (162/5/193 and 162/7/138) while a research fellow in the University of Oxford.

8. Which overseas institutions, if any, will be involved in the project? Please explain the responsibilities of these institutions.

Painted Hunting Dog Research project (PHDR): PHDR is an indigenous NGO operating from Dete, which is adjacent to Hwange National Park. Its main goal is to conserve and increase the range and numbers of painted hunting dogs in Zimbabwe. It does this through anti-poaching activities, pack translocations, research and modest community awareness activities. PHDR has been active for about 10 years and has had real and acclaimed success in directly reducing dog mortality. The NGO receives funds from many sources including Tusk Trust, one of the partners of the proposed work.

Building on its success to date, PHDR is extending its activities into other parts of Zimbabwe where dogs are present, and by developing an education and development programme. This Community Conservation Education & Development Programme (CCEDP), the subject of this proposed project, will operate from a dedicated building (funds secured) within the new PHDR HQ.

PHDR will provide the infrastructure and local knowledge needed to plan and initiate the proposed project. In terms of activities, PHDR will: help to facilitate the initial rural appraisal events; recruit, train (with UK expert involvement), co-ordinate and monitor Darwin project educators; provide information for the development of awareness materials; and provide, directly and through contacts, key knowledge about local economic activities and the potential of alternative, more sustainable livelihoods.

PROJECT DETAILS

9. Define the purpose (main objective) of the project in line with the logical framework.

The marked decline of African painted hunting dog has been exacerbated in places by increasing poverty of local communities. Increased rates of snaring (a response to the drive for bushmeat to meet basic needs) presents a significant threat to wild mammal, and particularly to hunting dog, survival. In 2000, 80% of adult dog mortality in the Dete area of Zimbabwe was snare-related, only 10% of which is targeted at the dogs. In response to this serious conservation and economic problem, the proposed project aims to:

- understand relevant social, economic and environmental perspectives of importance to individuals in communities that are local to dog populations (Dete and others, such as Bubiana Conservancy, where dog dispersal is important, and Tsavi);
- establish a community education and development programme that will -
 - raise awareness among local communities of the significance of biodiversity, and in particular hunting dogs, to their everyday lives;
 - facilitate sustainable economic development within communities local to viable dog populations that is compatible with biodiversity conservation;
- provide a 'tried and tested' approach for enhancing biodiversity conservation through education and local development.

10. Is this a new project or the continuation of an existing one?

The project is new, providing a Community Conservation Education & Development Programme within PHDR, which will fundamentally extend modest community awareness activities previously conducted, and promote novel, local income generation.

11. What is the evidence for a demand or need for the work? How is the project related to conservation priorities in the host country(ies)? How would the project assist the host country with its obligations under the Biodiversity Convention?

How was the work identified?

Hunting dogs are highly endangered and under intense anthropogenic pressure throughout the remainder of their range. Recent marked increases in snare-related adult dog mortality around Hwange National Park, coupled with recent conservation successes, has prompted PHDR to broaden the scope of its activities, across a wider area. Consultation with PHDR about the poaching problem has high-lighted limited environmental awareness across all sectors of local communities and a lack of economic opportunities as significant factors leading to increased snaring. The elaboration and implementation of a "Community Conservation Education & Development Programme" within PHDR was identified as a critical step towards tackling the problem. Tusk and Siren have taken responsibility to devise and implement this major component of PHDR's expansion.

How is the project related to conservation priorities in the host country?

Zimbabwe's 'National Biodiversity Strategy and Action Plan' (BSAP) points out that the painted hunting dog needs to "be placed in [the CITES] category of specially protected animals because of rapidly declining numbers resulting from conflicts with people."

Among various "unmet biodiversity needs" for achieving the objectives of the Convention on Biological Diversity in Zimbabwe, the BSAP identifies the following, which the proposed Darwin project will directly address:

- inadequate environmental awareness, education and training at various stakeholder levels (ranked third most important)
- inadequate incentives for some local communities and individuals to undertake biodiversity conservation and sustainable use initiatives in both protected and non-protected areas (ranked second most important)

How will the project assist the host country meet its obligations under the Biodiversity Convention?

Assistance to meet Convention obligations is primarily through community environmental education and awareness (Article 13. Public Education and Awareness) and through the provision of an environmental awareness process and materials for use in Zimbabwe. Education will be delivered through community-based awareness activities within villages and the new PHDR centre, and through primary school-based activities, linked to the national Environmental Science Syllabus.

In addition, the development component of the project will contribute to sustainable income generation among local communities.

In pursuing the objectives of the project, attention will be paid to links with indigenous organisations involved in related activities (such as the BEST programme on the Ministry of Education, WEZ (with which discussions about collaboration on the proposed project are ongoing), ACTION and Environment 2000). In particular, the Darwin project would work to co-ordinate activities to ensure maximum effectiveness and efficiency, contribute to development of the environmental science primary curriculum, and benefit from experience of producing environmental awareness materials in local languages.

12. In what ways can this project be considered a Darwin project? How does the project relate to the Darwin principles? How would the project be advertised as a Darwin project and in what ways would the Darwin name and logo be used?

- The proposed work will assist the Government of Zimbabwe in meeting obligations under the Convention on Biological Diversity by development and delivery of community conservation awareness and primary school education programmes (Article 13).
- The project is designed to understand the development needs and expectations of local communities, and to assist those communities to identify and develop more sustainable livelihoods. In this way the project will directly contribute to the alleviation of poverty of specified local communities. The project will use the experience gained to provide a 'model' for conservation with development for similar communities in Zimbabwe.
- Implementation of the project will involve UK expertise in combination with local capacity to: assess rural community economic, social and environmental perspectives; explore economic possibilities with the local communities; elaborate a model for similar development-explicit approaches to conservation; develop community awareness programmes; and to deliver community- and school-based education.
- The project is a partnership between two UK-registered charities and a local organisation that has a track record of good management, conservation successes and involvement of local communities in its activities. In addition to the project partners, involvement of UK and local expertise from other organisations will ensure representation of diverse interests and high-quality outputs.
- Darwin support would be the principle source of funding for equipping the education building: in recognition of this, the lecture hall within the building would be named the Darwin Lecture Hall. Darwin support to develop and implement the CCEDP would be promoted by each of the project partners through use of the Darwin name and logo on their websites and in promotional and information literature. A set of web pages dedicated to the activities of the project would bear the Darwin logo. In addition, all materials developed through the project would appropriately acknowledge Darwin support, similarly bearing the Darwin logo. Press releases, popular articles, lectures and radio/TV programmes covering the project would acknowledge Darwin support.

13. Set out the proposed timetable for the work, including the programme's measurable outputs using the attached list of output measures.

PROJECT OUTPUTS		
Year/Month (starting April)	Output Number (see standard output measures)	Description (include numbers of people involved, numbers of publications printed or produced and days/weeks where applicable)
02/06	8 ? 15A or B	7 person weeks (4 people) report on the Dete rural appraisal press release in Zimbabwe
02/09	6A & B ? 7	4 trainee educators each receive 2 weeks of intensive education skills training community awareness processes and materials produced
02/12	8 ?	3 person weeks (2 people) report on analysis of the potential of new economic activities
03/03	8 ?	1 person week (1 person) material promoting economic opportunities completed
03/06	8 ? 7 ?	3 person weeks (2 people) curriculum support materials completed; teachers support materials produced report on rural appraisal(s) in selected community(ies)
03/09	8 ? ? 7 & ? 21 15A or B ?	2 person weeks (2 people) storybook produced and widely distributed education centre activities and materials completed; equipping of centre complete press release in Zimbabwe; press call to open the centre report on extension of CCEDP to other rural communities
03/12	8	4 person weeks (3 people)
04/03	? 14A & ? 15, 18, 19 11B 21 20 & 23 ?	revision of all activities and materials produced during the project 1 dissemination workshop; media coverage of outcomes of the project 1 paper submitted to for peer review on the CCEDP process 1 facility (CCEDP and equipped education building) (computers; project vehicle) (leverage of additional funds - good track record) education and development outcomes: numbers of adults 'made aware'; children 'educated'; visitors to centre; income generating projects initiated

Key Milestones	
Year/Month (starting April)	Description (include travel dates, drafts and other processes that support the delivery of outputs)
02/06	key planning meeting in Dete, involving all 11 project personnel, at outset of project; press release rural appraisal in Dete completed community by team comprising Siren project leader, Zimbabwe co-ordinator, UK and local PRA experts
02/09	4 trainee educators completed 4 week training in community-based awareness and education skills, including development of community awareness materials; educators begin community awareness activities
02/12	draft storybook text and illustrations completed; community awareness processes and materials produced draft curriculum support materials completed; draft teacher's support materials completed workshop in Dete to assess income generating possibilities; report on potential of new economic activities educator team (educators, trainer and Siren project leader) develop draft curriculum support materials; educators begin primary school education activities
03/03	draft materials for education centre building completed; final curriculum support materials completed development of economic promotional and support materials completed and promotion within community
03/06	final teachers support materials produced rural appraisal in additional community(ies) completed by team (no UK expert)
03/09	final version of storybook produced and widely distributed education centre activities and materials developed; equipping of the education centre completed extension of awareness and education activities to other project community(ies) initiated
03/12	review of education activities and materials produced during the project; preparation of report on extension of CCEDP to further rural communities
04/03	appraisal of success of the development aspects of the CCEDP; revision of CCEDP process and materials holding of dissemination workshop, involving majority of project personnel and a press conference submission of paper for peer reviewed journal publication

14. Do you know of any other individual/organisation carrying out similar work? Give the details of the work, explaining the similarities and differences.

<p>Wildlife & Environment Zimbabwe (WEZ) "works to encourage and assist all people in Zimbabwe to understand the importance of our wildlife and the environment to the well-being of current and future generations and to ensure the sustainable utilisation of natural resources". WEZ has education programmes in some regions of Zimbabwe, although not in Matabeleland North, the location of the proposed work. In addition, the work of WEZ is different in objectives, process and content from the proposed work. WEZ has, however, considerable experience of environmental education in Zimbabwe, with an original focus on school-based activities. More recently activities have expanded to include aspects of community development. It is for this reason that WEZ has been approached to provide local advice to the proposed project, specifically concerning the material development and implementation activities of the Darwin project. Although we are confident that a collaboration will be agreed, we cannot provide documentary support as yet. Appropriate letters will be forwarded to the Secretariat as soon as possible.</p> <p>Action is active in environmental education, although it is focused on teacher training in the environmental science curriculum and on integrating elements of environmental education into the curriculum. Action is currently developing a wildlife curriculum option. There is little overlap in this work and that proposed, although the proposed project will network with Action.</p> <p>The Better Environmental Science Teaching (BEST) programme of the Ministry of Education has responsibility to develop curriculum materials and to provide inservice training of teachers. Again, there is little overlap in this work and that proposed, although it is intended to share experience for mutual benefit.</p>

15. Will the project include training and development? Please indicate how many trainees will be involved, from which countries and what will be the criteria for selection. How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length of any training course.

Training Activity	Dates	Who will participate, how many will participate and for how long?
Training of community-based and school-based educators. Variety of skills, including: planning and preparation of material, presentation, facilitation, drama, dance, singing, IT.	April-June 2002 for intensive training, and then until March 2004 for 'in service' mentoring	4 Zimbabwean trainees (Nebson Mhlanga and three others, all of whom to have education experience and two of whom to be employed directly by the project), will each receive two weeks of intensive training. This period of training will be followed by many months of guided practical experience (that is, 'on the job training') and periodic review by a mentor.

16. How will trainee outcomes/destinations be monitored after the end of the training?

Carol McCammon, the in-country PHDR education adviser, will be directly responsible for training the educators (who already have education experience) and for providing follow-up support. She will assess the skills of the educators during training and early practice and will monitor them throughout the project. It is intended that the educators will become employees of the proposed Education Programme established using Darwin support. The project educators will, therefore, receive training, long-term support (mentoring throughout the two year duration of the project) and so will be in a position by the end of the project to train other educators for the different elements of the CCEDP work.

17. How is the work of the project expected to continue after the end of grant period? A clear exit strategy must be included.

The rural appraisal will provide an integrated snapshot of the community in socio-economic and environmental terms that will provide the basis for the project's education and development initiatives.

Continuation of the CCEDP is dependent on funds to pay staff wages, travel costs, materials production (and some development) and some modest consumable costs. The PHDR project will be responsible for continuing the programme beyond Darwin support. PHDR will directly provide financial, logistical and managerial support. The PHDR plan is to establish an eco-tourism venture to raise funds to support protection, research and education activities. In addition, approaches to individuals, trusts and donors specifically for support for the CCEDP will be made, starting before the end of Darwin support. PHDR has had good success in raising such funds.

Tusk Trust's involvement in the project is a commitment to provide long-term support, certainly beyond the end of Darwin funding, which is viewed as key to establishing and developing the CCEDP.

The development initiatives will be structured to ensure self-sufficiency by the end of the project. Following a review and analysis of the success of the various initiatives towards the end of the project, any that aren't economically viable will be allowed to come to an end, while those that are viable will be given support to develop further, if and as necessary.

MONITORING AND EVALUATION

18. Describe how progress on the project would be monitored and evaluated in terms of achieving its aims and objectives, both during the lifetime of the project and at its conclusion. How would you ensure that it achieves value for money? What arrangements will be made for disseminating results? If applicable, how would you seek the views of clients/customers?

Monitoring and Evaluation

In addition to Darwin's six-monthly monitoring procedures, one of the project partners, Tusk Trust, would take on the responsibility of monitoring progress against the agreed timetable and outputs. The intention is to set up a self-assessment process (involving Siren and PHDR) that would report to Tusk quarterly. A sub-group of the Tusk trustees board (headed up by the Chief Executive, Charles Mayhew, and including the Chairman, Sir Christopher Lever, and Director, Tim Jackson) would review the report, seeking from the other project partners evidence of achievements. Quarterly meetings between project partners (including PHDR when possible) would allow differences between expected outcomes and those achieved to be fully explored and timely changes to be suggested (any such changes would, of course, be discussed with the Darwin Secretariat as appropriate).

The inter-dependency of Siren's and PHDR's project activities will mean that each partner is keeping the other to the agreed timetable and informally checking outputs, including quality.

Achieving value for money

The administrative structures, indirect costs, pay scales, as well as un-costed input to the project, of each project partner, together with the involvement of acknowledged conservation and education expertise, will ensure that the project is keen value for money.

Disseminating results

The results of the rural appraisal will be made available to the local community in the form of an in-house produced report. It will also be made available to other interested individuals and organisations on request.

Educational materials developed will be freely available in their original form to interested individuals and groups, both governmental and NGO. The availability of the materials, which will be sold at production cost price, will be advertised on a project website to be set up as part of the Siren and PHDR websites, and through: articles reporting on the project in local and national newspapers; the Environmental Liaison Forum (an umbrella organisation for environmental NGOs and community-

Logical framework. Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note.

Project summary	Measurable indicators	Means of verification	Important assumptions
<p>Goal</p> <p><i>To assist countries rich in biodiversity but poor in resources with the conservation of biological diversity and implementation of the Biodiversity Convention</i></p>		<ol style="list-style-type: none"> 1. Up-take of primary school educational materials and requests for input of PHDR CCEDP educators, notably in Matabeleland North 2. Monitoring of wild mammal population trends 3. Changes in balance of local level economic activities 	<ol style="list-style-type: none"> 1. Changed attitudes of local communities 2. Interest of schools in promoting wildlife elements of the Environmental Science curriculum 3. Suitable political climate
<p>Purpose</p> <ol style="list-style-type: none"> 1. Understanding among locals of the relevance of biodiversity to livelihoods 2. Move to local scale, sustainable income generating activities 3. Reduced snare-related wild mammal, including hunting dog, mortality 4. Use of education and development-based approach to conservation. 	<ol style="list-style-type: none"> 1. Change in attitudes towards biodiversity in general and hunting dogs in particular 2. Number of new income generating projects initiated 3. Occurrence of snares and snare rates 4. Up-take of elements of CCEDP by environmental and community-based NGOs 	<ol style="list-style-type: none"> 1. Questionnaire to local community members (and others) during each workshop and at the education centre 2. Report on appraisal of the CCEDP 3. Snare records 4. Consultation with project collaborators and other relevant NGOs of usefulness of CCEDP to their activities 	<ol style="list-style-type: none"> 1. Local communities receptive to education and awareness messages 2. Continued local support of PHDR project 3. Success in leveraging further funds into PHDR in support of the CCEDP 4. Trained educators remain with PHDR CCEDP
<p>Outputs</p> <ol style="list-style-type: none"> 1. Rural appraisal in Dete 2. Educator training 3. Education programme, with awareness, curriculum and teachers materials 4. Analysis of sustainable income generation options 5. Economic development programme 6. Equiped education centre 7. Dog story book 8. Dissemination and publicity workshop 9. Peer reviewed paper 	<ol style="list-style-type: none"> 1. Report local perspectives of conservation and economic development 2. Educators effectively delivering programme 3. Participatory workshop on economic opportunities 4. Development team implementing programme 5. Computer functional, displays in place 6. Story book distribution 7. Final workshop: number and status of participants 8. Co-authored paper written 	<ol style="list-style-type: none"> 1. Report on rural appraisals 2. Document on education programme plus materials 3. Educator trainer reports on 'trainee' activities 4. Report on sustainable income generation workshop 5. Report on up-take of new income generation projects 6. PHDR report on centre 7. Peer review of dog story book and distribution figures 8. Report of final workshop 9. Acknowledgement of receipt of MS from journal 	<ol style="list-style-type: none"> 1. Local communities receptive to education and awareness messages, and to novel income generating possibilities 2. Trained educators remain in post 3. Economic opportunities are not limited by supply or market constraints 4. Experience with two local communities is generalisable
<p>Activities</p> <ol style="list-style-type: none"> 1. Rural appraisals 2. Training of educators 3. Development of awareness process/materials 4. Development of curriculum and teacher support materials 5. Income generation workshop 6. Development of education centre materials 7. Implementing education/development programme 8. Fitting out of centre 9. Dissemination workshop 10. Preparation of paper 	<ol style="list-style-type: none"> 1. Staff salaries £34150 2. Rents £14290 3. Office costs £1525 4. Travel £8220 5. Printing £850 6. Workshops £1650 7. Capital £11980 8. Other costs £13080 <p>Total spend £85745</p> <p><u>Other key inputs</u></p> <ol style="list-style-type: none"> 1. Two educators (PHDR) 2. Monitoring costs (Tusk) 3. Implementing staff (Siren) 	<ol style="list-style-type: none"> 1. Review of quarterly reports to monitoring sub-group of Tusk Trust 2. Annual field monitoring visits of Tusk Trust personnel 3. Progress/outcome reports on each activity 	<ol style="list-style-type: none"> 1. Expert PRA facilitators available when needed 2. Suitable trainee educators are available 3. Local communities are receptive to education and development initiatives 4. Building of education centre is not delayed beyond the end of the project 5. Key participants of the workshops are available 6. NGO collaborators (not project partners) provide input as needed