

# Darwin Initiative for the Survival of Species

## Annual Report

### 1. Darwin Project Information

Project Ref. Number	162/ 11 /009
Project Title	Painted Hunting Dog Conservation Through Education & Development
Country	Zimbabwe
UK Contractors	Tusk Trust, and Siren Conservation Education
Partner Organisation	Painted Hunting Dog Research
Darwin Grant Value	£85,745
Start/End dates	September 2002 to September 2004
Reporting period and report number	(1 Apr 2003 to 31 Mar 2004) report number 2
Project website	<a href="http://www.siren.org.uk">www.siren.org.uk</a> ; <a href="http://www.tusk.org">www.tusk.org</a> ;
Author(s), date	Dr Sasha Norris, Greg Rasmussen, Peter Blinston, Wendy Blakeley, Bruce Lombardo, Charles Mayhew,

### 2. Project Background

- *Briefly describe the location and circumstances of the project and the problem that the project aims to address.*

African Painted Hunting Dogs are highly endangered and under intense anthropogenic pressure throughout Africa. Zimbabwe has one of the largest surviving populations. The Painted Dog Research Project has been operating in Zimbabwe for more than 11 years. Its main goal is to conserve and increase the ranges and number of Painted dogs in and around Hwange National Park in Zimbabwe through activities such as anti-poaching, pack translocations and modest community awareness. Recent marked increases in snare-related adult dog mortality has prompted the Painted Hunting Dog Research Project (PHDR), to broaden the scope of its activities. Consultation with PHDR about the poaching problem has highlighted limited environmental awareness across all sectors of local communities and a lack of economic opportunities. The creation of a "Community Conservation Education & Development Programme" (CCEDP) within PHDR was identified as a critical step towards tackling the snaring problem. Tusk Trust and Siren have taken responsibility to devise and implement this major component of PHDR's expansion in the Dete area of Zimbabwe.

### 3. Project Purpose and Outputs

- *State the purpose and outputs of the project. Please include your project logical framework as an appendix and report achievements and progress against it (or, if applicable, against the latest version of the log-frame).*

The marked decline of Painted Hunting Dogs has been exacerbated in places by increasing poverty of local communities. Increased rates of snaring (a response to the drive for bushmeat) present a significant threat to wildlife. In 2000, 80% of adult dog mortality in the Dete area was snare-related, only 2% of which is targeted at the dogs.

In response, the project aims to:

1. research social, economic, and environmental perspectives of importance to individuals in the communities that are local to dog populations (Dete and Bubiana as well as surrounding dog dispersal areas);
2. 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;
3. facilitate sustainable economic development within communities local to viable dog populations that is compatible with biodiversity conservation.

All of the outputs and activities have been achieved and where appropriate are continuing with the following exceptions: the education centre is still in the process of being equipped, the dog story book is in progress, as is another national press release. For details see logical framework - Appendix No 1.

- *Have the outputs or proposed operational plan been modified over the last year, for what reason, and have these changes been approved by the Darwin Secretariat? (Please note that any intended modifications should be discussed with the Secretariat directly rather than making suggestions in this report).*

No changes have been made to the objectives set out above, but significant amendments to the operational time plan were forced upon the project last year due to the drastic decline in the socio / economic situation in Zimbabwe. The operational plan has not been significantly modified over the last year further to the changes made in the previous year. The education and community developments have now been completed and have caught up with the original time plan. However, some outputs have been delayed due to the ongoing education centre construction issues.

Despite Greg Rasmussen, one of the project co-leaders, having had a very serious flying accident in August of last year, we feel the project has made enormous progress, thanks largely to the assistance of Bruce Lombardo heading up the education and community development programme, teacher Wilton Nsimango, and volunteer Wendy Blakeley who coordinates the community crafts project. Greg crashed in a light aircraft while tracking rhino near Victoria Falls and sustained very serious injuries including 11 broken bones. He is currently recovering in the UK. In his absence his very able deputy, Peter Blinston, is acting as the project leader in Zimbabwe, while Greg is overseeing activities from his computer terminal at Oxford.

#### **4. Progress**

- *Please provide a brief history of the project to the beginning of this reporting period.*

To the end of April 2003, the project:

1. Undertook two participatory rural appraisals.
2. Gave a series of presentations on the project at five key locations in Dete and the surrounding communal land areas. Conducted 25 school visits to increase awareness and the need for biodiversity.
3. Produced a curriculum for the CCEC / Children's Bush Camp. Particular emphasis was placed on linking the activities to the National Curriculum.
4. An Education Booklet was also produced and 35,000 copies distributed throughout the local community and on a National level.
5. A draft storybook was produced and sent out for review.
6. A teacher-training programme was devised.
7. Community development projects were identified.
8. The children's bush camp was nearing completion and the education centre was under construction.
9. A press release resulted in a story in national press.

- *Summarise progress over the last year against the agreed baseline timetable for the period and the logical framework (complete Annex 1). Explain differences including any slippage or additional outputs and activities.*

The project has continued to make significant progress, with the majority of outputs being completed in keeping with the baseline timetable. The Education Co-ordinator has trained educators and two individuals have been appointed for the children's bush camp. The education centre activities and materials are complete. Extensive and diverse curriculum and teacher support materials have also been produced. This has paved the way for a fruitful visit by the first children due to attend the bush camp 14-16<sup>th</sup> of May. A community development officer, appointed in conjunction with WEZ, is running sustainable livelihood workshops in schools and has produced, and is distributing, community awareness materials. The arts and crafts initiatives have been particularly successful, with a high level of take-up and the production of diverse products, a subset of which fetched over US\$800 in a trial sale.

The children's bush camp is open, but the main education centre is not yet. This is due to construction problems (see below). The timeframe for completion of these outputs is only delayed marginally beyond the 6 months agreed by the Darwin Secretariat for the commencement of the project.

Two visits by UK personnel to Zimbabwe have been postponed (August 2003 and September 2003). This was a result of the UK project co-leader, Dr Sasha Norris, being 8 months pregnant at the time. The delay in the opening of the main education centre leads to a delay in the employment of an additional PRA expert to report on the extension of CCEDP to other rural communities (initially scheduled March 2004). This position is currently being advertised. The only other outstanding output is the production and distribution of the storybook. The text is complete (see accompanying materials), but production has unfortunately been delayed due to unforeseen personal problems with the Illustrator. Identification of a new illustrator is in progress.

Interpretation materials for the education centre have been researched and designed, and their production is in progress. However, the equipping of the education centre has hinged on the building's completion. The anticipated timetable for completion of this facility has roughly doubled, a side effect of the otherwise resoundingly positive decision to use local labour. Obtaining building materials, fuel and transport has been severely hindered by the current economic problems faced by Zimbabwe.

- *Provide an account of the project's achievements during the last year. This should include concise discussion on methodologies and approaches by the project (e.g. research, training, planning, assessment, monitoring) and their consequences and impacts as well as results. Please **summarise** content on methodologies and approaches, and, if necessary, provide more detailed information in appendices (this may include cross-references to attached publications)*

### **Iganyana Children's Education Bush Camp completed**

Bruce Lombardo joined the project on a full time basis in June of 2003. His goals have been to create the bush camp curriculum, design the conservation education program, train the bush camp manager and guides, supervise the educational community development program, and design the Painted dog interpretive hall for the CCEC visitor centre, due to open at the end of 2004. Towards the aim of creating a culturally appropriate educational program, Bruce has had the assistance of two key advisors, both local schoolteachers.

Iganyana means 'Painted dogs' in Sindebele, a name significant for local people. The facility comprises a circle of 22 thatched sleeping huts enclosing teak woodlands. There is an open-air dining room, kitchen and activity deck, which serves as the camp's central meeting point. The activity deck is open on all sides and partially spans the fence of the 600-meter diameter Painted dog enclosure. Children have the opportunity to see Painted dogs roaming through the

forest. Just the chance to climb stairs to a level above the ground floor will be a first for many of the students.

Also adjacent to the bush camp, is the Environmental Education 'Exclosure', an area nearly 300 by 200 meters of woodland, surrounded by electrified fencing to exclude dangerous wildlife. This 'exclosure' allows the bush camp guides to lead their children in exploratory activities, which are otherwise impossible in an environment that hosts lions, elephants and Cape buffaloes!

### **Education programme with awareness, curriculum and teachers materials.**

An exciting conservation education program has been created and planned for local children at Iganyana Bush Camp. The program will be free of charge for all grade six students from the closest 14 primary schools to the Community Conservation Education Centre (CCEC): Mabale, Gwayi Valley, Main Camp, Dopota, Nabuchome, Sianynaga, Lupote, Songwa, Ndangababi, Chezho, Dete, St. Francis, Mambanje and Damba Primary Schools. An analysis of Zimbabwe's national environmental science syllabus led the project to decide to focus on grade six students, for whom the most overlap exists between our own conservation education curriculum and the national syllabus. The free program will host 17 classes per year, at an average of 33.3 children per class, reaching 566 students per year. In addition to the 14 schools in the pilot program, there are several dozen primary schools that could be targeted, depending on the criteria used to choose schools bordering the dog population's range. Some of these schools are so far from the bush camp that transporting them could be problematic.

To be effective, the bush camp programme must last several nights. Although a longer program is planned for the near future, the current pilot program will last 3 days and 2 nights until further facilities are completed and guides can be trained for additional activities. All programmes are child-centred and activity-based for maximum effectiveness. Classes will be divided by their teachers into two or three activity groups, made up of no more than 15 children. Each group will be assigned to a specially trained and licensed guide who will be with them for the duration of the experience. Activity groups rotate through a series of experiential learning activities, including woodland scavenger hunts, forest adaptation studies, tree hunts, wildlife explorations, meeting and studying Painted dogs, and game drives into Hwange National Park. Though they live right on its borders, most local people have never visited the national park due to a shortage of discretionary income. Also, foot traffic in the park is prohibited due to dangerous wildlife species, so visitors need vehicles in order to officially enter. The opportunities represented by the bush camp are thus unique.

### **Environmental Education Officer Hired**

Starting in October of 2003, Bruce Lombardo began recruiting for an Environmental Education Officer (EEO). This key position will eventually be in charge of the whole Iganyana Bush Camp program. Candidates needed to be local people with a firm background in education, having teaching experience with primary school children, conservation education, administration, and preferably a guide licence in Zimbabwe. Wilton Nsimango was headmaster at Dete Primary School. Wilton has over 20 years of experience in primary education throughout northern Matabeleland. He has a Masters Degree in Educational Administration and he was a teacher trainer in environmental science. Wilton started his position on 13<sup>th</sup> January 2004.

### **Bush Camp Guide Training Completed**

Bruce began recruiting bush camp guides for the children's conservation education programme in September 2003. Interested candidates were required to possess a Zimbabwe Learner Professional Guide's licence, which is also the requirement for a guide in Hwange National Park. Each guide filled out a lengthy questionnaire, and twenty participants were chosen. The free training course lasted 5 days and 4 nights, and took place at the Iganyana Bush Camp between 26-30<sup>th</sup> January 2004. Nineteen trainees attended. The theme of the training was "The Philosophy and Techniques of Conservation Education with Primary School Students." The District Education Officer and Teacher Trainers from the Zimbabwe

Ministry of Education helped Wilton and Bruce train the guides in such topics as Childhood Psychology and Development, Teaching Methods, How People Learn, The Goals of Conservation Education and Outdoor Education Techniques. Practical sessions gave trainees an opportunity to try new techniques and demonstrate their potential for working effectively for children. A written test also helped us choose the top six candidates.

The top six were invited to be paid trainees in a second session from 5-6th May. This additional training focused on the running of the bush camp and the conducting of activities. Detailed lesson plans were scrutinized and activities were practiced. Two of the guides, Ihupuleng Dube and our own Dought Nkomo, are scheduled to work with Wilton on the first bush camp for Sianyanga Primary School on 12-14 May 2004.

### **Headmasters Orientation Day at Iganyana Bush Camp (Additional output)**

Headmasters, grade six teachers and one representative of the School Development Committee from each of the 14 primary schools chosen for the pilot program of the free bush camp experience, were all invited to the bush camp for a full day's orientation on 4th February. Forty-two educators attended. The day included a thorough introduction to the conservation education program and a tour of the whole CCEC, including the Iganyana Bush Camp and the Painted Dog Rehabilitation Facility.

### **Community Development Officer Joins Project Team**

Consultation with community development organizations convinced us that the best way to change local attitudes about resource use strategies was to work with children, using schools as the entry point for affecting local community attitudes. John Nyilika, Community Development Officer (CDO) has been employed in conjunction with WEZ, for whom he previously worked in Matabale Land. His salary and benefits are split 50-50 between the project and WEZ. In contrast to Wilton's bush camp program, John's program occurs in the schools, and teaches children very practical skills that can improve the quality of their lives and better sustain the local environmental resources.

The CDO plans to visit each school approximately six times a year. With an average of approximately 90 grade 4-6 students per school, John will be primarily working with a total of about 1,250 students. John typically spends about three hours with teachers and students on each visit. Over time, John will convert primary school campuses into models of perm-a-culture and hands-on learning labs for sustainable utilization. He is working primarily with grades 4, 5 and 6, but his perm-a-culture gardens will inevitably involve children from all grade levels. Each school's program is unique to the needs of the school. After consulting with the school staff, John works with them to design a tailor-made educational program. So far John has visited and developed programs with eight schools and worked with approximately 700 students. John's mission has been enthusiastically approved by the District Education Office and by the schools he is working in. His program is targeting the same 14 primary schools that are included in the pilot program for Iganyana Bush Camp.

### **Economic development programme: The Iganyana Arts Workshop**

Consultation with the local community revealed that an arts and crafts programme was the most popular as an income generating activity. The Iganyana Arts Workshop project has already, in its early stages of life, provided new learning and skills-development for the community, as well as an enriching social experience and naturally some income.

There has been a huge take-up of the opportunity to experiment with 'new' artistic techniques: there have been regularly groups of 13 women sewing (with waiting list of equal length), 20 adults painting, an average of 25 children drawing and painting per day, and 20 adults trying their hands at wire-sculpting. A diverse and extensive collection of saleable products have been produced including 500 hand painted wildlife images, which were placed on greeting cards made of handmade paper donated for the purpose. A test set of products fetched over \$800 in the US.

Some highly artistic individuals have been identified through these initiatives. Several have gone on to develop their skills, benefiting their families and communities and at the same time through the beauty and utility of their art, they have improved the perception of the dogs. The 21 year-old local artist, Nxolisi Dhladhla, is creating unique works of art using wires from illegal snares brought out of the bush by the Painted Dog Conservation anti-poaching units. An exhibit and auction of 200 of these works in London, sponsored by the Born Free Foundation and the David Shepherd Wildlife Foundation, is tentatively scheduled for later in the year. See supplementary report for more details.

- *Discuss any significant difficulties encountered during the year and steps taken to overcome them.*

All work in Zimbabwe is made much more difficult by the current economic hardship and political climate. It is easier to purchase things in the UK and carry them into Zimbabwe as luggage than buy them in situ. Siren staff are carrying a sewing machine on the trip scheduled in May! Furthermore, the project's decision to use local labour to build the children's bush camp and other Community Conservation Education Centre (CCEC) facilities was based on the desire to give jobs to an area suffering from severe unemployment, even compared to the country's other regions. Hiring local people also adds to the community's investment in the project's objectives and furthers valuable grass root support for the initiative. We are fortunate to have Morgan Mapendere, our Construction Supervisor, overseeing what is often an untrained and disjointed work force. Using local labour has on the other hand greatly slowed down the construction process.

Since Greg Rasmussen has been in hospital for most of the year, it has meant a shift in the way the project was previously managed.

- *Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?*

In terms of the measurable indicators, the original framework refers to 'the number of new income generating projects initiated'. Siren is funding an additional UK PRA to investigate not only number, but whether the income generating projects are indeed generating sustainable income for how many people/ families and whether this can induce a real shift away from bushmeat poaching.

The teacher and curricular support materials have undergone various metamorphoses in response to feedback from children and teachers in the area.

- *Present a timetable (workplan) for the next reporting period.*

May 04	3 UK personnel (1 Tusk, 2 Siren) to Zimbabwe for 5 and a half person weeks, to review progress, complete education centre display materials, write press release, film children participating in bush camp and review arts and crafts workshop, and review response of local children to storybook text. Investigate logistics of national broadcast in Zimbabwe.
June 04	Identify UK PRA.
July 04	Dissemination workshop. UK PRA to Zimbabwe (additional activity) accompanied by economic development student.
Sept 04	UK PRA to submit report. Storybook produced and distributed.

One important assumption was that the education centre would be complete, whereas construction work is presently continuing. We will be sending skilled builders from Europe to Zimbabwe to help train the workers and speed up the building of the education centre. It is our sincere aim to finish the education centre in time for the final project report in October. This impacts on all the remaining outputs, which focus on dissemination.

## **5. Actions taken in response to previous reviews (if applicable)**

- *Have you responded to issues raised in the review of your last year's annual report? Have you discussed the review with your collaborators? Briefly describe what actions have been taken as a result of recommendations from last year's review.*

Gregory Rasmussen answered the queries from the previous review regarding community engagement and PRA being undertaken too late for the community to feel a real sense of involvement by explaining that we had not reported on earlier community workshops and talks which occurred before the beginning of the Darwin grant. Darwin also raised the issue of bush meat and whether the activities we had undertaken were truly addressing this issue. We have spoken with Prof. David Macdonald and Lise Albrechtsen at Oxford University, but there seems to be no model project that has really caused a shift away from bushmeat poaching. We believe that through ongoing engagement with the local community and through our anti-poaching activities we will induce change. Indeed in the area around our project poaching is now controlled (see report from Anti-poaching unit Appendix 2) and snaring has dropped by 30%. The next PRA will address this even more closely. Discussion documents have been created within the organisation.

### **Partnerships**

- *Describe collaboration between UK and host country partner(s) over the last year. Are there difficulties or unforeseen problems or advantages of these relationships?*

A close and effective relationship between PHDR in Zimbabwe, Tusk Trust, and Siren in the UK has continued to grow. Indeed Tusk Trust has significantly increased its financial support of PHDR's activities as a result of the strengthened relationship. Furthermore following on from work under this Darwin grant, the two UK partners plan to extend their collaboration through an application for funding from The Vodafone Group Foundation for a major Pan African Conservation Education (PACE) video project, presenting sustainable activities to local audiences across Africa using the medium of film.

- *Has the project been able to collaborate with similar projects (Darwin or other) in the host country or other regions, or establish new links with / between local or international organisations involved in biodiversity conservation?*

The project has collaborated substantially with other projects in addition to WEZ. These are listed below:

- Environment Africa has advised the project on CDO techniques.
- The Zimbabwe Ministry of Education, Sports and Culture have provided advice, support and permission to operate with schools in Hwange and Lupote Districts.
- The Rural District Council and Teachers Council have been extensively involved in the bush camp planning.
- The National Parks and Wildlife Management Authority have provided advice, support and permission to enter parks free of charge with school groups from the bush camp.
- The Darwin Initiative lion project, which we have worked with on plays for the theatre group. Members of the lion project also assisted in developing new ideas and concepts in tandem with the community outreach schools programme.

## **6. Impact and Sustainability**

- *Discuss the profile of the project within the country and what efforts have been made during the year to promote the work.*

During the year the project has been promoted at all levels from national media to local workshops and meetings. Locally this is the first project to ever initiate something on this scale for the benefit of the community. The best African media, namely word of mouth, otherwise known as 'the bush telegraph', is also working very much in our favour! Regarding

national profile, the project was deemed to be of national importance by the District Administrator and government officials from the Ministry of Education.

- *What evidence is there for increasing interest and capacity for biodiversity resulting from the project?*

The Painted dog has been given higher legal status and was declared specially protected, which is the highest available form of government protection in Zimbabwe. This is most likely a consequence of the heightened awareness and profile of the Painted dog. At a lower level, but most importantly, there appears to be both an increase in the local community's interest in biodiversity and a concomitant change in behaviour: the local community have started to provide more feedback about the dogs and wildlife in general, as evidenced by phone calls reporting sightings. Whether as a result of anti-poaching efforts, or increased community involvement, poaching figures in the region are down by 30% on last year.

- *Is there a satisfactory exit strategy for the project in place?*

At the end of the last reporting period we were employing over 60 local people, most as unskilled manual workers. This has now risen to 70 including 4 trained teaching staff, and an office administrator.

Our aim has always been for the development initiatives to be self-sufficient by the conclusion of Darwin funding. To this end, there is an ongoing programme of training of local people, which has been running extremely successfully with large interest and take-up. The initial responses in the United States to the craft products have been extremely positive. This suggests the presence of a real market for these products and supports the project's aims of these activities being economically viable.

Funding has been secured from Tusk and Siren for the employment of the Education Co-ordinator Bruce Lombardo for an additional year. This extended period of working alongside Environmental Education Officer, Wilton Nsimango, will help ensure the education programme is fully developed, tried and tested, and that training for the bush camp manager, guides and educators is extensive. The project hopes to raise funds for the free education program by attracting international school groups who would be charged a fee sufficient to fund more free schools.

The project founders are committed to remaining in the area, consolidating and building on work done there. PHDR and Tusk will be responsible for providing financial and logistical support to the CCEDP.

The downturn in tourism in Zimbabwe has seriously hindered the project's main source of income from 'volunteer' tourists however, which means the project is more likely to need continued support in the form of grants and donations.

## **7. Post-Project Follow up Activities** (max 300 words)

*This section should be completed ONLY if your project is nearing completion (penultimate or final year) and you wish to be considered to be invited to apply for Post Project Funding. Each year, a small number of Darwin projects will be invited to apply for funding. Selection of these projects will be based on promising project work, reviews to date, and your suggestions within this section. Further information on this scheme introduced in 2003 is available from the Darwin website.*

- *From project progress so far, what follow-up activities would help to embed or consolidate the results of your project, and why would you consider these as suitable for Darwin Post Project Funding?*

Further funding is needed to:



1. Expand the free program to more primary schools from communities that border Hwange National Park and the range of the local Painted dog population.
  2. Construct a walkway system above the dog enclosure.
  3. House the The Iganyana Arts Workshop, which is currently based in a rented property in Dete, much in need of renovation. Though usable immediately in its present state, the workshop will eventually need its own office equipment, communications system, storage, as well as a security and maintenance staff.
  4. The workshop project is staffed by a volunteer, which will need to be addressed long term.
  5. The anti-poaching units require another vehicle.
  6. More anti-poaching units. These units are highly effective in the areas in which they operate, but as they are operating on foot in thick bush, each has only limited range.
  7. Whilst PHDR has opened this new education facility at a time of extreme economic hardship in Zimbabwe, its partner WEZ (Wildlife Environment Zimbabwe) is closing conservation education centres. We are very concerned that Zimbabwe is losing these facilities. PHDR has achieved its success against adversity due in no small part to its links with the UK and the Darwin Initiative. We may be seeking funds in partnership with WEZ to continue their activities.
- *What evidence is there of strong commitment and capacity by host country partners to enable them to play a major role in follow-up activities?*

Certainly, the Painted Hunting Dog Project was already committed in the sense that it had been working in Zimbabwe for ten years prior to the instigation of the Darwin wing of the project. Bruce Lombardo, the education coordinator has just received funding from Siren and Tusk to be employed for another year. The employment of Bruce, Wilton Nsimango and other education staff next year will be key in honing the bush camp programme and developing a successful formula that can be replicated in other communities bordering dog populations. In the words of Bruce Lombardo: 'we are long term, we are staying'.

## **8. Outputs, Outcomes and Dissemination**

- *Explain differences in actual outputs against those agreed in the initial 'Project Implementation Timetable' and the 'Project Outputs Schedule', i.e. what outputs were not or only partly achieved? Were additional outputs achieved?*

All outputs have been or will be achieved. Some however, are delayed as explained above. Additional outputs include the Headmasters Orientation Day at Iganyana Bush Camp, and the co-employment of a Community Development Officer. Not one, but 50 computers have been secured to be transported to the CCEDP from the UK.

The Anti-poaching guard has been so successful that poaching in the immediate area is now almost non-existent. Funds were raised from HRH Prince Bernard of the Netherlands to fund four more anti-poaching guard personnel. It was decided to use these personnel to train other anti-poaching units such as those associated with Safari lodges and on private land in Zimbabwe, rather than use them directly for patrols. Thus PHDR has been able to use the effectiveness of its training to train others.

- *Provide details of dissemination activities in the host country during the year, including information on target audiences. Will dissemination activities be continued by the host country when the project finishes, and how will this be funded and implemented?*

There has been extensive dissemination on a local scale, particularly concerning the education initiatives. On the 17<sup>th</sup> of January, Chief Nelukoba, our local chief and a Board of Trustees member for Painted Dog Conservation P.V.O., arranged a meeting of his three Headmen and all 47 of his Village Heads to meet our new EEO. The Deputy District Administrator for

Hwange District, the local Ward Counsellor, and the governing party's Provincial Chairman were also present at the meeting.

This is a long-term project and therefore continued dissemination of progress via the media, newsletters and web will be high priority. This will be funded from core funding of Painted Dog Conservation, which is registered within Zimbabwe.

- Please expand and complete Table 1. **Quantify** project outputs over the last year using the coding and format from the Darwin Initiative Standard Output Measures (see website for details) and give a brief description. Please list and report on appropriate Code Nos. only. The level of detail required is specified in the Guidance notes on Output Definitions, which accompanies the List of Standard Output Measures

**Table 1. Project Outputs (According to Standard Output Measures)**

Code No.	Quantity	Description
(Apr 03) 7	1	Material promoting economic activity
(Aug 03) 8	Delayed till May 04	2 UK personnel to Zimbabwe for 3 person weeks. Dr Sasha Norris, Project Co-leader was 8 months pregnant and the trip was delayed until April 04. Sasha is also producing the storybook, 2 personnel became one person when Sasha (who was producing the story book) took over from Mike Packer as project co-leader.
(Aug) 7	7	Curriculum support materials.
(Aug) 7	7	Teacher support materials.
(Sep) 8		2 UK personnel to Zimbabwe for 2 person weeks.
(Dec) 7	In progress.	Storybook produced and distributed. This has been delayed due to unforeseen personal problems with the Illustrator. It is envisaged it will be completed by till 09/04.
(Dec) 7	12	Education centre activities and materials completed
(Dec) 15A	Delayed	National press release in Zimbabwe
(Mar 04) 9	Delayed 6 months	Report on extension of CCEDP to other rural communities. This position is currently being advertised.
(Mar) 8	3	3 UK personnel to Zimbabwe. Sasha Norris, Charles Mayhew and Emily Shepard to Zimbabwe 05/04.

- In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website Publications Database. Mark (\*) all publications and other material that you have included with this report.

**Table 2: Publications**

Type *	Detail (title, author, year)	Publishers (name, city)	Available from (e.g. contact address)	Cost £
PRA (as before)	Report on participatory rural appraisal. By Dr. P. Maiteny 04/03	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX. Also available at www.siren.org.uk.	
Final curriculum	Grade 6 Bush Camp Curriculum. By B. Lombardo, and S. Norris 03	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX.	
Teacher's support materials	Student Orientation. Activity Areas. Ice-breaker activities. Anti-poaching play. Free-time games. Evening games.	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX.	

	Fun games. All by B. Lombardo, S. Norris 03.		
Curriculum support materials	5 Lesson plans. Student activities and logbooks. Identification guides. All by B. Lombardo, S. Norris 03.	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX.
Painted dog story book text	Dr S. Norris 03.	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX. Also available at www.siren.org.uk.
Economic activities materials	Iganyana Arts, 'Creating for Conservation' by Wendy Blakeley, '04	Siren, Oxford	Siren, PO Box 1393, Oxford, OX4 1WX.

## 9. Project Expenditure

- *Please expand and complete Table 3.*

**Table 3: Project expenditure during the reporting period (Defra Financial Year 01 April to 31 March)**

Item	Budget (please indicate which document you refer to if other than your project schedule)	Expenditure	Balance
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- *Highlight any recently agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.*

## 10. Monitoring, Evaluation and Lessons

- *Discuss methods employed to monitor and evaluate the project this year. How can you demonstrate that the outputs and outcomes of the project actually contribute to the project purpose? i.e. what are the indicators of achievements (both qualitative and quantitative) and how are you measuring these?*

PHDR has submitted monthly written reports to Tusk and Siren, while Siren has produced quarterly reports to Tusk, as the overall project administrator. In addition to the written reports, regular meetings have been held between Siren, PHDR and Tusk personnel to monitor the project's progress, outputs, and achievements. In particular Tusk and Siren have tried to assist PHDR with the difficulties of operating in Zimbabwe at present. Regular reports are also filed by PHDR on their anti-poaching work, which has clearly indicated a 30% reduction in poaching in the project area. This annual report gives many illustrations by which we are able to evaluate the impact and effectiveness of the project.

- *What lessons have you learned from this year's work, and can you build this learning into future plans?*

Using local labour to build the CCEC facilities helped garner local support for the projects goals, but doubled the construction time required. Bruce Lombardo says of the education programme:

“Many lessons will be learned starting tomorrow when our first class comes to the Bush Camp. But just to give us a clue, Wilton in his second pre-camp visit to Sianyanga Primary School, asked the students what they expected to see when they came to the bush camp. Their answers: "Electric lights, nice huts and "Mukiwa" [the white man - me!]. I have had no direct contact with them, but white folk in the rural lands, especially these days, are so rare, I guess they noticed me when I visited their headmaster. All along I have wondered if the most memorable things about the bush camp will be such new things as this rather than anything to do with wildlife, will have the most impact.”

#### **11. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum)**

##### **I agree for ECTF and the Darwin Secretariat to publish the content of this section- Yes**

*In this section you have the chance to let us know about outstanding achievements of your project over the year that you consider worth highlighting to ECTF and the Darwin Secretariat. This could relate to achievements already mentioned in this report, on which you would like to expand further, or achievements that were in addition to the ones planned and deserve particular attention e.g. in terms of best practice. The idea is to use this section for various promotion and dissemination purposes, including e.g. publication in the Defra Annual Report, Darwin promotion material, or on the Darwin website. As we will not be able to ask projects on an individual basis for their consent to publish the content of this section, please note the above agreement clause.*

In a period of great political strife and social tension in Zimbabwe we have brought the children back to their wilderness, from which they have been increasingly alienated by urbanisation, fear and by western 'exclusion'. We have begun teaching them about the diversity of life which lives around them, and through ingenuity we have made it safe for them to explore. We have, as requested by their mothers before the project began, put smiles on these children's faces and given their parents opportunities to work at something they are good at, which they enjoy and which does not destroy the resources on which they depend. We have continued working in a country when many others were pulling out. We have employed over 60 people when we struggled to buy petrol, or meal to feed them. We have carried on with goodwill and humour. We carried an axle grinder in our checked luggage from the UK, to ensure the education centre could be built! Furthermore, we have maintained the population of Painted dogs, which would otherwise almost certainly have gone into further decline.

Appendix 1 Report of progress and achievements against Logical Framework for Financial Year: 2003/2004

Project summary	Measurable Indicators	Progress and Achievements April 2003-Mar 2004	Actions required/planned for next period
<p><b>Goal:</b> To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but poor in resources to achieve</p> <ul style="list-style-type: none"> <li>• The conservation of biological diversity,</li> <li>• The sustainable use of its components, and</li> <li>• The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</li> </ul>			
<p><b>Purpose</b></p> <ol style="list-style-type: none"> <li>1. Understanding among locals of the relevance of biodiversity to livelihoods</li> <li>2. Move to local scale, sustainable income generating activities</li> <li>3. Reduced snare-related wild mammal, including hunting dog, mortality</li> <li>4. Use of education and development-based approach to conservation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Change in attitudes towards biodiversity in general and hunting dogs in particular</li> <li>2. Number of new income generating projects initiated</li> <li>3. Occurrence of snares and snare rates</li> <li>4. Up-take of elements of CCEDP by environmental and community-based NGOs</li> </ol>	<ol style="list-style-type: none"> <li>1. Poaching in area immediately surrounding the project has practically ceased.</li> <li>2. Snaring reduced by 30% in wider area.</li> <li>3. High uptake of arts and crafts. Over 500 cards produced. Sample fetched over US\$800.</li> <li>4. 42 Educators from 14 local schools attended Bush Camp open day.</li> <li>5. Community Development Officer visited 8 schools, reaching 700 students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The sole use of local labour lead to delays in completion of CCEDP facilities. Employment of skilled European labour to train and work with local workers seen as key to finishing building.</li> <li>2. It is envisaged much will be learned during and after Bush Camp commences in May.</li> </ol>
<p><b>Outputs</b></p>			
<ol style="list-style-type: none"> <li>1. Rural appraisal in Dete</li> <li>2. Educator training</li> <li>3. Education programme, with awareness, curriculum and teachers materials</li> <li>4. Analysis of sustainable income generation options</li> <li>5. Economic development programme</li> <li>6. Equiped education centre</li> <li>7. Dog story book</li> </ol>	<ol style="list-style-type: none"> <li>1. Report local perspectives of conservation and economic development</li> <li>2. Educators effectively delivering programme</li> <li>3. Participatory workshop on economic opportunities</li> <li>4. Development team implementing programme</li> <li>5. Computer functional, displays in place</li> <li>6. Story book distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 PRA reports.</li> <li>2. 19 Educators trained.</li> <li>3. 7 Curriculum support materials, 7 teacher support materials produced.</li> <li>4. Arts and crafts development programme underway.</li> <li>5. Storybook text complete.</li> <li>6. Report on uptake of arts and crafts</li> </ol>	<ol style="list-style-type: none"> <li>1. The sole use of local labour lead to delays in completion of CCEDP facilities. Employment of skilled European labour to train and work with local workers seen as key to finishing building.</li> <li>2. Identify 2<sup>nd</sup> UK PRA.</li> <li>3. Identify replacement Illustrator.</li> </ol>

8. Dissemination and publicity workshop 9. Peer reviewed paper	7. Final workshop: number and status of participants 8. Co-authored paper written	programme.	
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Note: Please do NOT expand rows to include activities since their completion and outcomes should be reported under the column on progress and achievements at output and purpose levels.