

# Darwin Initiative for the Survival of Species Annual Report

## 1. Darwin Project Information

<i>Project title</i>	Painted Hunting Dog Conservation Through Education & Development
<i>Country(ies)</i>	ZIMBABWE
<i>Contractor</i>	TUSK TRUST & SIREN CONSERVATION EDUCATION
<i>Project Reference No.</i>	162/ 11 /009
<i>Grant Value</i>	£85,745
<i>Start/Finishing dates</i>	Commenced September 2002
<i>Reporting period</i>	1st Year

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## 2. Project Background.

Painted Hunting Dogs are highly endangered throughout Africa and under intense anthropogenic pressure throughout the remainder of their range. Zimbabwe has one of the largest surviving populations of these dogs in Africa, however recent marked increases in snare-related adult dog mortality around Hwange National Park coupled with recent conservation successes, has prompted the Painted Hunting Dog Research Project (PHDR), to broaden the scope of its activities, across a wider area. Consultation with PHDR about the poaching problem has highlighted 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" (CCEDP) 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 in the Dete area of Zimbabwe.

## 3. Project Objectives.

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 2% of which is targeted at the dogs.

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In response to this serious conservation and economic problem, the proposed project aims to: research social, economic, and environmental perspectives of importance to individuals in communities that are local to dog populations (Dete and Bubiana as well as surrounding dog dispersal areas); 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. . This is based not only on direct financial benefit, but also through developing a sense of values and pride in the areas resources, personal education and recreation. It is intended that this concept will integrate the people into meaningful understanding and benefit from being a part of the ecosystem and demonstrate the way forward for species ecosystem conservation programmes.

No changes have been made to the objectives set out above, but significant amendments to the operational plan have been forced upon the project due to the drastic decline in the socio / economic situation in Zimbabwe caused by political tensions.

The main change to the operational plan has been in terms of the time scale. A delayed start date to the funding (from June 2002 to September 2002) was agreed with the Darwin Secretariat in July 2002. As stated in the original proposal (section 8), much of the output relating to the Darwin Initiative funding is linked (directly or indirectly) to the construction of a Community Conservation Education Centre: incorporating a children's bush camp and painted dog rehabilitation facility. Largely as a result of the current economic and political problems logistical issues delaying procurement of building materials has impacted on the originally perceived time frame.

The Logical Framework for this project is to be attached as an appendix

#### **4. Progress**

The Painted Dog Research Project has been operating in Zimbabwe for more than 10 years. Its main goal is to conserve and increase the ranges and number of painted dogs in Zimbabwe through activities such as anti-poaching, pack translocations and modest community awareness resulting from direct behavioural research of the species. The project has achieved considerable success and acclaim for its actions in not only reducing dog mortality but also increasing the national pack population. Building on this success PHDR embarked on an ambitious expansion of its activities primarily in the direction of community education and development.

Darwin funding commenced in September 2002 as opposed to the proposed start date of April 2002, which accounts for some of the slippage in outputs compared to the agreed baseline timetable. In addition to this, one of the main assumptions made and cited as a critical factor in the success of this grant was a reasonable political climate in Zimbabwe. There has been no physical threat to the PHDRP staff, but the politics of the country have had a devastating impact on the socio-economic climate thus compounding the logistical aspects of operating in Africa. Many of the proposed outputs from the Darwin Initiative grant are linked one way or another to the building and completion of the proposed Community Conservation Education Centre, including the Children's Bush Camp and a dog rehabilitation facility, which is due in December 2003.

Bruce Lombardo, an American, and teacher from the International school in Harare has replaced Carol McCannon as the coordinator of the education components of the project. Bruce is an excellent option. He has many years experience of working internationally with many different indigenous cultures. He is taking a year sabbatical, and a very large cut in pay to work with the project. His input and enthusiasm are so valuable that it was decided to delay some of the educational elements of the project to suit Bruce's timetable. His post at the school in Harare is being kept for him to return after this year. When Bruce leaves the dog project in September 2004, he will hand over to the educators recruited and trained by the programme from the local community.

Given the extraordinary circumstances prevailing it is felt that considerable progress is being made:-

#### **The Dete Rural Appraisal**

Dr. Felix Murindigomo carried out the rural appraisal. The results of the report were considered very encouraging. The Project's position in the community is considered to be very positive not only in terms of an income generator and education provider but also as a body that will bring much needed and highly desired international publicity to the area. The construction of the Community Conservation Education Centre is central to this, providing employment opportunity in the immediate and long term. The programme of activities highlighted below represents further income generating opportunities for the impoverished community. The local community regard

the educational component of the programme (highlighted below) as the main attraction of the project. It was clear from the Rural Appraisal that a lack of educational opportunities was considered the biggest factor limiting individual development in the region.

A series of presentations (video and power-point) were given by PHDR staff at five key locations in Dete and the surrounding communal land areas, thus allowing for access by as many people as possible. The focus being to present the project's aims and objectives, emphasizing the role of the local communities in all of this. Significant awareness of the plight of the focus species was raised, relating this directly to the importance of maintaining biodiversity. The concerns voiced by the local communities relating to the species, such as livestock predation and a perceived danger to humans were also addressed at length. Chief Nelukoba, (Chief of the 30,000 people in the area of the project) played a crucial role in starting to alleviate any fears that were raised. On a positive note however there was great interest and hope for the educational components of the project. The meeting highlighted the justified feeling of the rural community that at the moment realistic education is a luxury of either of the rich or those that lived near to major cities. People were excited about the prospect of education on their doorstep, but sceptical as to whether it might be accessible only to those either with skills already or those with influence from outside the area. The workshops and presentations helped to clarify that the beneficiaries of the CCEC would be local people resident within the region under the jurisdiction of Chief Nelukoba.

### **Construction of the Community Conservation Education Centre (CCEC)**

The construction is underway and steady progress has been made throughout the year. Local labour is being used throughout with necessary skills being taught where they are lacking. The outcome of this has been that not only has the community learnt new and valuable skills, but they are proud of what they see as their showpiece (figs 1). Consequently even at this early stage, this initiative is having the desired effect to create a sense of pride in the project.

To further compliment this, a programme of 25 school visits has been undertaken by project staff, including those newly employed at the developing CCEC, again the focus was to increase awareness and the need for biodiversity, along with the concept of extinction.



**Fig 1. Early stage in building of Community Conservation Education Centre. Local materials used throughout**

**Press Release:**

The press release was published in the form of a feature article in the main Zimbabwean newspaper, The Chronicle, on 16th September 2002. The article was extremely positive, recognising that such development in the area is significant for the country as a whole. It is unfortunate that editorial control was not permitted and so a mention of the donors, Darwin Initiative, Tusk, and SIREN, was omitted. A follow up article / progress report will be published later this year and a main feature announcing the opening of the CCEC will also be published. An attempt will be made to ensure that due recognition of Darwin's funding is given in any future press coverage.

**Education Component:**

A curriculum was produced for the CCEC / Children's Bush Camp. Particular emphasis was placed on linking the Centre's activities to the National Curriculum. This is now being developed into the curriculum support / teacher's support material.

An Education Booklet has also been produced and distributed throughout the local community and on a National level. A suitable person is being sought to have the booklet translated into Shona and Ndebele.

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**Teacher Training Course:**

A training programme has been devised by Bruce Lombardo, Vusumusu Sibanda and Alfred Mpande.

The socio-economic situation referred to above had its biggest impact on the building programme, delaying construction by creating logistical difficulties in terms of securing building materials and transporting them to the site. Where an order would previously have taken a couple of weeks to arrive, they are taking 6 weeks, and often there is no predicting when or whether materials will become available. In addition there is increased stress on the local population, which can lead to problems for employees. Added to this is the extreme difficulty in acquiring enough basic food ('mealie' meal) for the building team, even with the considerable assistance afforded us by the DA (District Administrator) and the Chief. It is a point of significance that in the current socio-political climate the project was highlighted as one of national importance and an officer of the DA's office was assigned to facilitate on behalf of the project where needed.

As a consequence the proposed training course for educators at the bush camp is to be run in September when it can flow into the opening of the Bush Camp. In the mean time two individuals (Alfred Mpande & Vusumusu Sibanda) were identified as having the right credentials, experience and attitude and employed on a contractual basis. They assisted Bruce Lombardo in his research to produce the draft curriculum for the Bush Camp and training course. It is envisaged that the training course will be run for qualified guides who will then be employed on a contract basis when school groups come in to the Bush Camp, or on a full time basis if funding and demand permit. Once open, Vusumusu Sibanda will be employed on a permanent basis as the educator in the Bush Camp and an Education Officer provided by WEZ will be employed as the Community Development Educator. The draft curriculum is in the process of being developed into education materials by Dr Sasha Norris and Afra Kingdon from Siren in collaboration with Bruce Lombardo based in Harare. Mr Lombardo will be based for a year at the dog project from June 2003 where he will oversee the educational and community development aspects of the project, alongside Greg Rasmussen and Dr Sasha Norris (UK).

### **Community Development:**

The Dete PRA and PHDR,s links with Wildlife Environment Zimbabwe (WEZ) led to the identification of community development projects (listed below) that are relevant to this area and have been promoted by the five W.E.Z. Environmental Education centres elsewhere in Zimbabwe. All of the below are environmentally sound and sustainable use projects. Many are income-generating endeavours. Each W.E.Z. centre promotes three to four such projects. The CCEC will start with one or two of the below, identified for their appropriateness in target communities, then expand when and where possible, as success, funding and staffing allows.

- Permaculture
- Reed grass (for thatching)
- Vertiver grass (for erosion control)
- Reforestation and forestry
- Aquaculture (fish farming)
- Seed bank
- Bee keeping
- Erosion control and gully reclamation
- Passive solar energy
- Fuel-efficient household stoves
- Live fencing
- Waste recycling
- Cultural tourism
- Paper making
- Elephant dung
- Recycled paper
- Artisanal Crafts.

The recruitment of the WEZ Community development Officer commenced in April. 40 applicants from an advertisement placed by WEZ have been narrowed down to 5 and the interview process is currently underway. Once the candidate has been selected he /she will undertake a further appraisal of the Dete community to analyse the sustainable income projects and so determine, as stated above, which will be most suitable for the peoples of this region. Dr. Sasha Norris at Siren is investigating potential retail outlets in the UK for sustainable crafts and arts from Zimbabwe.

### **Conservation Education Centre Interpretative Displays**

PHDR's local knowledge and its close ties with the Bulawayo Natural History Museum, (Project Director, Greg Rasmussen, is a Field Research Associate with the Museum) has led to the development of a working relationship with Philis Moyo aimed at producing the interpretive displays for the CCEC. A workshop is being scheduled for late May / early June during which local artists will have the opportunity to present their work with a view to winning, a commission to produce the required displays.

### **Bush Camp Vehicle:**

A specially adapted Land Rover has been ordered from the main Land Rover specialist in Victoria Falls and delivery is expected within the next few weeks. The vehicle has an extended 150 chassis with a bank of seating to accommodate up to 20 children at a time. Bruce Lombardo will supervise the final fitting-out of the vehicle in Harare.

## **Summary of PRA visit on behalf of SIREN Conservation, Tusk Trust and Painted Hunting Dog Research. (Consultant: Dr Paul Maiteny)**

The UK PRA also aimed to provide an overview of how the project as a whole is being received by local stakeholders. Special attention was given to cultural dimensions of developing learning, education and interpretation, and ideas about generating alternative, sustainable sources of livelihood (not only economic, but more broadly defined, possibly including non-material wealth).

The PRA was a qualitative assessment of attitudes of people living in the Dete region towards the dog conservation project, conservation in general and their own economic situation. In depth interviews with a range of local people were conducted. The interviews suggested that the attitudes of local people to conservation were contradictory; being on the one hand spiritual, and on the other concerned with material gain from the white conservation organizations, which can provide livelihoods. Under white rule the local traditions had tended to be broken down, ridiculed or oppressed, while little opportunity to integrate into white society has left no tangible alternative system. There was some syncretism, however, where the two cultures merged.

The older people in particular were concerned with the preservation of their traditional culture, not simply as dances and artefacts for westerners, but in its spiritual dimension. They expressed positive attitudes to the idea of incorporating information about traditional culture into the education centre. As much of the traditions are based around ecological principles such as interdependence of nature and humans, this idea could be very appropriate. Dr. Sasha Norris at Siren is attempting to collate information on local culture. This involves consulting written accounts of traditions as well as talking with many local people and spiritual leaders in Zimbabwe. The PRA provides the groundwork for this in documenting some underlying principles of the society. One interesting example is of eating with hands from a shared bowl symbolizing togetherness, while eating with a knife and fork reflects inability to share and individualism. Despite their criticisms of the west, local people aspired to the safety and comforts provided by the consumer society. Animal symbolism was a particular focus of the interviews. Painted dog 'muti' (magical or curative properties of body parts of the animals) is usually associated with real qualities of the dogs such as good sense of smell, swiftness of foot, hunting ability, used to warn off bad people. Interestingly, black Zimbabweans saw white attachment to particular species (dogs, elephants, rhinos etc) as totemic and in some ways similar to their own spiritual beliefs.

The PRA suggested various ways in which understanding of local culture could advise the running of the dog project and the design of education materials. These are all being taken into account. One example is that the overall design of the main display is told as a story, using paintings by local artists, of the life of a painted dog. Story telling and parable are a salient element of Ndebele society. We are also incorporating scientific information, weaving this into the story structure. We hope to be able to bring the best of both societies to bear in the centre. There is further information on the contribution of the UK PRA below.

### **5. Partnerships:**

A close and effective relationship between PHDR in Zimbabwe, Tusk Trust, and Siren in the UK has developed over the last year. The collaboration continues to grow. The partnership between the two executive organisations, SIREN and PHDR is particularly fruitful. The differing perspectives of a developing and developed world charity bring synergy. Tusk's experience and skills in monitoring, budget management, co-ordinating and fund raising for such projects have also been invaluable.

The development of the partnership with WEZ continues, focusing on the community development aspect of the project. Meanwhile an effective relationship between PHDR and the Africa Centre for Holistic Management has also developed this year, resulting in a significant cross-pollination of ideas. The Africa Centre, based near Victoria Falls, is an indigenous

organisation, which undertakes conservation-orientated safaris and bush awareness courses, together with anti-poaching activities and community development work.

Professor David Macdonald of Oxford University's Wildlife Conservation Research Unit commented on the annual report and met with Dr Sasha Norris to advise on project milestones. In this same meeting, we also consulted on the very difficult problem of bush meat hunting and trade, which has been exacerbated in Zimbabwe over the last twelve months due to the economic situation. We will continue to collaboratively investigate the best ways to address this growing international problem.

## **6. Impact and Sustainability**

### **Impact:**

There is no doubt that the project's profile both locally and nationally has grown considerably during the course of the year. In spite of the fact that PHDR is already a well established institution within Zimbabwe, the construction of the CCEC and the linked integration through the Darwin Project to provide community integration and development has thrown not only a more positive, but new light on the PHDR project.

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Evidence for this can be seen in the press release and both the local and UK PRA reports produced by Dr Murindigomo and Dr. Paul Maiteny. Furthermore there have been very positive meetings and communication between PHDR and the Ministry of Education both locally and at a national level. The District Administrator's office and Chief Nelukoba continue to put their full support behind the project particularly relating to the construction of the CCEC. The plight of the dogs is rapidly turning the species into a flagship. For example fundraising events by humanitarian groups such as 'Rotarians' as far away as Harare, aimed at providing additional financial support and support in kind for the project are further indicators of the growing interest in the initiative, the plight of Painted Hunting Dogs and thus in the capacity for biodiversity. Most importantly the Darwin Initiative Project has put the dogs in the local limelight and consequently generated from within, important searching questions pertaining to the interdependence of wildlife and the local community.

The dog project is employing 60 local people in construction of the education centre as well as 4 staff in the office. In addition, several local people are volunteering, mainly undertaking computer tasks. The Darwin funding has necessitated and enabled an increase in staff numbers.



**Sustainability:**

Darwin have funded a project in Zimbabwe at a time when securing funding for work here has become much more difficult. All members of the partnership are fund raising to try to ensure staff members will be employed to work in the education centre and community development projects beyond the Darwin funding. The development of the paying volunteer programme with PHDR has been hindered by the general down turn in tourism in Zimbabwe as a whole. We can only hope that the political situation will stabilise allowing for a recovery in this relatively environmentally benign industry.

**7.Outputs, Outcomes and Dissemination**

<b>PROJECT OUTPUTS AS AT 30 MAY 2003</b>		
<b>Year</b>	<b>Code No./status</b>	<b>Details</b>
<b>2002/2003</b>		
<b>September</b>	8-/ (2 x 3 pwks)	2 UK personnel travelled to Zimbabwe for 6 person weeks
<b>September</b>	14A -/ Done	Community awareness / understanding outreach programme comprising video and Powerpoint undertaken by Gregory Rasmussen, Chief Nelukoba, and Local Councillor Sipihwe Mapfuwa. Here all local wards were visited to outline the project and to seek feedback for inclusion into the project at its conception.
<b>November</b>	9 - /Done	Report on Dete Rural Appraisal done by Dr Felix Murindigomo
<b>December</b>	8 -/ 3 pwk	One UK personnel travelled to Zimbabwe for 3 per weeks
	15A -	One National press release in Zimbabwe
<b>January</b>	6A/B -/ Delayed postpone to Sept	The curriculum and format for this course has been undertaken by Bruce Lombardo. It was however decided that it would be prudent to postpone it in order to synchronise with the completion of the children's conservation education bush camp. It is intended that completion of the latter will be October 2003 and will involve 15 people.
	7 -/in press	Booklet entitled 'Zimbabwe's Painted Hunting Dogs' produced. A video has been produced (Broadcast Six TV UK) which will be used in training. Four types of materials are being finalised: curriculum support for schools, teaching materials, economic activities materials and a storybook.
<b>March</b>	9 -/ PRA report/done	UK Rural appraisal report includes an analysis on local opinion and perceptions as well as the of potential of new economic activities and evaluation of the project overall This has been completed by Dr Paul Maiteny.
<b>April</b>	8 -/ 2 pwk	1 UK personnel travelled to Zimbabwe for 2 person weeks
	7 / In progress	Material promoting economic activity produced
<b>2003/2004</b>		
<b>August</b>	8	2 UK personnel to Zimbabwe for 3 person weeks
	7 -/In progress	Curriculum support materials – Plan now done, materials being produced by Dr Sasha Norris and Bruce Lombardo
	7 -/In progress	Teachers' support materials - Plan Done, draft now being completed by Dr Sasha Norris and to be finalised in July with Bruce Lombardo
<b>September</b>	8	2 UK personnel to Zimbabwe for 2 person weeks
<b>December</b>	7	Storybook produced and disseminated ( <i>Min 7,500 copies</i> )

	7	Education centre activities and materials completed
	15A	National press release in Zimbabwe
	9	Report on extension of CCEDP to other rural communities
<b>March</b>	8	3 UK personnel to Zimbabwe for 4 person weeks
<b>July</b>	14A	Dissemination workshop takes place (45 participants Local stakeholders, Community conservation education centre steering committee, PHDR, SIREN, TUSK TRUST, PRA experts will attend)
	15A	National press release in Zimbabwe
	18A	National TV item broadcast in Zimbabwe
	19A	National radio item broadcast in Zimbabwe
	11B	One paper submitted to peer-reviewed journal
	20	Computers handed over to host (£5,000)
	23	Additional funds raised (£35,000 for building of Centre)
	21	Centre handed over

<b>PROJECT IMPLEMENTATION TIMETABLE</b>	
<b>Date</b>	<b>KEY MILESTONES</b>
<b>2002/2003</b>	
<b>September</b>	Key planning meeting in Dete takes place - Successfully staged with positive response
<b>January</b>	Trainee educators complete course – This has been postponed until Bruce Lombardo takes up his secondment to the Dog Project from his International School in Harare end of May 2003.
	Community awareness materials- These have been completed. PHDR have an initial leaflet and other materials
	Draft storybook text completed – This has been done and is being finalised in UK by Dr Sasha Norris at SIREN.
<b>March</b>	Draft curriculum support materials – In progress and being done by Bruce Lombardo and Dr Sasha Norris
	Draft teachers’ support materials completed - In progress and being done by Bruce Lombardo and Dr Sasha Norris.
	Workshop in Dete – PHDR successfully arranged New Darwin funded Land Rover being refitted and will be delivered in June
	Primary school activities commence – Now Underway
	Report on economic activities completed –UK PRA Report completed.
<b>June</b>	Draft materials for education centre building completed – All material designs have been agreed. SIREN is now collating the scientific and art material for the centre. A workshop run in Bulawayo in June will identify a local artist who will produce the eight large paintings to act as a focus for the display. These will encompass the story of a wild dog’s life, and the ways in which humans can impact on this.

	Economic promotional and support materials circulated - This milestone has been postponed as WEZ, our initial partners in this process, have re-focused their efforts on school education work. We are talking with many in-country organisations gathering information as well as considering the PRA analysis
<b>2003/2004</b>	
<b>August</b>	Final teachers' support materials produced
	Rural appraisal in additional communities completed
<b>December</b>	Storybook completed and distributed
	Education Centre and materials developed
	Equipping of Education Centre completed
<b>March</b>	Review of activities and materials takes place
	Report of extension of CCEDP work completed
<b>July</b>	Revision of CCEDP process and materials completed
	Dissemination workshop completed

**Table 2: Publications**

Type * (e.g. journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (e.g. contact address, website)	Cost £
Report on participatory rural appraisal	A Darwin Initiative project of the Tusk Trust, `Siren Conservation Education and Painted Hunting Dog Research, By Dr. Paul Maiteny April 2003		Siren Conservation Education, available online or through Siren, Halifax House, 6 South Parks Road, Oxford.	FOC
Draft curriculum	Education programme description & Philosophy for Painted Hunting Dog Children's Bush Camp. Programme Syllabus by B. Lombardo, 2002		Siren Conservation Education website.	FOC
Draft Painted Dog Story Book	Dr Sasha Norris - will be available in final form in December.		Siren Conservation Education website.	FOC
Video Film on Dog Project	Production company: Rare Films. Producer- Sasha Norris, Camera - Simon Friedsberg and Sasha Norris. Darwin will be credited on the film.	Six TV, The Oxford Channel – UK with possible transmission in Zimbabwe at a later date	Siren Conservation Education & Rare Films	Video cassettes will be available at the CCEC
Education Booklet	Booklet, Conservation of the Painted Hunting Dog in Zimbabwe has been produced and printed in Bulawayo. 35,000 were printed	PHDR	PHDR	Free Hand Out. 25,000 given out to local schools as well as to the Dept Nat Parks & wildlife clubs.

## 8. Project Expenditure

**Table 3: Project expenditure during the reporting period**

Item	Budget £	Expenditure £
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## 9. Monitoring, Evaluation and Lessons

Rapid degradation of the socio-economic situation has led to a general increase in snaring in Zimbabwe. With reports indicating that possibly as much as 50% of the country's wildlife has been destroyed. Despite this national trend, PHDR's snare data suggests snaring has reduced over the last six months in our area of operation. Snare rates increase from August 2001 to August 2002 from 184 per month to 351 per month. The escalation continued between Sept 2002 and Dec 2002 when a total of 1707 snares were collected at a rate of 426 per month. We deployed our second Anti-Poaching Unit (APU) in January after training in December. Between Jan 2003 and March 2003 the two units have collected a total of 918 snares at a rate of 306 per month. The reports from the APU teams are indicating that this rate is continuing to fall and should be revealed when we collate the data at the end of June 2003. This is interpreted to be mainly, a result of the project's anti -poaching team rather than the effects of education work. We hope to see the impact of these less direct efforts over the next twelve months when more initiatives have been implemented based on our PRA's and education materials. Already as a result of the Darwin Project the Chief has become more receptive to wildlife conservation and is taking a direct personal interest in those hunting illegally within his community.

According to our UK PRA report, local people generally have a positive attitude to the Painted Hunting Dog Research and to the new education centre. There are some doubts and conflicts however. A feeling prevailed as to whether there would be economic and community benefits. There have been many initiatives in the area historically which have promised much but delivered little. The PRA was useful in highlighting this problem, adding to the sense already felt by the project partners of the responsibility to deliver real benefits. Other concerns related to jealousies arising in the close knit local communities when some people gained jobs from the project and others did not. The project's directors are confronting this problem by pursuing as much as possible on an equal opportunities' policy in employment.

The UK PRA revealed that some people might perceive the education centre as a 'fait accomplis', thus inhibiting criticism because they felt powerless to intervene. Ongoing questionnaires, and engagement with local people over design and activities should help to address this. Furthermore, a steering committee has been established out of the first stakeholder meetings regarding the creation of the conservation education centre to ensure that due consideration of the community's expectations is maintained.

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One line of research has emerged as a result of growing thinking and a better understanding of the situation. We are therefore liaising with all Zimbabwean organisations who have undertaken sustainable income generating activities. This will help us to implement the best strategies rather than repeating mistakes and learning by trial and error. This is in addition to understanding gleaned from the PRA,s.

The first six months of this grant (we are reporting at the end of six months as requested, although our funding began in September), have been a time of information gathering, and idea generation for the community development and education programmes. Furthermore a significant part of the education centre has been built. We are looking forward to the next phase.

**10. Author(s) / Date**

Dr Sasha Norris  
Gregory Rasmussen  
Peter Blinston  
Charles Mayhew.

Completed 16<sup>th</sup> June 2003

Project summary	Measurable indicators	Means of verification	Important assumptions
<p><b>Goal</b></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"> <li>1. Up-take of primary school educational materials and requests for input of PHDR CCEDP educators, notably in Matabeleland North</li> <li>2. Monitoring of wild mammal population trends</li> <li>3. Changes in balance of local level economic activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Changed attitudes of local communities</li> <li>2. Interest of schools in promoting wildlife elements of the Environmental Science curriculum</li> <li>3. Suitable political climate</li> </ol>
<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. Questionnaire to local community members (and others) during each workshop and at the education centre</li> <li>2. Report on appraisal of the CCEDP</li> <li>3. Snare records</li> <li>4. Consultation with project collaborators and other relevant NGOs of usefulness of CCEDP to their activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Local communities receptive to education and awareness messages</li> <li>2. Continued local support of PHDR project</li> <li>3. Success in leveraging further funds into PHDR in support of the CCEDP</li> <li>4. Trained educators remain with PHDR CCEDP</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> <li>8. Dissemination and publicity workshop</li> <li>9. Peer reviewed paper</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> <li>7. Final workshop: number and status of participants</li> <li>8. Co-authored paper written</li> </ol>	<ol style="list-style-type: none"> <li>1. Report on rural appraisals</li> <li>2. Document on education programme plus materials</li> <li>3. Educator trainer reports on 'trainee' activities</li> <li>4. Report on sustainable income generation workshop</li> <li>5. Report on up-take of new income generation projects</li> <li>6. PHDR report on centre</li> <li>7. Peer review of dog story book and distribution figures</li> <li>8. Report of final workshop</li> <li>9. Acknowledgement of receipt of MS from journal</li> </ol>	<ol style="list-style-type: none"> <li>1. Local communities receptive to education and awareness messages, and to novel income generating possibilities</li> <li>2. Trained educators remain in post</li> <li>3. Economic opportunities are not limited by supply or market constraints</li> <li>4. Experience with two local communities is generalisable</li> </ol>
<p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Rural appraisals</li> <li>2. Training of educators</li> <li>3. Development of awareness process/materials</li> <li>4. Development of curriculum and teacher support materials</li> <li>5. Income generation workshop</li> <li>6. Development of education centre materials</li> <li>7. Implementing education/development programme</li> <li>8. Fitting out of centre</li> <li>9. Dissemination workshop</li> <li>10. Preparation of paper</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff salaries £34150</li> <li>2. Rents £14290</li> <li>3. Office costs £1525</li> <li>4. Travel £8220</li> <li>5. Printing £850</li> <li>6. Workshops £1650</li> <li>7. Capital £11980</li> <li>8. Other costs £13080</li> </ol> <p><b>Total spend £85745</b></p> <p><u>Other key inputs</u></p> <ol style="list-style-type: none"> <li>1. Two educators (PHDR)</li> <li>2. Monitoring costs (Tusk)</li> <li>3. Implementing staff (Siren)</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Review of quarterly reports to monitoring sub-group of Tusk Trust</b></li> <li><b>2. Annual field monitoring visits of Tusk Trust personnel</b></li> <li><b>3. Progress/outcome reports on each activity</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Expert PRA facilitators available when needed</li> <li>2. Suitable trainee educators are available</li> <li>3. Local communities are receptive to education and development initiatives</li> <li>4. Building of education centre is not delayed beyond the end of the project</li> <li>5. Key participants of the workshops are available</li> <li>6. NGO collaborators (not project partners) provide input as needed</li> </ol>

