

Submit by 13 January 2006

DARWIN INITIATIVE APPLICATION FOR GRANT ROUND 14 COMPETITION:STAGE 2

Please read the Guidance Notes before completing this form. Applications will be considered on the basis of information submitted on this form and you should give a full answer to each question. Please do not cross-refer to information in separate documents except where invited on this form. The space provided indicates the level of detail required. Please do not reduce the font size below 11pt or alter the paragraph spacing. Keep within word limits.

1. Name and address of organisation

Name: International Centre for Protected Landscapes (ICPL)	Address: Unit 8E Science Park, Aberystwyth SY23 3AH
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2. Project title (not exceeding 10 words)

DISTANCE LEARNING FOR BIODIVERSITY CONSERVATION IN SMALL ISLAND DEVELOPING STATES

3. Project dates, duration and total Darwin Initiative Grant requested

Proposed start date: May 2006	Duration of project: 3 Years	End date: March 2009			
Darwin funding requested	Total	2006/07	2007/08	2008/09	2009/2010
	£212,500	£61,500	£74,000	£77,000	£

4. Define the purpose of the project in line with the logical framework

The proposed project is intended to assist small island developing states (SIDS) with endangered environments, to address decline in biodiversity and habitat loss, through skills upgrading for key practitioners and local trainers in community-based conservation and sustainable development, using the distance and flexible learning model.
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5. Principals in project. Please provide a one page CV for each of these named individuals

Details	Project Leader	Other UK personnel (working more than 50% of their time on project)	Main project partner or co-ordinator in host country
Surname	Dr Hughes	Falzon	Prof Aalbersberg
Forename (s)	Elizabeth	Charlie	William
Post held	Executive Director	Director of Training	Director
Institution	International Centre for Protected Landscapes	International Centre for Protected Landscapes	University of the South Pacific (USP)
Department			Institute of Applied Sciences

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

Yes. Biodiversity Conservation Training, Pacific Island States (1999-2003) Ref 162-8-009; Conservation Management Training and Capacity-Building, sub-Saharan Africa (2004-2007) Ref 162-13-002

7. IF YOU ANSWERED NO TO QUESTION 6 describe briefly the aims, activities and achievements of your organisation. (Large institutions please note that this should describe your unit or department)

Aims (50 words)

Activities (50 words)

Achievements (50 words)

8. Please list the UK (where there are partners in addition to the applicant organisation) and host country partners that will be involved in their project and explain their roles and responsibilities in the project. Describe the extent of their involvement at all stages, including project development. What steps have been taken to ensure the benefits of the project will continue despite any staff changes in these organisations? Please provide written evidence of partnerships.

The UK partner (ICPL) has been working successfully together with the two Pacific region partners (University of the South Pacific (USP) and the South Pacific Regional Environmental Programme (SPREP)) for the past 8 years. The key individuals in the Pacific are **Prof Bill Aalbersberg**, Director, Institute of Applied Sciences (USP); **Prof Kanayathu Koshy**, Director, Pacific Centre for Environment and Sustainable Development (USP); **Asterio Takesy**, Director, **Kate Brown** (Training Director) and **Frank Wickham** (Training Officer) SPREP. These principals have collaborated with ICPL in the development and ongoing success of the DI-funded short-course programme in community-based conservation for the Pacific. They have contributed substantially to the ground-work for the proposed distance-learning scheme and are fully committed to its gestation, delivery and sustainability (letters of support attached).

ICPL will manage the project and mentor USP and SPREP through the development of the proposed training materials and the setting-up of the distance-learning system. ICPL will provide core and generic training materials and will assist the host country partners with training delivery in the first years of the programme. USP and SPREP will provide local content and specialised training materials, establish and run the distance-learning programme, and feed trainees into the system. USP and SPREP will also manage the trainee's applied course-work conservation projects, with advisory input from ICPL. The project will benefit many other UK and overseas conservation organisations with interests in SIDS environments. Contacts were made with, and expressions of support given by the following organisations during the pre-project phase:

Asian Development Bank	Wildlife Conservation Society
Pacific Water Commission	Coral Cay Conservation
Pacific Islands Association of NGOs	National Trust of Fiji
Partners in Community Development	Birdlife International
Foundation for the Peoples of the South Pacific	Live & Learn NGO
Pacific Islands Roundtable for Nature Conservation	Fiji Government
Consortium of Universities of Small Island Developing States	WWF Fiji
	IUCN

9. What other consultation or co-operation will take place or has taken place already with other stakeholders such as local communities? Please include details of any contact with the government not already provided.

The distance-learning programme proposed here, is based on grass-roots training needs assessments carried out by the most relevant intergovernmental organisation for the target region (SPREP) and the leading academic provider for the Pacific (USP). It is also based on feedback from the scores of trainees (community conservation practitioners) who have passed through the earlier Darwin Initiative-funded short-course training programme. Most of the practical field training and applied conservation project work on this programme was, and still is, being carried out in partnership with local communities. The Global Environment Facility (GEF) is conducting a major capacity and conservation needs survey for developing nations that expects to report in 2006. This information will also inform the design and delivery of our biodiversity conservation training

materials for SIDS.

PROJECT DETAILS

10. Is this a new initiative or a development of existing work (funded through any source)? Are you aware of any other individuals/organisations carrying out similar work, or of any completed or existing Darwin Initiative projects relevant to your work? If so, please give details explaining similarities and differences and showing how results of your work will be additional to any similar work and what attempts have/will be made to co-operate with and learn lessons from such work for mutual benefits.

The proposed distance-learning conservation training scheme for SIDS has grown out of an earlier Darwin Initiative short-course training scheme for the Pacific, that received excellent reviews from independent DI assessors, and recommendations to extend the training reach and impact of the programme by employing the distance-learning format. As far as we are aware, very few organisations anywhere in the World offer biodiversity conservation training by distance-learning, and none are targeted at the SIDS environment. Both reviewers of our earlier project and participants in other Darwin Initiative activities in the Pacific, have voiced support for this proposed scheme (see Section 8). It will build on and assist directly with the sustainability and legacy of DI work in the region, as well as new projects elsewhere.

11. How will the project assist the host country in its implementation of the Convention on Biological Diversity? Please make reference to the relevant article(s) of the CBD thematic programmes and/or cross-cutting themes (see Annex C for list and worked example) and rank the relevance of the project to these by indicating percentages. Is any liaison proposed with the CBD national focal point in the host country? Further information about the CBD can be found on the Darwin website or CBD website.

Because of the broad coverage of the proposed biodiversity conservation training programme, and the fact that one module of the programme will deal specifically with international environmental treaties such as the CBD, all the Articles of the CBD will be addressed to some degree. However, the main CBD areas of relevance in this project are: Articles 12 - Research and Training (70%) and 17 – Exchange of Information (10%). Other Articles addressed significantly by the training modules include: Article 5 Co-operation, 6 General measures for Conservation and Sustainable Use, 7 Identification and Monitoring, 8 *In-situ* Conservation, 8h Alien Species, 8j Traditional Knowledge, 9 *Ex-situ* Conservation, 10 Sustainable use of components of Biological Diversity, 11 Incentive measures, 13 Public education and awareness, 14 Impact assessment and minimizing adverse impacts, 15 Access to genetic resources, 17 Exchange of information and 19 Handling of biotechnology and distribution of its benefits (10%). Also, cross-cutting issues - Access and Benefit Sharing, Alien Species, Biodiversity and Tourism, Climate Change and Biodiversity, Ecosystems approach, Forest Biodiversity, Global Strategy for Plant Conservation, Impact Assessment, Liability and Redress, Marine and Coastal Biodiversity, Protected Areas, Public Education and Awareness, Sustainable Use and Biodiversity, Traditional Knowledge and Innovations and Practices (10%).

Early contact was established with the CBD Focal Point Ministry in Fiji (Ministry of Local Government, Housing, Squatter Settlement and Environment) through Mr H Lingam, Director of Housing. He has kindly assisted the project partners in the past and this liaison will be continued, both with Mr Lingam and his Chief Executive Officer, Cama Tuiloma.

12. How does this project meet a clearly identifiable biodiversity need or priority defined by the host country? Please indicate how this work will fit in with National Biodiversity Strategies or Environmental Action Plans, if applicable.

Small island developing states (SIDS) often have high levels of endemic biodiversity and many unique and specialised species of importance for human use (e.g. in agriculture, fisheries, forestry and tourism). Much of this biodiversity is owned by local communities who are overwhelmingly reliant on natural resources for survival. However, with rapid population increases and rising material expectations there has been a disproportionate amount of habitat and species loss on small islands throughout the World. For example, the Asian Development Bank states that: "The natural wealth of Pacific SIDS underpins their formal and subsistence economies", and that "the

biodiversity of the Pacific region is recognised to be of global significance, yet the threats to its conservation are among the highest anywhere in the world". The Bank also states that: "It is vital to the well-being of the Pacific people that their biological resources be sustainably managed", yet, "the capacity to educate growing populations in the Pacific is generally weak and deteriorating" (ADB Pacific Region Environmental Strategy 2005-2009).

The South Pacific Regional Environmental Programme coordinates the efforts of 29 member governments in tackling environmental problems in the region. The SPREP Action Strategy identifies the urgent need for training of biodiversity conservators and environmental managers and, because of low staffing levels, remoteness and difficulties of communication in the region, also recommends that training be delivered "*using the distance and flexible learning (DFL) model*". The Director of SPREP has personally endorsed this Darwin Initiative application (see letters of support). This project would therefore assist SPREP member country's commitments to the Convention on Biological Diversity (CBD), and is in line with other SIDS multi-lateral environmental agreements - including the Barbados Program of Action, Johannesburg Plan of Implementation, and Mauritius Strategy - all of which emphasise biodiversity conservation, environmental management and sustainable development in island nations with limited natural resources and skills bases. It is also fully congruent with the priorities of the IUCN World Commission on Protected Areas "Task Force on Island Conservation and Protected Areas" (TAFICOPA).

13. If relevant, please explain how the work will contribute to sustainable livelihoods in the host country.

All the practitioners taking part in the earlier phase of Darwin Initiative short-course training, worked directly or indirectly with local communities that were reliant on biodiversity resources for their survival. The proposed distance-learning programme will greatly extend this work in reach and depth (increased training time, subject and geographical coverage). As was demonstrated clearly during the earlier phase, applied conservation projects carried out by the trainees will also impact positively on sustainable livelihoods for local SIDS communities.

14. What will be the impact of the work, and how will this be achieved? Please include details of how the results of the project will be disseminated and put into effect to achieve this impact.

Through the longer-term training envisaged under the proposed distance-learning programme, even greater benefit will be brought to communities in the Pacific than previously. Key government and NGO workers, educators and private sector environmental practitioners will have their skills upgraded to carry out more effective applied conservation work in the region, *without having to leave their posts*. Furthermore, through the link with the Consortium of Universities for SIDS, the programme will act as a model for environmental conservation training in small island developing nations elsewhere in the World (particularly the Indian Ocean and Caribbean regions). As with the earlier DI-assisted short-course programme, hard-copy and electronic training materials (CDs) will be made available for adaptation to local needs. This aspect of the project will be facilitated by use of the newly-instituted satellite network for e-learning, set up by the University of the South Pacific ("USPNet"). Results of the project will also be disseminated through workshops and published articles (see Outputs – Section 21).

15. How will the work leave a lasting legacy in the host country or region?

The independent review of the earlier short course project stated that: "the project had very considerable successes, impact and legacy, which can be attributed to good project design, excellent partners and good management"; "It is very clear that the legacy of this project at the country and regional level is considerable and represents excellent value for money"; "The project has achieved an enduring legacy through the wider impact that the trainees are having on biodiversity conservation and management in 13 nation states of the Pacific region"; "The impact of this project demonstrates that well-designed training activities can be a very effective investment to assist countries to implement the CBD." The project also attracted considerable extra funding that allowed the staff and resources to remain in place so that they are now at the disposal of the present proposed project.

Therefore, the legacy of the new project will be even greater due to: 1) the increased goodwill that

has accrued in the region; 2) enhanced commitment from the project partners; 3) larger numbers of partner organisations that have pledged to support the new scheme; 4) the greater training reach and depth made possible by the extended, distance-learning programme; 4) the attractiveness of the model for other SIDS regions. Fees for distance-learning are also proportionately lower than for residential training, so that greater value for money can be achieved, with concomitant attractiveness to potential future donors. The practical legacy of the project will be more, highly-trained conservation practitioners, better-equipped to solve the most pressing biodiversity conservation problems of small island developing states throughout the World.

16. Please give details of a clear exit strategy and state what steps have been taken to identify and address potential problems in achieving impact and legacy.

As with the earlier programme, legacy will be achieved by capitalising on the commitments from project partners to ensure a steady flow of trainees after Darwin funding has ceased. There is increasing demand for this kind of training in small-island developing states, and the interest of the Consortium of Universities of SIDS is expected to create an even greater uptake of both the training content and the mode of delivery (the United Nations University has stated that distance-learning is the fastest-growing mode of education provision in the World today). Furthermore, the University of the South Pacific is instituting a dedicated system of satellite communication and e-learning for outlying islands of the Pacific ("USP-Net"), and is willing to trial the proposed Darwin training programme on this system as a model for future courses. This will be of great interest for other regions such as the Indian Ocean and Caribbean, where remote island states also face communication difficulties. This aspect would make the attraction of additional external funding to the project more likely, and would ensure the sustainability of the core programme while delivering a lasting legacy for this Darwin Initiative work at the global as well as the regional level.

The only major problem to affect the prior DI Pacific project, was the political coup in Fiji in year 2000. There has been greater stability in Fiji since that time, and the local project partners are confident that, with the more broadly-based support on offer (including from the Government of Fiji), the proposed project can be even more successful and sustained than the earlier short-course training scheme.

17. How will the project be advertised as a Darwin project and in what ways will the Darwin name and logo be used?

The Darwin name and logo will be used on all training materials, and at all development and dissemination workshops associated with the project. It will be emphasised in all published outputs (journal papers, reports, guideline documents and popular articles) and in all oral exposition of the project work (conferences, seminars and media briefings). The distance-learning secretariat at USP will be named after the Darwin Initiative. The project website will be maintained under the Darwin heading, and future SIDS training activities accruing as a result of the project will back-refer to their Darwin Initiative origins.

18. Will the project include training and development? Please indicate who the trainees will be and criteria for selection and what the level and content of training will be. How many will be involved, and from which countries? How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length and dates (if known) of any training course. How will trainee outcomes be monitored after the end of the training?

The project is primarily a training intervention. The trainees will be environmental practitioners from middle and upper levels of government, academic, and non-governmental organisations and the private sector (including grass-roots conservation workers). Criteria for selection in the Pacific will be the international academic standards set by the University of the South Pacific, but are expected to allow for appropriate length and depth of practical experience, as well as or instead of formal qualifications. The proposed distance-learning programme in Environmental Conservation will allow for a Post-Graduate Certificate (4 modules), PG-Diploma (8 modules) and an MSc (with applied research project) to be pursued. Content will include: Global conservation issues, Protected Areas and Management Planning; Community-based Conservation, Scientific and Research Techniques (including biodiversity monitoring and assessment); and "special topics" of relevance for SIDS, such as Integrated Coastal Zone Management, Invasive Organisms;

Sustainable Tourism etc. Initially, ten trainees per year are envisaged during years 2 and 3 of the project in the Pacific (from 13 potential countries), with numbers rising after that as the programme is taken-up by the wider SIDS constituency. Training impact will be assessed using the latest, aid programme-approved techniques (the project partners include an experienced specialist in this discipline). As with the earlier DI short course programme, many of the participants will be trainers themselves, and will re-echo their training to a wider audience during their daily activities as outreach workers. The full MSc course by distance-learning will have a minimum two year duration, and the PG-Dip and PG-Cert will have proportionately shorter durations. The existing Darwin Pacific alumnus network will be strengthened and expanded using the latest electronic means of communication, to enable ongoing post-course feedback and to capitalise on the growing expertise and knowledge of trainees and their employers for the benefit of new candidates.

LOGICAL FRAMEWORK

19. Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note. This should not have substantially changed from the Logical Framework submitted with your Stage 1 application. Please highlight any changes.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Goal: 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"> • the conservation of biological diversity, • the sustainable use of its components, and • the fair and equitable sharing of benefits arising out of the utilisation of genetic resources 			

<p>Purpose Assist small island developing states to address decline in biodiversity and habitat loss through training of trainers in community-based conservation and sustainable development using the distance learning model.</p>	<ul style="list-style-type: none"> ■Numbers of scheme-related SIDS conservation projects ■Duration of resources for sustainability of Pacific Training Centre and network ■Amount of leveraged funding for scaling-up of activity to global SIDS community 	<p>Project reports, trainee and employer feedback</p> <p>Project, SPREP and USP official reports and accounts</p> <p>Project-wide accounts (DI plus project partners and other agency funding)</p>	<p>Favourable climate among trainee employers for <i>de novo</i> conservation project activity. SPREP and USP continue support for DFL network</p> <p>Favourable climate for support of environmental action in wider SIDS stakeholder and donor communities</p>
<p>Outputs</p> <ul style="list-style-type: none"> ■1 Distance learning course in biodiversity conservation and sustainable development for SIDS ■10 conservation workers trained with DI bursaries by Year 3 (>20 with leveraged funding) ■2 module development workshops and 2 trainee induction courses ■Project Reports & 2 published articles on training scheme 	<p>Distance and flexible learning programme established and running efficiently</p> <p>Annual numbers of conservation workers trained in-post, and scheme-related community beneficiaries</p> <p>Numbers of, and participants in, project workshops/courses</p> <p>Numbers of project publications</p>	<p>USP/SPREP and project reports</p> <p>USP/SPREP and project reports plus trainee and employee feedback briefings</p> <p>USP/SPREP and project reports</p> <p>USP/SPREP and project reports</p>	<p>SPREP and USP continue support for programme and DFL network</p> <p>Favourable climate among SIDS conservation agencies for (subsidised) employee training</p> <p>Continuing stability and commitment of main project partners. Project principals work to schedule</p>
<p>Activities</p> <ul style="list-style-type: none"> ■ Project commences ■ Core and compulsory DFL materials completed ■ Programme Workshop 1 ■ First cohort of trainees begin study ■ Certificate trainees complete ■ Ancillary/optional DFL materials completed ■ Programme Workshop 2 ■ Second cohort of trainees begin study ■ Diploma trainees complete ■ Programme articles published ■ Global SIDS training scheme funding secured 	<p>Activity Milestones</p> <p>May 2006</p> <p>June 2007</p> <p>June 2007</p> <p>September 2007</p> <p>June 2008</p> <p>June 2008</p> <p>June 2008</p> <p>September 2008</p> <p>June 2009</p> <p>July 2007, July 2008</p> <p>January 2009</p>	<p>Assumptions</p> <p>Political stability in primary host country (Fiji)</p> <p>Continuing stability and commitment of main project partners</p> <p>Host institution continues support for DFL network</p> <p>Favourable climate for support of environmental action in wider SIDS stakeholder community</p> <p>(portents are positive and favourable for all these assumptions)</p>	

20. Provide a project implementation timetable that shows the key milestones in project activities.

Project implementation timetable		
Date	Financial year	Key milestones
	Apr-Mar 2006/7 Apr-Mar 2007/8 Apr-Mar 2008/9 Apr-Mar 2009/2010	
May 2006	Apr-Mar 2006/7	Project commences

May 2006	Apr-Mar 2006/7	Work-scheme agreed and circulated
September 2006	Apr-Mar 2006/7	Internal review meeting and contribution to existing short-course
June 2007	Apr-Mar 2007/8	Development of first 4 training modules completed
June 2007	Apr-Mar 2007/8	Open Workshop 1 to review first 4 modules and plan second 4
September 2007	Apr-Mar 2007/8	Conservation Induction short-course 1
September 2007	Apr-Mar 2007/8	First cohort of trainees begin first 4 modules
June 2008	Apr-Mar 2008/9	First PG-Certificate Scholars complete
June 2008	Apr-Mar 2008/9	Development of second 4 training modules completed
June 2008	Apr-Mar 2008/9	Open Workshop 2 to review second 4 modules and advertise final form of distance-learning programme
September 2008	Apr-Mar 2008/9	Conservation Induction short-course 2.
September 2008	Apr-Mar 2008/9	First cohort of trainees begin second 4 modules
September 2008	Apr-Mar 2008/9	Second cohort of trainees begin first 4 modules
June 2009	Apr-Mar 2009/10*	First PG-Diploma Scholars complete
June 2009	Apr-Mar 2009/10*	First cohort of trainees begin MSc research projects
September 2010	Apr-Mar 2010/11*	First cohort of trainees complete MScs by distance-learning
	* post-DI funding	

21. Set out the project's measurable outputs using the separate list of output measures.

PROJECT OUTPUTS		
Year/Month	Standard output number (see standard output list)	Description (include numbers of people involved, publications produced, days/weeks etc.)

2007/8	6A	10 trainees complete Conservation Induction Course in year 2 of programme
2007/8	6B	2 weeks per trainee for Conservation Induction Course
2008/9	6A	10 trainees complete Conservation Induction Course in year 3 of programme
2008/9	6B	2 weeks per trainee for Conservation Induction Course
2008/9	3	5 DI-funded trainees receive PG-Certificate in year 3 of programme, plus 5 through leveraged funding
2008/9	3	5 DI-funded trainees receive PG-Diploma in year 4 of programme, plus 5 through leveraged funding
2009/10	2	5 DI-funded trainees receive MSc by year 5 of programme, 5 more by year 6, and similar numbers through leveraged funding in years 5, 6 and thereafter
2007/8	7	First 4 MSc core distance-learning modules produced
2008/9	7	Last 4 MSc specialist distance-learning modules produced
2008/9	7	1 full Certificate/Diploma/MSc manuals and e-materials package for distance-learning programme complete
2006/7/8/9	8	12 person-weeks spent by UK staff in host country by end of programme (4 per year)
2006/7/8/9	9/10	At least 20 applied conservation project reports issued as a result of Certificate, Diploma and MSc candidate's DI-stimulated project activity
2007/8	14B	1 Darwin Workshop (London) presentation on project
2006/7 & 2008/9	15A	2 national press releases in host country
2006/7 & 2008/9	15D	2 local press releases in UK
2006/7	17B	1 dissemination network (Pacific training alumni) enhanced to provide for publicity and feedback on DI distance-learning scheme
2006/7	21	Distance-learning secretariat established in Darwin Pacific Training Centre at USP, Fiji
2006/7/8/9	23	£40,000 initial leverage-funding from main project partners, with considerably more expected from supporting organisations (see Sections 8 & 15)

PROJECT BASED MONITORING AND EVALUATION

22. Describe, referring to the Indicators in the Logical Framework, how the progress of the project will be monitored and evaluated, including towards delivery of its outputs and in terms of achieving its overall purpose. This should be during the lifetime of the project and at its conclusion. Please include information on how host country partners will be included in the monitoring and evaluation.

Progress of the project will be jointly monitored and evaluated using current impact assessment techniques (see Section 18). Internal project, and official USP/SPREP Reports and Accounts will show the distance-learning programme established and running efficiently. This and SPREP publicity documentation will reflect the annual numbers of conservation workers trained in-post and the numbers of participants attending project workshops/courses. Each event will employ 2-way trainee/trainer assessment, and will include the perceptions of external contributors and observers. Post-course training impact assessment will rely on organised feedback from trainers and their institutional employers, and will cover extent of new skills-application and the efficacy of scheme-related SIDS conservation projects. This will include quantity and quality of interventions for community-level beneficiaries. Reports and publicity materials will reflect the numbers and penetration of project publications and the duration of resources for sustainability of the Darwin Pacific Training Centre and network. This will include the amount of leveraged funding for scaling-up of project activity to the global SIDS community. Overall impact of the programme will be cross-checkable through reviews in the technical and popular outlets of project partner organisations, regional environmental reporting among small island developing states, and the general news media