



# Darwin Initiative Annual Report

## Important note:

To be completed with reference to the Reporting Guidance Notes for Project Leaders: it is expected that this report will be about 10 pages in length, excluding annexes



**Submission Deadline: 30 April 2011**

## 1. Darwin Project Information

Project Reference	17-013
Project Title	Building capacity and resilience within the conservation sector in Tajikistan
Host Country/ies	Tajikistan
UK contract holder institution	Fauna & Flora International
Host country partner institutions	School of Professional and Continuing Education, University of Central Asia Institute of Zoology and Parasitology, National Academy of Sciences Institute for Professional Development
Other partner institutions	International Centre for Protected Landscapes
Darwin Grant Value	£213,667
Start/end dates of project	April 2009 to March 2012
Reporting period (eg Apr 2010 – Mar 2011) and number (eg Annual Report 1, 2, 3)	1 April 2010 to 31 March 2011 Annual Report 2
Project Leader name	Alex Diment
Project website	<a href="http://www.fauna-flora.org/closerlook/tajikistan-on-the-conservation-map/">http://www.fauna-flora.org/closerlook/tajikistan-on-the-conservation-map/</a>
Report authors, main contributors and date	Dr Alex Diment, FFI Mr Ubayd Gulamadshoev, FFI Tajikistan Dr Abdusattor Saidov - Institute of Zoology & Parasitology, National Academy of Sciences (IZP NAS) Prof Dovutsho Navruzshoev - University of Central Asia (UCA) Mr Dildor Gulomnabiev – Institute of Professional Development (IPD) 21 April 2010

## 2. Project Background

Tajikistan, a member of the Commonwealth of Independent States (CIS), covers a mostly mountainous land mass of 143,100 km<sup>2</sup> bordering China, Afghanistan, Uzbekistan and Kyrgyzstan in Central Asia. The conservation sector in Tajikistan is currently unable to address the varied and serious threats to biodiversity and adequately protect the country's rich natural heritage. Statutory conservation agencies and scientific institutions lack the necessary knowledge, skills and resources to meet the multiple challenges they face. Staff lack up-to-date knowledge in biodiversity conservation, including participatory methodologies and sustainable

natural resource management. There are currently no conservation courses available in Tajikistan.

The nascent NGO sector is mainly focused on development issues and lacks the skills required to complement the development of a modern natural resource management sector. The State and NGOs need to work together to raise awareness and engage stakeholders and local communities in the process of addressing the critical issues leading to biodiversity loss.

Consequently there is an urgent need to build the capacity of current and future conservation practitioners so they can develop resilient, adaptive and participatory approaches to natural resource management and biodiversity conservation. These are innovative approaches to conservation for Tajikistan. The development and provision of a national conservation training programme is addressing the serious deficit in knowledge and skills. Moreover, it is allowing students, state and NGO employees to come together in an environment that is both instructive and conducive to building trust and relations between them — facilitating effective collaboration and leaving a lasting legacy.

There is only a limited amount of relevant applied field research, leading to a lack of ecological information on which to base conservation strategies and activities. Researchers in Tajikistan have been isolated from the international scientific community both before and after the break-up of the Soviet Union, and are eager to address this deficiency.

### **3. Project Partnerships**

FFI continues to develop its relationships with the three host country partners: the School of Professional and Continuing Education, University of Central Asia (UCA), the Institute of Zoology and Parasitology, National Academy of Sciences (IZP NAS) and the Institute for Professional Development (IPD). Memorandums of Understanding (MoUs) are in-place and providing a framework for collaboration at an institutional level. At a more personal level, FFI's local Tajik project staff are regularly in contact with host country partners on an ongoing and informal basis soliciting their input and feedback on project activities.

FFI is the lead organisation and takes overall responsibility for the management and implementation of the project with input from the host-country partners. Terms of Reference (ToRs) for each partner organisation are also in place, clarifying roles and responsibilities within the project. All host country partners are represented on the Project Steering Committee which has a key role in providing overall direction, support and guidance to the project, as well as monitoring project progress and outputs.

UCA is contributing to the implementation of the project by supporting course development, design and delivery, and also providing administrative and marketing support, training expertise, and facilities. UCA has helped to develop and administer the trainee selection process, working in close collaboration with FFI. IZP NAS has firmly led on coordinating the input of national scientific specialists into the module content, and ensuring the relevance of training materials to Tajikistan. IZP NAS has also led the selection and coordination of the post-graduate research student scholarships. IPD is contributing their experience in 'training of trainers' methodology, and providing advice through the Project Steering Committee on course development, structure and delivery. All three host country partners have facilitated the project's relationships with the government, academic and NGO sectors.

There have been no major changes to the management structure of the project since inception, as this structure has been working effectively. The external review of the first annual report noted *"the overall management structure is a model of how projects should be approached"*.

Relationships with host country partners have been managed primarily through FFI's Tajikistan project coordinator based in Dushanbe with guidance, support and instruction from the FFI Project Leader, especially during in-country visits. The Coordinator liaises directly with host country partners via e-mail, telephone conversations and face-to-face meetings. This is supplemented by, more formal, six-monthly project steering committee (PSC) meetings where

all partners and other key stakeholders come together to discuss and monitor progress, discuss any problems or issues and agree next steps for the project. These have occurred on-schedule, every six months during 2010, and involved around 8-10 participants from partner organisations, government and CBD representatives, and other stakeholders and NGOs.

FFI's main UK partner is the International Centre for Protected Landscapes (ICPL). ICPL has provided expertise in development and delivery of two training modules, and mentored host country specialists to become trainers for the modules. In response to experience of the partnership, as outlined in the first annual report, ICPL input was further developed, and ICPL expertise has been invaluable in assisting with overall syllabus development and advice and mentoring of in-country partners in evaluation and future course development.

Recognising that building partnerships is a process, we believe that FFI's experience in capacity building and good knowledge of the target country has allowed for an effective partnership between the international and national partners to be established. Moreover, we are continually learning from all of our partnerships and where required, are able to adapt projects, decision making and management processes to accommodate change. To demonstrate our commitment to building its capacity to foster more effective partnerships, FFI has released a set of guidelines entitled "Guidance for working with other organizations" (2009). The guidelines include principles and good practice for building and maintaining organisational relationships and, as with all FFI teams, the Darwin project team are supported to adopt these principles in this project. Particular emphasis is placed on building effective working relationships with the core values of equity, transparency and mutual benefit.

The project has collaborated in country with a UNDP/GEF "Gissar Mountains Biodiversity project", which focused on "Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains as a model for strengthening the national Tajikistan Protected Areas System". This project has now ended, and we have shared learning and experiences between projects and ensured UNDP specialists were involved in the design of the relevant training modules. Several UNDP staff have attended training (on a fee-paying basis) and specialists have provided guest-lectures and case-studies. This has further enhanced synergy and impact of both projects.

We have also established good links with the international German Development Cooperation GIZ, whose regional programme on the sustainable use of natural resources in Central Asia has provided good case studies and learning experiences. Several GIZ staff have also attended the courses (on a fee-paying basis), and GIZ partners have been involved in module development workshops. We also continue to coordinate with other international and local NGOs, including CIM (a placement with local NGO: Nature Protection Team), the GEF-funded regional UNU project: Sustainable Land Management in the High Pamir and Pamir-Alai Mountains, the Regional Environment Centre (REC) and also an ADB-GEF funded legal development initiative in Land Management.

The project is also using the knowledge and expertise gained from FFI's successful Darwin Initiative project (14-037) which established a Biodiversity Conservation MSc course in Cambodia. The Project Leader of that project, Dr. Jenny Daltry, is a key UK expert for this project. In addition, the Project Leader for this project, Alex Diment, formerly worked in higher-education in Cambodia, and advised FFI and Darwin Initiative staff on that MSc course. The project is also learning from a second FFI project, working in Romania, developing and delivering training in protected area management. This project is also managed by Alex Diment, (FFI Eurasia's capacity development specialist), which also ensures that opportunities for learning are seized.

The CBD focal point in Tajikistan has now changed twice during the course of the project. Initially, the project developed a good relationship with Dr Neimatullo Safarov, the Director of the National Biodiversity and Biosafety Centre. In March 2010 Dr Safarov was replaced by Mr Khursandmurod Zikirov (Chairman of the Committee on Environmental Protection and Forestry), and in February 2011, Dr Salimov Talbak Orzuevich replaced him as both Chairman of the Committee, and as the CBD focal point. The Project Leader has now met with his deputy, and we continue to develop our relationships with both the official representatives and, more importantly, their deputies and staff, who retain in their former roles.

The CBD focal points, and their deputies, have been actively engaged from the outset to ensure that the project was designed to meet the needs of Tajikistan and contribute towards implementation of the CBD in country. CBD representatives have attended the PSC meetings, and scientific specialists actively involved in the project are also consulted by the CBD focal point, and can provide further informal links.

The project is contributing to building the capacity of host country institutions and providing capacity support for technology transfer, to meet CBD requirements, especially with respect to Article 7: Identification and Monitoring, and Article 12: Research and Training.

## **4. Project Progress**

### **4.1 Progress in carrying out project activities**

**Output 1:** Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.

*Activities (Year 1)*

*1.2 UK experts develop outline course modules*

*1.3 In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated*

*1.4 Modules refined following feedback from first round of training courses*

There has been great progress in this output during this year. All six modules have now been developed, with six in-country workshops, ensuring that modules are relevant to Tajikistan and that the training content responds to local needs. The modules directly respond to the six priority training themes identified by the detailed consultation and prioritisation process outlined in the report for year one.

Thirty-two national specialists have been involved with these workshops, providing their local expertise, and also building their capacity in course development and training and facilitation methods. Eight international experts (7 UK and one French) have been directly involved with the development of these courses, have made in-country visits and run workshops to refine the workshop materials.

All six modules have been translated into Russian, and during the module-development workshops, the finer points of the translation were tested and refined. The Project Steering Committee (PSC) has also been involved with ensuring that the module development is on-track, and also that relevant local specialists are involved (see Appendix 3i for a list of national specialists and international experts).

Five out of the six modules have now been delivered by UK experts and Tajik specialists (see output 3.2). One phase of module refinement was done immediately after the first round of training, while UK experts were able to interact with local specialists in the days following training. Longer-term (~6 month) follow-up with trainees will provide further insights, and another phase of refinement will be completed before the courses are delivered in Year 3.

**Output 2:** Host country teachers and institutions trained and supported to deliver and manage the developed modules.

*Activities (to be started in Year 1)*

*2.2 National trainers selected, contracted and trained in teaching methodology*

*2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)*

*2.4 Project co-ordinator works with host institutes to organise and promote courses*

The selection of specialists and trainers was completed in Q1, with the support of the PSC, and led by host-country partner IZIP NAS (see Appendix 3i). Thirty-two specialists have been

involved, from a wide array of sectors to ensure coverage of all regions of Tajikistan. It was decided to select the actual trainers from within the relevant group of specialists during module development workshops, after the UK experts had had the opportunity to interact with them. This has allowed selection of trainers who not only have the required knowledge, but also the aptitude for modern-style training. The personal interaction between UK experts and local specialists has also proved a great success, providing great opportunity for informal learning and mentoring. The twelve national trainers have been contracted to work on the course.

Informal training and mentoring in teaching methodology was provided successfully, during the six development workshops, and the first round of courses (for five modules). The competence of national trainers to deliver the courses was slowly built during this time, for example by their taking responsibility for half-day sessions during the training. This forms a basis for building their skills during Year 3. However, there remain concerns about the very low level of capacity and the ability of specialists to take-over the courses in future years. Further options for longer-term mentoring and support are being developed (see Section 8 for more details).

More formal training on teaching-methodology has been delayed until Year 3, once all modules have been delivered, and the training-needs of national specialists are clear.

The Tajikistan project coordinator has been instrumental in coordinating activities with the host institutes, and has worked closely with the PSC, project partners, and other stakeholders, especially government departments, to organise and promote the courses.

**Output 3:** Government & NGO staff trained and making use of relevant new conservation skills.

*Activities (to be started in Year 1)*

*3.1 Participants proactively sourced and selected for first set of courses*

*3.2 Each course run in Yr 2 (led by UK experts)*

The selection of participants has been completed, and the application and selection process designed in Year 1 has allowed a transparent selection process of those candidates most likely to benefit and apply new knowledge. Over 220 written applications were received from a wide range of in-post conservation practitioners from government, academia, and NGO/civil society sectors. From this 80 trainees were selected for training in Year One. In addition, 8 further trainees were accepted onto the courses, from major international NGOs (GIZ and UNDP) on a cost-recovery fee-paying basis.

Five of the six modules have now been delivered, successfully. The sixth module was planned for delivery in Q4, but was cancelled due to a medical problem which prevented the UK expert from using air travel. This module has been rescheduled for delivery in Q1, Y3.

The delivery of modules went according to plan, with very good engagement from the trainees. All five modules were delivered as a residential course, four of them near Protected Areas and reserves. Whilst saving costs, this also facilitated easy access for field trips, and also maximised the valuable informal interactions between trainees from a range of sectors and backgrounds. Evaluations showed a great appreciation for the training, and an eagerness for implementing new skills.

**Output 4:** Relevant conservation field research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).

*Activities (Year 1)*

*4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors*

All five Darwin Scholars have been selected, and are now well into their studies. Training has been provided to all five through the existing modules, and in addition, mentoring has been ongoing by UK experts, both in-person during visits, and at a distance through advice and review of research proposals and plans. In addition, links have been developed with Russian-speaking scientists in other countries to provide advice and support to the students. These links

with other countries are sorely lacking in their current institutions, and will ensure the research is relevant, and of much higher quality than is usually the case in Tajikistan. Please see Appendix 3viii for a profile of each of the students.

## 4.2 Progress towards project outputs

### Outputs

1. Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.

*Indicator: At least 6 teaching modules on relevant conservation topics developed, tested and refined.*

Progress has been excellent for this output and the project is back on schedule, despite some early delays in Year 1. All six modules have been developed, and five of the six tested and partially refined. The sixth module will be delivered in Q1, Y3, and all six modules will go through further refinement before being delivered a second time.

2. Host country teachers and institutions trained and supported to deliver and manage the developed modules.

*Indicators: a. At least 12 national trainers trained and able to competently deliver courses by year 2; b. Courses embedded in host institutions' on-going professional development training programmes by year 3.*

Host-country trainers and institutions have received substantial support and twelve trainers have been through workshops and ten have assisted with the first delivery and testing of the modules, and some immediate refinement. Their skills will be tested in Year 3, when they will take on greater responsibility for delivery of the course. This will, in some cases, be a serious challenge, as the level of capacity is generally lower than initial investigations showed. In addition, some of the modern, applied, and problem-solving elements of the course are very different to what the national trainers are accustomed to.

Embedding the training in the host-institutions on-going training in future years is currently in discussion, and may be a longer-term process. It may also require some reworking of the training materials to ensure a good fit between the host-institution's future objectives and the existing training content.

The assumption that "host country partners remain committed to implementation throughout life of project and into the long-term" still holds true, and those directly involved as project partners have shown great willingness to be engaged in this project. However, the future of the project is also reliant on support and engagement of senior management of the respective institutions.

3. Government & NGO staff trained and making use of relevant new conservation skills.

*Indicators: a. Over 150 course participants trained; b. Two cycles of 6 courses delivered; c. Conservation professionals are using their new skills in their work to improve their performance.*

88 Government and NGO staff were selected for training, and 73 have now been trained through the five units delivered in Year 2. The first cycle of courses is complete for five modules, with one coming soon. Planning for the second cycle of six courses is well underway, and completion of this output it is fully expected during Year 3.

The use of new skills is harder to measure, though post-module evaluations suggest that the skills that have been developed are directly relevant to the trainee's jobs. A longer-term follow-up is planned during Year 3, around six months after each training course, to ask about which elements of the course have been most useful, and whether skills are being used. Further training materials will also be provided to trainees at this stage, to reinforce and consolidate the learning gained.

4. Relevant conservation field research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).

*Indicators: a. 5 post-graduate students supported and mentored to conduct high quality field research leading to Masters degrees; b. Relevant research studies undertaken and results made available to guide future conservation work.*

Progress has been good with this output, though the end results will only be realised in Year 3 of the project. The students have been supported and mentored during the design phase of the research, and they are now conducting field-work, which will lead to their Master's degrees. As highlighted in the previous annual report, due to the length of study required in Tajikistan, while they may not graduate during the lifetime of the project, they will have completed their field research.

### 4.3 Standard Measures

**Table 1 Project Standard Output Measures**

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Number planned for this reporting period	Total planned from application
Established codes							
4C	Number of Tajik postgraduate students to receive training	0	5		5	5	5
4D	Number of training weeks to be provided: <ul style="list-style-type: none"> <li>Each masters student will attend one course – module topic most relevant to their research</li> </ul>	0	6		6	10	10
6A	Number of people to receive other forms of education/training: <ul style="list-style-type: none"> <li>Training of trainers:</li> <li>Participants of conservation training courses</li> </ul>	0 0	12 73		12 75	12 75	12 150
6B	Number of training weeks to be provided	0	8		8	7	13
7	Number of (ie different types - not volume - of material produced) training materials to be produced for use by host country: <ul style="list-style-type: none"> <li>Training module packages</li> </ul>	0	6		6	6	6

8	Number of weeks to be spent by UK project staff on project work in the host country <ul style="list-style-type: none"> <li>• FFI UK project staff</li> <li>• Training needs assessment workshop</li> <li>• UK experts</li> </ul>	4	6		10	4	12
		1	0		0	1	1
		3	16		19	15	30
11B	Number of papers to be submitted to peer reviewed journals	0	0		0	0	5
14A	Number of conferences/seminars/workshops to be <b>organised</b> to present/disseminate findings	0	0		0	0	1
15A	Number of national press releases in host country(ies)	0	0		0	0	2
15C	Number of national press releases in UK	0	0		0	0	2
19A	Number of national radio interviews/features in host county(ies)	0	0		0	0	1
23	Value of resources raised from other sources (ie in addition to Darwin funding) for project work: <ul style="list-style-type: none"> <li>• In-kind partner contributions</li> <li>• Co-funding from third parties</li> <li>• In-kind contributions for co-funding</li> </ul>	£1243	£1243		£2486		£3,730
			£9750		£9750		£140,000
			£18640		£18640		

**Table 2 Publications**

Type (eg journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (eg contact address, website)	Cost £
No scientific publications				

#### 4.4 Progress towards the project purpose and outcomes

**Purpose:** *Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.*

**Indicators:** *Conservation professionals using new skills in their work to improve their performance and impact: Improved linkages and collaboration within and between state, academic and NGO conservation sectors*

It is still early to report completely on the project purpose, though there are very promising signs, especially of improved linkages and collaboration between organisations. In addition,



the level of knowledge and skills has clearly increased during the training courses, both for trainees and national specialist trainers. Course evaluations, and informal feedback from trainees and specialists, has been overwhelmingly positive, and has consistently stressed the value of this training in developing capacity in the country.

Training modules have been successfully delivered, and good progress has been made towards the project purpose and we are on track to deliver.

The assumptions at this level still hold true - that course participants are interested in developing skills and adapting their way of working; participants' employers will allow them to put learning into practice; and the government sector is willing to engage with NGOs and wider civil society. The measures for verification of conservation professionals using new skills will be ascertained through follow-up questionnaires from course participants in Year 3, and will be the most viable and valid method of assessing impact. In addition, interviews will be conducted with the employers of a sample of participants, to assess the impact of the training on their work.

#### **4.5 Progress towards impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits**

It is now clear that the level of knowledge in certain aspects of modern conservation policy and practice is very low in Tajikistan and that the training programme will impact positively. Moreover, the high quality of this training, developed and delivered by professional conservation scientists experienced at working in developing countries will have substantial impact. The involvement of good numbers of local specialists, has also shown great dividends, and the legacy of this training will clearly be positive. The direct impact on biodiversity will be hard to measure, though a range of indicators and incidental information is being gathered, and so far is all showing the great value of this training.

### **5. Monitoring, evaluation and lessons**

Monitoring of output indicators is being carried out through the PSC, which comprises of representatives from FFI, a member from each of the main host country partners as well as a member of the State Committee of Environmental Protection, representing the Focal Point for the Convention on Biological Diversity (CBD). The committee meets twice yearly (a meeting was held in March 2010 and October 2011) to monitor project progress, and provide advice on improving project impact.

The quality of the outputs is being evaluated through the post-training assessments, as well as the attendance by PSC members at some training sessions, and also feedback from the UK experts on the research projects of the Darwin Scholars.

No significant changes to the M&E plan have been made over the reporting period, and the process is progressing well, with most indicators on-track and proving to provide good feedback on the progress of the project.

Strong engagement and regular communication between host institutions is now occurring through the facilitation of the in-country project coordinator, as early on, we noted that this was essential to get increased buy-in from host institutions.

Language issues continue to be a challenge, though we have learnt that the excellent translators involved with the project have solved many of these problems. In addition, links with Russian-speaking scientists and advisors have been very valuable to check on technical translations, and also in mentoring and advising students, their supervisors, and national specialists.

The hierarchical nature of the government structures have often caused challenges to the project, and this has led to delays and difficulties with the availability of specialists, trainees and training locations, and the selection of trainees. This has been addressed through facilitation and good relationship between the in-country project coordinator and relevant government departments.

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

Feedback from previous reviews has been taken into account. Many were concerns that we shared from the beginning of the project. The tailoring of the modules to local needs and situations, and using local examples, has been a key part of the course. This process is informally known within the project as “Tajikification”. The example units show that local examples are being used (see Appendices), and local materials in Russian and Tajik are also made available for trainees during courses for additional learning. Furthermore, the strengthening role of the local specialists will ensure that the modules become increasingly tailored and relevant to local requirements.

A range of partnerships have been facilitated with Russian-speaking scientists within the international community, in Russia, neighbouring former soviet countries, the Caucasus, and the Russian diaspora (for example in Israel and the USA). It is hoped that fostering these links, for the national specialists, and also for postgraduate students, will help open Tajik scientists up to influence from other countries and new scientific ideas and approaches.

The comment on the uptake of new ideas by the local specialists is also an area where we share the concerns. We are taking a range of steps to encourage uptake of new ideas and teaching methods, though there still remain concerns, due to the very low level of existing capacity. It will likely be necessary to provide further input to the national specialists and trainees to ensure that learning is captured, and that their ability to deliver modules in future is sufficient. FFI has already started investigating options for additional funding for continued support to this process, and continuation of the project beyond the next year.

Issues of logistical problems and communications difficulties have been resolved, and generally, while communications with remote areas are often a challenge, we have found means to address this.

## **7. Other comments on progress not covered elsewhere**

The design of the project over the last year has been enhanced through the input of the PSC members. Having greater knowledge of logistics, timings, capabilities and levels of knowledge by host country partners has allowed the project to manage adaptively the implementation schedule. One decision, outlined in the first annual report, was to reduce the length of the training to one-week sessions, as the most suitable candidates for capacity-support would rarely be available for two-week blocks. Another decision of the PSC was to schedule training-of-trainers at the end of the first cycle of delivery of modules rather than at the outset of delivery. This training is therefore planned for Year 3.

The “National” nature of this programme is increasingly recognised, and the value of having training in a range of locations, not just the capital, Dushanbe, has been praised. This approach is rare, and has led to increased local involvement and understanding from those in more remote regions.

The good relationships developed between the FFI coordinator and project officer, and the partner representatives have been essential for the smooth progress of the courses.

The risk of the national trainers being able to deliver the modules in the future remains. The time and resources available in the project to train trainers on each module is restricted and, it has been a challenge to build the skills to complete competency. Some of the new ideas have been quite new to them and many trainers may lack the breadth of knowledge and the confidence to deliver the courses after the project ends. The UK experts are acutely aware of this issue and are offering substantial support and mentoring to the trainers wherever possible.

The anticipated level of co-financing has proved very challenging to raise and the project has been forced to redeploy costs and economise on several elements. In addition, FFI has been

able to provide substantial core resources, especially in terms of staff-time, to ensure the smooth delivery of the project.

## **8. Sustainability**

FFI considers it of paramount importance to make key stakeholders aware of the project as this is vital in obtaining support, cooperation, involvement and participation in the development and delivery of a national conservation training programme. Engagement has continued at a high level with the Committee of Environmental Protection, despite the change of Chairman.

The profile of the project remains high, particularly within the local scientific community. This is the only such project that has ever been undertaken in the country, and has been very inclusive at all stages of its planning and execution. In addition, FFI's presence in the country has ensured excellent collaboration with other national and international NGOs involved with environmental issues.

Whilst it is early to clearly demonstrate biodiversity impacts resulting from the project, there is clear evidence for dramatic increases, in the short term, on the knowledge and skills of trainees. Over 100 people have now been involved in the activities (73 trainees and 32 specialists), from a wide range of sectors and regions of the country. The impact of this project will be felt far and wide, and provides an excellent basis for future biodiversity conservation initiatives, and further capitalising on this network of trained people.

This project will deliver a discrete set of outputs, which by themselves will lead to increased capacity in the long term. There is also an aim for future benefits, by enabling training to be continued by local institutions and evolve as needs change.

The project will produce a set of training modules developed and refined for the Tajik situation, and also a group of national trainers able to competently deliver the courses. It is hoped that the training will be embedded within in the School of Professional and Continuing Education of UCA, an institute of the Aga Khan network. UCA continues to express interest in the training, and they are intending to further develop Natural Resource Management training as part of their professional development programme. Several discussions have occurred on how the project can best ensure this, both in Tajikistan, and at the UCA head office in Bishkek, Kyrgyzstan.

In addition, more intensive mentoring and training support for both specialists, and the most promising of the trainees, is being considered for greater development of the potential of the trainees. This could involve exchange visits to neighbouring countries or other projects, and on-the-job mentoring by local and international specialists.

The attendance on the course of eight fee-paying participants from international NGOs has shown that there is a demand for training, and that organisations are willing to pay, where they have the means. In addition, several government agencies are implementing internationally funded projects which include training elements, and this may also provide opportunities for training provision. The course is now building a strong reputation, and building from this basis, there is good opportunity for future uptake of training.

## **9. Dissemination**

A number of dissemination activities have occurred during the year. Continued relations with key senior government figures from the Committee of Environmental Protection have ensured that the government continues to be involved and promote the project. Selection of trainees and post-graduate students resulted in dissemination of information about the project, and now the training itself is providing excellent dissemination, as the trainees return to their places of work after experiencing the training for themselves.

As mentioned in 7 above, it is still planned that the training courses will continue to be run after the project finishes by UCA as part of their professional development programme, made available to conservation professionals across Central Asia through their campuses in

Kyrgyzstan and Kazakhstan, and possibly eventually incorporating the materials into their planned Natural Resource Management higher-degrees. This will be funded, in part, by fee paying participants.

## 10. Project Expenditure

**Table 3 project expenditure during the reporting period (1 April 2010 – 31 March 2011)**

Item	Budget (revised budget, approved by LTS)	Expenditure	Variance/ Comments
<b>Staff costs</b>			
UK project Management			
In-country FFI staff			
UK expert costs			
Host country costs: Partner organisations			
Host country costs: Specialists			
Overhead / admin costs			
Travel and subsistence			
Operating costs			
TOTAL			

All variance, except one line, is within 10% of the revised Year 2 budget, which was approved by LTS in March 2011. Host-country partner costs are slightly under-budget in the reporting period, due to the timing of transfers to one of the partner organisations.

## 11. **OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum). This section may be used for publicity purposes**

I agree for LTS and the Darwin Secretariat to publish the content of this section (please leave this line in to indicate your agreement to use any material you provide here)

## Annex 1: Report of progress and achievements against Logical Framework for Financial Year 2010-2011

Project summary	Measurable Indicators	Progress and Achievements April 2010 - March 2011	Actions required/planned for next period
<p><b>Goal:</b> <i>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</i></p> <p><i>The conservation of biological diversity,</i></p> <p><i>The sustainable use of its components, and</i></p> <p><i>The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</i></p>		<p>Capacity has been built through UK expert involvement, for over 100 people involved in training and workshops. Evaluations show good level of learning and importance of skills to participants' work in Biodiversity Conservation.</p>	<p><i>(do not fill not applicable)</i></p>
<p><b>Sub goal:</b> Improved protection of Tajikistan's biodiversity by enhancing conservation and research skills, and increasing collaboration, thereby supporting the implementation of Article 12 of the CBD and strategic priority trends of the National Biodiversity Strategy and Action Plan (NBSAP).</p>	<p>Improved monitoring of habitats and species.</p> <p>Increased use of participatory methods to involve communities in biodiversity conservation.</p> <p>Improved understanding of Protected Area management.</p> <p>Increased engagement between Government staff and civil society.</p>	<p>Good progress has been made and all training is on track, with quality training targeted at responsible people involved with all four key sub-goals.</p>	<p>(do not fill not applicable)</p>
<p><b>Purpose</b> Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.</p>	<p>Conservation professionals using new skills in their work to improve their performance and impact.</p> <p>Improved linkages and collaboration within and between state, academic and NGO conservation sectors.</p>	<p>Excellent progress, with training on track, and conservation professionals clearly gaining new skills, which are important for their daily work.</p>	<p>Delivery of final cycle-1 module, and further refinement of modules completed. Delivery of second cycle of 6 teaching modules led by national specialists, with support from UK experts.</p> <p>12 national trainers supported in training on teaching methodology.</p> <p>5 post graduate students complete</p>

			their field-studies and commence writing-up their findings.
<b>Output 1.</b> Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.	At least 6 teaching modules on relevant conservation topics developed (by year 1), tested and refined (by year 2).	This output has been largely completed, with great success. Only minor refinement of modules is required before they are delivered in the second cycle.	
Activity 1.1 Needs assessment to confirm and refine course topics	The Training Needs Assessment was completed in Year 1, (August and September 2009). No further activities are required for the remainder of the project.		
Activity 1.2 UK experts develop outline course modules	UK and international experts have developed the course modules, and these have all been translated into Russian.		
Activity 1.3 In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated	Six in-country workshops have been held to ensure that the modules are relevant to the Tajik context, and to refine the materials and fine-tune the translation.		
Activity 1.4, etc Modules refined following feedback from first round of training courses	Initial, immediate refinement has been successfully completed for five of the six modules. Further refinement will be done prior to delivery of the modules for the second time.		
<b>Output 2.</b> Host country teachers and institutions trained and supported to deliver and manage the developed modules.	2a. At least 12 national trainers trained and able to competently deliver courses by year 2.  2b. Courses embedded in host institutions' on-going professional development training programmes by year 3.	The national specialists and trainers have been trained and mentored during module development workshops, and through close involvement in the first cycle of module delivery. This should allow them to take ownership of the modules in future.	
Activity 2.1 Partnerships formalised with host country institutions (MoU and agreed	Partnerships have been formalised with our three host country partners. Memorandum of Understandings (MoUs) and Terms of Reference for		

Terms of Reference)		each partner have been approved. No further activity under this activity is planned.
Activity 2.2 National trainers selected, contracted and trained in teaching methodology		The National trainers have been selected from among the pool of specialists, and contracted, and trained and mentored during module development workshops, and through close involvement in the first cycle of module delivery. Formal exchange and training of teaching methodology is planned for Year 3.
Activity 2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)		National trainers' competence is developing through mentoring with the module development workshops, and through close involvement in the first cycle of module delivery.
Activity 2.4 Project co-ordinator works with host institutes to organise and promote courses		The Tajikistan project co-ordinator has coordinated activities with the host institutes and is the main point of contact. He is working in close cooperation with partners, specialists and previous trainees on the organisation and promotion of the second round of courses.
Output 3. Government & NGO staff trained and making use of relevant new conservation skills.	3a. Over 150 course participants trained. 3b. Two cycles of 6 two week courses delivered. 3c. Conservation professionals are using their new skills in their work to improve their performance.	Over 100 participants in the courses have shown the development of new skills and knowledge, and evaluations have shown good improvements, and that that these new skills are important for their work in conservation.
Activity 3.1 Participants proactively sourced and selected for first set of courses		The application and selection process was designed and agreed by the PSC and an application form disseminated, with over 220 applications, from which around 80 trainees were selected for Year 1. Selection of participants for Year Two will commence shortly, following feedback and dissemination from Year One trainees.
Activity 3.2 Each course run once in Year 2 (led by UK experts) and once in Year 3 (led by Tajik trainers)		Five of the six courses have now taken place, with one (rescheduled for medical reasons) planned for Q1, Year 3. Preparations and planning are well underway for the second round of six modules during Year 3.
Output 4. Relevant conservation field	4a. 5 post-graduate students supported and mentored to conduct	This output is due to be evidenced in Year 3 of the project. The indicators remain appropriate. However, most Masters take three or four years to

research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).	high quality field research leading to Masters degrees. 4b. Relevant research studies undertaken and results made available to guide future conservation work.	complete in Tajikistan. Our students were in their first year of their research and so it will be unlikely that they will actually obtain their Masters degrees within the lifetime of the project. However they will have completed and disseminated their field research.
Activity 4.1 Competitive selection of Masters students for research scholarships		The selection process was completed in Year 2, with five Scholars selected from among around 12 quality candidates.
Activity 4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors		Students have commenced their studies, and are being trained and mentored by Tajik specialists and UK experts where appropriate and possible. Links have also been fostered between the students and Russian-speaking researchers in several countries.
Activity 4.3 Production of masters theses, research papers and reports		The production of theses, research papers and reports is anticipated for Year 3 of the project.



## Annex 2 Project's full current logframe

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p><b>Goal:</b> Effective contribution in support of the implementation of the objectives of the Convention on Biological Diversity (CBD), the Convention on Trade in Endangered Species (CITES), and the Convention on the Conservation of Migratory Species (CMS), as well as related targets set by countries rich in biodiversity but constrained in resources.</p>			
<p><b>Sub-Goal:</b> Improved protection of Tajikistan's biodiversity by enhancing conservation and research skills, and increasing collaboration, thereby supporting the implementation of Article 12 of the CBD and strategic priority trends of the National Biodiversity Strategy and Action Plan (NBSAP).</p>	<p>Improved monitoring of habitats and species.</p> <p>Increased use of participatory methods to involve communities in biodiversity conservation.</p> <p>Improved understanding of Protected Area management.</p> <p>Increased engagement between Government staff and civil society.</p>	<p>Annual National Report on the activities implemented to meet the NBSAP objectives.</p> <p>National Report on Biodiversity Conservation to the CBD Secretariat.</p>	
<p><b>Purpose</b> Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.</p>	<p>Conservation professionals using new skills in their work to improve their performance and impact.</p> <p>Improved linkages and collaboration within and between state, academic and NGO conservation sectors.</p>	<p>Follow-up questionnaires from course participants.</p> <p>Assessment reports from government, NGOs and community representatives.</p> <p>Organisations' annual activity reports.</p>	<p>Course participants are interested in developing skills and adapting their way of working.</p> <p>Participants' employers allow them to put learning into practice.</p> <p>Government sector willing to engage with NGOs and wider civil society.</p>

<p><b>Outputs</b></p> <p>1. Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.</p>	<p>1. At least 6 teaching modules on relevant conservation topics developed (by year 1), tested and refined (by year 2).</p>	<p>1. Course materials</p>	
<p>2. Host country teachers and institutions trained and supported to deliver and manage the developed modules.</p>	<p>2a. At least 12 national trainers trained and able to competently deliver courses by year 2.</p> <p>2b. Courses embedded in host institutions' on-going professional development training programmes by year 3.</p>	<p>2a. Training records; Evaluation reports of courses given by host country trainers.</p> <p>2b. Host institution literature / course prospectus; Training records.</p>	<p>Host country partners remain committed to implementation throughout life of project and into the long-term.</p>
<p>3. Government &amp; NGO staff trained and making use of relevant new conservation skills.</p>	<p>3a. Over 150 course participants trained.</p> <p>3b. Two cycles of 6 two week courses delivered.</p> <p>3c. Conservation professionals are using their new skills in their work to improve their performance.</p>	<p>3a. Participants attendance records; end-of-course assessment test.</p> <p>3b. Training course reports.</p> <p>3c. Follow-up questionnaires and interviews with course participants.</p>	<p>Cooperation from government and NGOs enabling staff to participate.</p>
<p>4. Relevant conservation field research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).</p>	<p>4a. 5 post-graduate students supported and mentored to conduct high quality field research leading to Masters degrees.</p> <p>4b. Relevant research studies undertaken and results made available to guide future conservation work.</p>	<p>4a. Masters theses; external evaluation of research.</p> <p>4b. Published research papers; reports sent to appropriate conservation agencies.</p>	

**Activities** (details in workplan)

- 1.1 Needs assessment to confirm and refine course topics
- 1.2 UK experts develop outline course modules
- 1.3 In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated
- 1.4 Modules refined following feedback from first round of training courses
- 2.1 Partnerships formalised with host country institutions (MoU and agreed Terms of Reference)
- 2.2 National trainers selected, contracted and trained in teaching methodology
- 2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)
- 2.4 Project co-ordinator works with host institutes to organise and promote courses
- 3.1 Participants proactively sourced and selected for first set of courses
- 3.2 Each course run once in Year 2 (led by UK experts) and once in Year 3 (led by Tajik trainers)
- 4.1 Competitive selection of Masters students for research scholarships
- 4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors
- 4.3 Production of masters theses, research papers and reports

**Monitoring activities:**

Indicators 1 – 4: Progress towards all output indicators will be monitored by reports from project co-ordinator to the Project Steering Committee (every six months) and regular Steering Committee meetings.

Indicators 2a, 3a, & 4a: Quality of these outputs will be evaluated by project leader and UK experts through assessments in situ and the evaluation questionnaires.

Indicator 3a: Participants' knowledge will be assessed against criteria at end of training module (post-training evaluation test).

Indicator 3c: Follow-up assessments of participants will be conducted by questionnaire or interview six months after the course, to assess relevance and use of newly acquired skills and knowledge.

Indicator 4a & b: Masters theses will be marked and submitted papers peer-reviewed.

### **Annex 3 Onwards – supplementary material (optional but encouraged as evidence of project achievement)**

This may include outputs of the project, but need not necessarily include all project documentation. For example, the abstract of a conference would be adequate, as would be a summary of a thesis rather than the full document. If we feel that reviewing the full document would be useful, we will contact you again to ask for it to be submitted.

It is important, however, that you include enough evidence of project achievement to allow reassurance that the project is continuing to work towards its objectives. Evidence can be provided in many formats (photos, copies of presentations/press releases/press cuttings, publications, minutes of meetings, reports, questionnaires, reports etc) and you should ensure you include some of these materials to support the annual report text.

- 3i List of Tajik National Specialists
- 3i List of UK / International Experts
- 3ii Example training module Outline: Sustainable Livelihoods and Participatory Approaches to Conservation (English version)
- 3iii Example training module Lesson Plan: Biodiversity Survey and Monitoring (English version)
- 3iv Example training unit Presentation: Biodiversity Survey and Monitoring: Naming Species (English version)
- 3v Example training module Workbook: Protected Area Planning and Management (English version)
- 3vi Example training evaluation form: Biodiversity Survey and Monitoring (English version)
- 3vii Example training evaluation results: Biodiversity Survey and Monitoring
- 3viii Profiles of Darwin Scholars

## Checklist for submission

	Check
<b>Is the report less than 5MB?</b> If so, please email to <a href="mailto:Darwin-Projects@ltsi.co.uk">Darwin-Projects@ltsi.co.uk</a> putting the project number in the Subject line.	Yes
<b>Is your report more than 5MB?</b> If so, please discuss with <a href="mailto:Darwin-Projects@ltsi.co.uk">Darwin-Projects@ltsi.co.uk</a> about the best way to deliver the report, putting the project number in the Subject line.	No
<b>Have you included means of verification?</b> You need not submit every project document, but the main outputs and a selection of the others would strengthen the report.	Yes
<b>Do you have hard copies of material you want to submit with the report?</b> If so, please make this clear in the covering email and ensure all material is marked with the project number.	No
Have you involved your partners in preparation of the report and named the main contributors	Yes
Have you completed the Project Expenditure table fully?	Yes
Do not include claim forms or other communications with this report.	