

# DARWIN INITIATIVE FOR THE SURVIVAL OF SPECIES

ANNUAL MONITORING FORM



*BIODIVERSITY CONSERVATION TRAINING –  
PACIFIC ISLAND STATES*

*ICPL ABERYSTWYTH*

*Round 7*

*162/8/009*

# ***Darwin Initiative for the Survival of Species***

## ***Annual Report***

### **1. Darwin Project Information**

Project title	<i>Biodiversity Conservation Training – Pacific Island States</i>
Country(ies)	<i>Pacific Island States. Early participants on the Darwin courses have come from - Cook Islands, Federated States of Micronesia, Fiji, Marshall Islands, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu. In addition, students from Kiribati, Marianas, Nauru, Tokelau and Tuvalu are expected in future sessions of Darwin courses.</i>
Contractor	<i>International Centre for Protected Landscapes (ICPL), Aberystwyth</i>
Project Reference No.	<i>162/8/009</i>
Grant Value	<i>£125 000</i>
Start/Finishing dates	<i>April 1999 - March 2002</i>
Reporting period	<i>April 2000 – October 2001</i>

### **2. Project Background**

The intergovernmental South Pacific Regional Environmental Programme (SPREP) has identified loss of biodiversity on and around Pacific islands as the major environmental issue which is threatening the livelihoods of human communities throughout the region. SPREP therefore recommended the establishment of a training programme to support biodiversity conservation extension work with local communities in the Pacific. ICPL was commissioned to carry out this work in collaboration with the University of the South Pacific (USP). Darwin Initiative has supported staff of ICPL and USP to develop and deliver the training materials for this crucial programme.

### **3. Project Objectives**

The overall aim of the project is to use Darwin Initiative funding to promote effective biodiversity conservation in Pacific Island states through in-country training of key personnel in techniques of sustainable resource-use by local communities. The logical framework for the proposed extension to the current activity is appended (Appendix 1) as a logframe was not originally required at the inception of this project.

The timetable of the project has been slightly delayed due to the political coup in Fiji in year 2000 (visits were re-scheduled with the approval of the Darwin Secretariat).

As a result of early experience on the project and in response to more clearly defined local needs, there has been a slight shift in emphasis of the short course training. More in-depth training is now being offered, spread over a longer period of time, but to smaller groups of carefully selected key personnel (principally Conservation Area Support Officers (CASOs)) from as wide a range of Pacific Island States as possible. This is providing better professional capability over a wide geographical area.

#### **4. Progress**

Progress to the beginning of this reporting period:

Biodiversity management short course training capability established at USP. Full set of short course training materials prepared. Distance Learning secretariat established at USP. First four distance-learning modules prepared and handed over. Additional funding leveraged from SPREP/NZODA. UK personnel in country for project planning and course preparation.

The progress against planned outputs for 2000-2001 has been as follows:

##### **Completion of first 2 biodiversity management training courses of two weeks duration each in the Pacific region (6B)**

As a result of experience gained in running the first part of the course, and in order to respond to new SPREP requests for greater depth of training for conservation extension workers, the first year's training was extended to six weeks duration instead of four, for one group of trainees instead of two. This was split into two periods to allow for active feedback, topic reinforcement and applied project priming, and was achieved at no extra cost to the Darwin programme. The quality of the courses was enhanced through participation of a greater range of presenters than originally envisaged (not just ICPL, SPREP and USP staff, but also representatives from several NGOs and international donor agencies).

##### **60 short course participants trained (6A)**

Because of the above adaptation and refinement of the programme in response to local needs, instead of 60 participants being trained for 4 weeks each (120 person-weeks), 15 key practitioners were trained for six weeks each, who then re-echoed their training in briefing sessions for an average of 15 co-workers each during the year under review (estimated 135 person-weeks). Village-level "trickle-down" beneficiaries of the training numbered several hundred in the first year, according to evaluation studies carried out with the assistance of the participant's line managers. Each course participant was also helped to develop and write-up an applied conservation project in their own study area. The success of this aspect of the programme has been an unexpected spin-off of the Darwin project (see project listing, Appendix 2).

##### **Completed set of postgraduate distance-learning materials handed over (07)**

This output was achieved as planned. However, the armed political coup in Fiji in 2000 resulted in a delay to ICPL's planned visit, when we would have worked with our local counterparts to incorporate more Pacific case studies into the donated materials to better adapt them to local conditions. Also, we have been requested by SPREP to incorporate the lessons learnt from the student's applied conservation projects into the distance learning materials. Hence, ICPL's request for a one-year extension to this project.

##### **Introductory journal article published on the distance learning approach to biodiversity management training (11A)**

Due to the coup in Fiji last year, and the setting back of the distance-learning component of the project, this output has not yet been achieved. However, the originally planned output of two national press releases on the project in the host country has been substantially improved upon.

Public awareness of the programme has been raised through five national newspaper articles in the host country, about the first year's training course. The course closing ceremony was attended by the Vice Chancellor of USP and diplomatic representatives from some of the participant's own countries. The event was covered by Fiji's national TV and radio news organisations and an interview with ITN News included discussion of ICPL's Darwin Initiative activity in the Pacific. Unfortunately, this latter piece failed to appear in the final edit of the programme concerned. However, TV company funding allowed for one more visit of a UK staff member to Fiji, and, thereby, ICPL's contribution to an extra two weeks of face-to-face training than envisaged. A meeting has taken place with the BBC, to explore the possibilities for publicising the Darwin Initiative programme in a TV documentary series.

As stated above, the design of the project has been slightly modified over the past year, to allow for more intensive training of a smaller number of direct recipients. However, this is offset by the larger than predicted numbers of co-workers and village-level stakeholders who have benefitted from the CASO's re-echoing and improved professional capacity (feedback from CASO's line managers).

The full programme of Darwin-funded short training courses will be completed before additional external funding takes over to extend this activity. However, the timetable for the next phase of (distance-learning) activity depends upon whether or not ICPL succeeds in gaining approval for an extension to the project from the Darwin Initiative Committee (Appendix 3).

## **5. Partnerships**

The partnership between ICPL and its collaborators in the Pacific (USP and SPREP) has run smoothly over the last year. Initial difficulties were due to problems with communication over the long distances between the UK and the Pacific, and the limited opportunities for UK staff to make host country visits. These constraints have disappeared since ICPL personnel have been able to spend longer in country, and since the courses have started to run. The synergy between staff of the collaborating institutions has been excellent within the last year, and there is considerable optimism and commitment to the future of the programme. This is well-founded, since the initial success of the training has attracted further pledges of funding support from partner agencies (e.g. SPREP/NZODA, MacArthur Foundation).

Additional and unforeseen partnerships (new links) have resulted from the programme due to the wide publicity achieved for the courses. As well as staff from SPREP and several different departments at USP contributing to the training (including visiting lecturers from overseas universities), NGOs and donor agencies working in the Pacific region have also assisted, e.g. WWF, Birdlife International, Foundation for Peoples of the South Pacific, DFID, USAID, JICA.

## **6. Impact and Sustainability**

As a more tightly focussed, intensive and locally relevant training programme has emerged from the UK-Pacific collaboration, so a lot of interest has been created in the activity (viz the higher levels of publicity noted under 4. Progress, above). This has stimulated a strong demand for follow-up courses, and elicited further pledges of support from the Vice Chancellor of USP, SPREP (which has already earmarked bursary funding for the next cohort of CASOs) and the John D and Catherine MacArthur Foundation (USA). The training has also had the effect of directly stimulating several conservation project start-ups, and accelerating progress on other existing applied conservation projects in the Pacific region. This is a result of the setting of home-country practical projects for each of the participants during the first part of their course, with the requirement to formally report back on progress eight months later during the second part of the course (with individual mentoring in between). The quality and degree of

commitment of the students, and the importance of the individual projects has been such, that staff and students alike have worked well beyond their specified time-allotments on these projects (see Appendix 2).

## 7. Outputs, Outcomes and Dissemination

**Table 1. Project Outputs during the reporting period (against SOMs)**

Code No.	Quantity	Description
6B	1	Completion of first biodiversity management training course of six weeks duration in the Pacific region. This is 50% greater “contact time” than planned.
6A	15	Key practitioners (CASOs) trained. This is less than the numbers envisaged for the first year, but is a response to the revised requirements of our partner organisation (SPREP) for greater depth of training. The numerical shortfall is offset by: 1) the longer period of training for each participant (see 6B above), 2) the higher numbers of stakeholders accessed through re-echoing (see under Section 4, Progress), and 3) the enhanced conservation impact of the whole programme as a result of the emphasis placed on development of the student’s applied biodiversity management projects.
07	1	Completed set of postgraduate distance-learning materials handed over (8 modules, equivalent to a whole MSc course).
11A	N/A	The planned journal article has not yet been published due to the set-back in the distance-learning timetable because of the coup in Fiji. However, three more national publicity articles were published in the host country than envisaged (15A), plus one national TV feature (18A) and one national radio feature (19A).
(15A)	(5)	
(18A)	(1)	
(19A)	(1)	
08	6	Weeks spent by UK project staff on training work in host country (two weeks longer than anticipated, due to extra funding attracted).
23	Approx £30 000?	Difficult to estimate. Made up of: extra UK staff time in country paid for by external funding; extra contributions to training from several new project partners (NGOs and aid agencies); pledges to fund future repeat training after Darwin subvention ceases (SPREP/NZODA) etc.

**Table 2: Publications**

<b>Type *</b> (e.g. journals, manual, CDs)	<b>Detail</b> (title, author, year)	<b>Publishers</b> (name, city)	<b>Available from</b> (e.g. contact address, website)	<b>Cost £</b>
N/A				

**8. Project Expenditure****Table 3: Project expenditure during FY 2000-2001 (ref. audit statement)**

<b>Item</b>	<b>Budget</b>	<b>Expenditure</b>
Salaries (specify)		
3 UK and 1 Pacific part-time staff		
Rent ,rates heating lighting etc		
Office administration costs (printing/accounting/bank charges)		
Capital items/equipment		
Others (travel and subsistence)		
Total		

**9. Monitoring, Evaluation and Lessons**

Evaluation of training is assisted by:

- 1) Pre-course questionnaire (baseline data and training needs assessment) for the selected trainees and their line managers
- 2) Start of course (face-to-face) training needs assessment
- 3) Monitoring by daily feedback forms (covering each session) during first part (4 weeks) of training course
- 4) End-of part 1 evaluation questionnaire for participants
- 5) Mentoring and evaluation through individual contact with students and their line managers during project work
- 6) Feedback sessions at beginning of second part (2 weeks) of training course
- 7) Daily feedback forms (covering each session) during second part of training course
- 8) End-of course questionnaire, including assessment of individual's dissemination outputs (re-echoing and project reports)

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

Dr Shaun Russell, 11<sup>th</sup> November, 2001

APPENDIX 1. Logical Framework for proposed one-year extension to Pacific training project

<i>Project summary</i>	<i>Measurable indicators</i>	<i>Means of verification</i>	<i>Important assumptions</i>
<p><i>Goal</i></p> <p><b>To assist countries rich in biodiversity but poor in resources with the conservation of biological diversity and implementation of the Biodiversity Convention</b></p>		<p>SPREP annual reports and submissions to CBD</p> <p>Country reports to Rio+10 Conference</p> <p>UNEP Pacific regional reports</p> <p>WRI annual SOE Report</p>	<p>Pacific nation's continuing commitment to CBD</p> <p>regional/national political and economic stability</p>
<p><i>Purpose</i></p> <p>To promote effective biodiversity conservation in Pacific Island States through in-country training of key personnel in techniques of sustainable resource-use by local communities</p>	<p>Inception, progress and positive results on trainee's village-level conservation projects designed/refined during the short course and its feedback session</p> <p>Improved efficiency and effectiveness in other areas of the trainee's work for their target communities and employing agencies (government depts, NGOs)</p>	<p>Appraisal, monitoring and evaluation reports on the project work of the returning trainees (including beneficiary statements)</p> <p>Staff performance evaluation reports by trainees and their line managers/colleagues</p> <p>ICPL/USP/SPREP feedback forms</p>	<p>Continuing job-stability and employer-support for trainees</p> <p>Continuing community support for trainee's conservation extension activities</p>
<p><i>Outputs</i></p> <p>15 more Conservation Area Support Officers (CASOs) with enhanced short-course training</p> <p>Completed postgraduate distance-learning (DL) programme materials</p> <p>Effective training course admin procedures</p> <p>First cadre of 5-10 distance-learning students signed up</p>	<p>Number of accepted applicants successfully completing short-course training</p> <p>Publication of completed DL materials with Pacific case studies incorporated</p> <p>Efficient completion of first DL marketing and recruitment campaign</p> <p>No. of DL students enrolled</p>	<p>Course-completion certificates issued and project proposals inventoried</p> <p>DL materials hard-copy and ICPL/USP institutional monitoring documents</p> <p>Institutional records of DL operation, including USP reports to faculty/senate</p> <p>Departmental admin records</p>	<p>Continuing institutional stability and commitment at higher management level in USP</p> <p>Continuing SPREP commitment to programme of funding trainee's travel and subsistence</p>
<p><i>Activities</i></p> <p>Second 6-week course in community conservation run at USP</p> <p>Pacific case studies (including first short course trainee's projects) fully incorporated into postgrad teaching materials</p> <p>Admin procedures trialed with first postgrad student cadre</p>	<p>Training manuals printed</p> <p>Student feed-back forms completed</p> <p>DL materials published with locally relevant case-studies, problem-solving and simulation exercises incorporated</p> <p>Number and timing of admin problems encountered and solved</p>	<p>Hard-copy available for submission to DI evaluators</p> <p>Institutional recording and reference systems</p> <p>DI reporting</p>	<p>National and institutional stability in Fiji/at USP (course can switch to SPREP HQ in Samoa if there are problems)</p> <p>Job security of proponents</p>

## APPENDIX 2:

### DARWIN INITIATIVE, BIODIVERSITY CONSERVATION TRAINING - PACIFIC ISLAND STATES: YEAR ONE STUDENT CONSERVATION PROJECTS\*

1. Miram Ankeid (Marshall Islands): Local co-management and planning of conservation areas in the Marshall Islands.
2. Alice Athy (Vanuatu): Establishment of a botanical garden and traditional medicine clinic at Rango Rango, Vanuatu.
3. Nathaniel Lix da Wheya (Solomon Islands): Leatherback Turtle tagging and nest monitoring survey, Sasakolo nesting beach, Isabel Province, Solomon Islands.
4. John Ericho (Papua New Guinea): Boundary mapping and land-use analysis at Crater Mountain Conservation Area, PNG.
5. Afele Failagi (Samoa): Infrastructure management planning for the coastal zone of Samoa.
6. Sione Faka'osi (Tonga): Solid waste management in Lifuka and Foa, Ha'apai: a participatory and collaborative management approach.
7. Ian Karika (Cook Islands): Geographical information system mapping of the Kaakepai Bird Reserve, Rarotonga.
8. Robert Jackson (Federated States of Micronesia): Biological and economic values of a Terminalia corolensis stand.
9. Simione Koto (Fiji): Conflict management for the Cuvu "Coral Garden" and "Waibulabula" Projects.
10. Ilebrang Olkeril (Palau): Conflict management between key stakeholders in the Rock Islands Conservation Area, Palau.
11. John Pita (Solomon Islands): Household survey of the Waghena community on the socio-economic impacts of a Marine Protected Area.
12. Faafetai Sagapolutele (Samoa): Baseline survey for the rat eradication programme at Nuutele Island, Samoa.
13. Harry Saul (Federated States of Micronesia): Protecting Pohnpei's native forests by extending the "Grow Low" campaign.
14. Unaisi Tawake (Fiji): Traditional knowledge as an interpretive tool in Fijian conservation areas.
15. Masani Togiamana (Niue): Resource Assessment - Ana Marine Reserve, Niue.

\* Copies of Year 1 project reports can be supplied upon request.



APPENDIX 3

**Timetable of work for the proposed one-year extension to the Pacific Biodiversity Training Programme.**

<i>PROJECT OUTPUTS</i>		
<b>Year/Month (starting April)</b>	<b>Output Number (see standard output measures)</b>	<b>Description (include numbers of people involved, numbers of publications printed or produced and days/weeks where applicable)</b>
2002/04	07	Pacific case-studies incorporated into eight new postgraduate distance learning modules
2002/10	6B	Completion of part one (4 weeks) of third biodiversity management short training course in the Pacific region
2002/10	6A	15 key conservation area support staff trained
2002/10	11A	15 applied conservation project reports submitted
2002/11		First 5-10 distance learning candidates signed up for postgraduate biodiversity management training programme
2002/12	15A	2 national press releases in host countries
2003/2	6A	DI training re-echoed to circa 50 of trainee's work colleagues and village-level target beneficiaries
2003/3	6B	Part two (two weeks) of third short course completed, with project reports finalised and printed for circulation
2003 (after DI funding ceases)		ICPL maintains quality control input (e.g. external examining) and advisory function to the expanding Darwin Initiative Biodiversity Conservation and Management Training Programme in the Pacific region.
2004		First cohort of 5-10 distance learning trainees complete first year of postgraduate course
<i>Key Milestones</i>		
<b>Year/Month (starting April)</b>	<b>Description (include travel dates, drafts and other processes that support the delivery of outputs)</b>	
2002/04	Pacific case-studies incorporated into eight new postgraduate distance learning modules	
2002/10	UK staff fly to Fiji for part one (4 weeks) of third short course and to finalise distance learning package	
2002/10	Completion of first four weeks of third biodiversity management short training course at USP, with 15 key conservation area support staff trained	
2002/10	15 applied conservation project reports submitted	
2002/11	First 5-10 distance learning candidates signed up for postgraduate biodiversity management training programme	
2002/12	2 national press releases in host countries	
2003/3	Part two (two weeks) of third short course completed, with project reports finalised and printed for circulation	