

Darwin Initiative

Annual Report

1. Darwin Project Information

Project Ref. Number	162/12/029
Project Title	<i>Steppe Forward Programme: Training Conservationists for Mongolia's Future</i>
Country(ies)	<i>Mongolia</i>
UK Contractor	<i>Zoological Society of London</i>
Partner Organisation(s)	<i>National University of Mongolia</i>
Darwin Grant Value	<i>£187,921</i>
Start/End dates	<i>1 May 2003 – 1 May 2006</i>
Reporting period (1 Apr 200x to 31 Mar 200y) and annual report number (1,2,3..)	<i>1 Apr 2005 – 31 Mar 2006 Annual report number 3</i>
Project website	<i>www.steppeforward.com</i>
Author(s), date	<i>Sarah King, 26 April 2006</i>

2. Project Background

- Briefly describe the location and circumstances of the project and the problem that the project aims to address.
- *The project is based in Mongolia.*
- *The biodiversity of Mongolia is at threat from unregulated mining and illegal hunting of wildlife, as well as a huge increase in livestock numbers over the past 20 years. Despite this, there is a great desire to conserve the biodiversity of Mongolia, but with little training available on modern ecological methods it is hard for local people to conduct research to western standards. This project aimed to address these problems by training Mongolians at different levels of the society, from herders to students to environmental professionals, how to gather ecological data that can then be analysed and used to show change. The project also works with students and communities to raise awareness of issues affecting biodiversity in Mongolia.*

3. Project Purpose and Outputs

- State the purpose and outputs of the project. Please include your project logical framework as an appendix and report achievements and progress against it (or, if applicable, against the latest version of the logframe).
- *The Steppe Forward Programme aims to empower Mongolians to create and manage conservation programmes by providing them with the tools necessary to design and monitor their own conservation initiatives, assess wildlife populations and design ecological studies.*

- *Main outputs since inception:*

127 Mongolian undergraduate students have received advanced ecological training on field courses. 57 National Park rangers were also trained. Fifty-seven alumni of the field courses went on to get jobs in research projects in 2004 and 2005.

Teachers from every soum (village) in Omnogovi aimag (province) received training to teach ecology.

Five issues of the Mongolian Journal of Biological Sciences have been published (a sixth will be published in two weeks). Seven articles have been published on our activities in the Mongolian Journal of Biological Sciences (three in press).

Twenty-five monthly networking events (Biobeers) have been held (26th will take place on 4th May).

The newsgroup MongolBioweb, designed to facilitate communication and news sharing between different groups working in Mongolia, currently has 227 members and has had 206 posts since April 2003.

The undergraduate conservation club has over 100 members and runs activities every month. Seven articles on their activities have appeared in newspapers and three on TV. They also won the university prize for best student club in 2004.

The Steppe Forward Programme has been in 15 newspaper articles, four radio interviews and in an article on BBC news online. Seven reports have been produced.

The community project has been very successful with establishment of 7 community groups. Experience sharing workshops have been conducted for these groups. A photo guide to the fauna and flora of the south Gobi was produced, and is used by eco-herders (ecological monitors) living inside and outside Gobi Gurvan Saikhan National Park to monitor the wildlife.

By its reputation and presence in Mongolia, the Steppe Forward Programme has been able to leverage new grants. These include grants from World Bank Netherlands Trust fund for a Mongolian Biodiversity Databank, and for bank and environmental consultancy refresher training.

The Mongolian Biodiversity Databank workshop trained over 70 specialists in Mongolian fish and mammals in how to assess species using IUCN Categories and Criteria. It also generated a large amount of publicity as one result was that the Przewalski horse was recommended for downlisting from extinct in the wild to endangered under IUCN categories. Three articles were published on the proceedings of the workshop in the Mongolian Journal of Biological Sciences and a red book and booklet of Conservation Action Plans for threatened species is in progress.

Forty-two environmental consultants were given refresher training in methods of conducting Environmental Impact Assessments, resulting in a list of recommendations for the government. Twenty-six bank credit line officials were trained in how to make their banks 'greener' by giving preferential loans to companies that follow environmental guidelines.

- *Have the outputs or proposed operational plan been modified over the last year, for what reason, and have these changes been approved by the Darwin Secretariat? (Please note that any intended modifications should be discussed with the Secretariat directly rather than making suggestions in this report).*
- *No changes were made, except for addition of new projects.*

4. Progress

- Please provide a brief history of the project to the beginning of this reporting period. (1 para)
- *The Steppe Forward Programme (SFP) was established with a collaboration between the Zoological Society of London (ZSL) and the National University of Mongolia (NUM) in the summer of 2003. Field courses have been run every summer, with increasing enthusiasm from students as the word spreads of the benefit to future careers of attending. Staff changes resulted in some slowing of project objectives being reached, but main targets were still achieved due to the activities of local staff. A community project was established in 2004, with great enthusiasm for conservation shown by the herder groups formed.*
- Summarise progress over the last year against the agreed baseline timetable for the period and the logical framework (complete Annex 1). Explain differences including any slippage or additional outputs and activities.
- *Progress over the last year has in general been good, with 59 students and 57 rangers trained in ecological techniques. In 2005, 50 students who had attended our field courses in this and previous years got jobs in the conservation field, assisted by communication with the SFP. The conservation club continued its activities, with events every month and production of a newsletter. Conservation activities such as tree planting were carried out by community groups. Additionally groups were trained in methods by which they can diversify their income, such as felt and dairy products.*
- *As stated in the first annual report – it was unfeasible to expect students to write scientific publications. However all produced a report and presented the findings of their scientific study to other students on the field course, as well as to university lecturers.*
- *Production of the Primary School book and Ecology Field Techniques has been delayed due to changes in staff and the main translator being largely occupied with running the community project.*
- *There was a delay in production of the Mongolian Journal of Biological Sciences, due to the summer field courses and staff changes, resulting in only one being produced so far this year. The second issue of volume 3 will be published within two weeks.*
- *Fewer peer reviewed articles were produced, however more presentations than agreed were given.*
- Provide an account of the project's achievements during the last year. This should include concise discussion on methodologies and approaches by the project (e.g. research, training, planning, assessment, monitoring) and their consequences and impacts as well as results. Please **summarise** content on methodologies and approaches, and, if necessary, provide more detailed information in appendices (this may include cross-references to attached publications).
- *Community project – Seven herder groups had been formed in 2004. These were visited five times over the past year. Participatory Rural Analysis was conducted with two of these groups to assess their needs. As a result of this, training in dairy products and felt crafts was organised. On each visit, training was given on various ecological topics and further questionnaires were conducted to assess their use and value of the local wildlife. Additionally, herders and two students were trained as ecological monitors, in or near the Gobi Gurvan Saikhan National Park. Close contact was maintained with the South Gobi Protected Area Authority (SGPAA). Discussion with the PAA helped structure training to be of specific relevance. Training was given to Protected Area rangers, and also to Buffer Zone council members.*

- *Conservation club – Regular meetings were held with the conservation club leadership in which activities of the club were discussed and assistance was given on locating funding. Activities were planned for each month, including a trip in the summer to Khentii, conferences and workshops, a monthly showing of a UNDP DVD (in Mongolian language) and events to plant trees and pick up rubbish. Several of these events have been attended by the media. Discussing activities helped focus the club on conservation issues and ensure that realistic targets could be met. In addition the club joined Jane Goodall's Roots & Shoots programme, which will allow them to have contact with other conservation clubs to exchange ideas.*
- *Field courses – Three field courses were run in 2005 – one each in June, July and August in steppe, taiga and desert habitat respectively. The courses were attended by 57 students and 7 rangers from Khan Khentii Special Protected Area. Each course was taught by a team of two British lecturers, plus SFP staff. All lectures and practicals were translated into Mongolian by SFP staff. The courses were structured so that the students could be taught about ecology in a way that was relevant to the setting. Success of the field courses was assessed by evaluation questionnaires at the end of each course. Success of this and previous courses was also shown by 50 students getting jobs in the conservation field over the summer. Further details of the field courses are attached in the form of the Field Course Report (Appendix 2).*
- *Mongolian Journal of Biological Sciences – We have 27 subscriptions to the journal and regularly sell additional copies. The readership and impact of the journal is therefore increasing. One issue of the journal was published in 2005, with another being made ready for publication. Manuscripts are regularly submitted for inclusion by Mongolian and international scientists.*
- *Mongolian Biodiversity Databank workshop (November 2005) –A World Bank Netherlands Trust Fund grant to ZSL enabled training by ZSL and SFP of over 70 Mongolian mammalogists and ichthyologists on how to assess species using IUCN Categories and Criteria. All Mongolian mammals and fish were assessed. The proceedings are in the process of being published in the Mongolian Journal of Biological Sciences and will also be produced in book form. The Mongolian Biodiversity Databank is located in the university and maintained by SFP staff. This will provide a resource for researchers as it contains information about all Mongolian mammals and fish species.*
- *Refresher training of environmental consultants and environmental training for bank credit line professionals – A World Bank Netherlands Trust Fund grant to Development Steppes NGO and the Steppe Forward Programme enabled 42 consultants to be trained in the latest Environmental Impact Assessment (EIA) methods. As a result of comments made during the course a document on how to improve EIA in Mongolia was given to the Ministry of Nature and Environment. Twenty-six bank credit line professionals were trained in how to give companies showing 'greener' policies preferential loans.*
- *Discuss any significant difficulties encountered during the year and steps taken to overcome them.*
- *Rangers could only attend the taiga field course in Khan Khentii Special Protected Area due to being needed to patrol against illegal miners during the desert field course in the Gobi. This problem was surmounted by conducting additional training for the Gobi rangers at a later date.*
- *NUM lecturers were unable to attend the field courses. It is important for lecturers to attend so that they can learn methods as well as teach the students. It was not possible to overcome this in 2005, but will be attempted by offering a financial incentive in 2006.*

- *Progress on the primary school book and ecological techniques book has been slow due to other projects arising which used staff time. In addition it was hard to find help from lecturers to assist in translating certain terms. A better line of communication has now been opened up with lecturers, allowing translation and production to proceed more rapidly.*
- Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?
- *Methods of arranging the field courses have become streamlined with experience. This has been written into a workplan that will be given to the university. A protocol for producing the journal was also written, so that this knowledge does not just remain with the staff working on it. As further experience has been obtained, and as we have become more known in the south Gobi it has become easier to create relationships with the local people. This has meant that our activities have therefore become more effective.*
- Present a timetable (workplan) for the next reporting period.
- *Not relevant for this project as this has been the final year and the request for post-project funding was denied.*

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

- Have you responded to issues raised in the review of your last year's annual report? Have you discussed the review with your collaborators? Briefly describe what actions have been taken as a result of recommendations from last year's review.
- *No report was submitted in April 2005 due to a change-over of project management at this time. A more detailed half-year report was written in October but was not reviewed.*

6. Partnerships

- Describe collaboration between UK and host country partner(s) over the last year. Are there difficulties or unforeseen problems or advantages of these relationships?
- *The relationship between the Steppe Forward Programme and the university has continued to be good. Location of the project within the biology faculty enables regular communication with lecturers and other university staff. This benefits the Steppe Forward Programme by providing trained lecturers or guest speakers for the various workshops and trainings that we have run, and benefits the university by creating publicity and further income for the lecturers. The students value the resources and training that the project provides, as evidenced by their borrowing of books and media, and their attendance of field courses. Only one steering committee meeting was held over the past year, but regular communication was made with project partners, the head of the biology faculty (Tsogobadrakh) and the vice-president of the university (Samiya). Collaboration continues on the Mongolian Journal of Biological Sciences, with editing duties shared and typesetting of the layout and formation of pdfs being completely undertaken by university staff. The advantage of this relationship is that quality of production can be maintained, while manuscripts written by local scientists can be easier solicited by university staff.*
- *Contact with the Mongolian Ministry of Nature and environment has increased due to running the consultant and bank training. Despite changes in personnel in the ministry our activities are well known and appreciated.*

- *The only problem experienced has been in local lecturers participating in our field courses. In 2005 a lecturer had agreed to come on each course, but on each occasion they dropped out. This is likely due to financial and time restrictions on the lecturers – they need to earn money and conduct their own field work during the summer. This problem will be overcome in 2006 by paying the lecturers for their time.*
- *Has the project been able to collaborate with similar projects (Darwin or other) in the host country or other regions, or establish new links with / between local or international organisations involved in biodiversity conservation?*
- *No other Darwin projects are currently running in Mongolia.*
- *A collaborative agreement has been signed between the Zoological Society of London (ZSL) and the Wildlife Conservation Society (WCS). Regular meetings are made between the Steppe Forward Programme project manager (representing ZSL) and the WCS director. In particular we collaborate when running Biobeers, a monthly networking event for people interested in conservation in Mongolia. The funding for this is provided by WCS, with lecturers and equipment provided by SFP.*
- *Ties have been made with WWF when using their staff as guest speakers on training courses and when discussing collaboration on future projects.*
- *SFP has helped the local Association of Environmental Impact Assessment consultants become more established and to have a higher code of ethics. Further collaboration with this association is likely, training them on the impact of industry on Mongolian biodiversity.*

7. Impact and Sustainability

- *Discuss the profile of the project within the country and what efforts have been made during the year to promote the work. What evidence is there for increasing interest and capacity for biodiversity resulting from the project? Is there a satisfactory exit strategy for the project in place?*
- *The project has an increasing profile in the country, with all organisations in the biodiversity field and staff of the Ministry of Nature and Environment aware of our activities. During the past year there have been 4 newspaper articles reporting various activities of the project, as well as 3 television and 3 radio reports. SFP staff spoke at 11 of the 13 conferences or workshops attended about our work. The Mongolian Biodiversity Databank workshop generated awareness of the threats affecting Mongolian mammals and fish and activated the scientific community to address this. A strong desire for further workshops to cover other taxonomic groups was expressed. A document detailing recommendations for improving the Environmental Impact Assessment (EIA) was created from discussion among participants of the Refresher training course for EIA consultants. This document was given to the relevant person (Banzragch) at the Ministry of Nature and Environment and the consultants are now motivated to lobby government for change.*
- *Every month at least five people join the MongolBioweb newsgroup. The membership is largely local - showing the interest in conservation information related to Mongolia.*
- *The project has an excellent reputation with the South Gobi Protected Area Administration and the local Buffer Zone Council. Repeated training has been conducted with staff from throughout the area, as well as community groups. Local people in this area are now more aware of their effect on the local wildlife and are making steps to reduce this, such as using different areas at certain times of the year to avoid direct conflict with wildlife. In addition, people in the soum (village) of Nomgon are planting more trees in an attempt to stabilise the soil.*

- *The SFP has become an integral part of the university: the field courses and other assistance given will remain a part of the experience of students, and our association with other lecturers will continue to reap benefits. Project staff have been trained in project management, as evidenced by Jargal's (the project counterpart) running of the community project with little help. University lecturers are interested in the field courses, even if in previous years they have not been able to attend. The cost of producing the journal will be entirely covered by the university, although UK staff will remain as co-editor. The project will increasingly be run by local staff and the university, however assistance from UK staff will remain a necessity, not least in sourcing funding for activities.*

8. Outputs, Outcomes and Dissemination

- Explain differences in actual outputs against those agreed in the initial 'Project Implementation Timetable' and the 'Project Outputs Schedule', i.e. what outputs were not or only partly achieved? Were additional outputs achieved?
- *Community meetings were not held in Dalanzadgad during summer 2005. These were replaced by meetings with community groups through the autumn and spring.*
- *The first field course was not held in April of 2005 or 2006. Instead it was/will be held in June. The second year field course was held in Khan Khentii Special Protected Area instead of Hovsgol. This was in similar habitat (taiga forest), but was closer (therefore reducing costs of the course).*
- *The careers course was not run between November and February due to lack of time because of other training courses being run. Informal help was given to students and a database was created with good students as a first port of call for researchers needing short term staff.*
- *Production of the primary school book 'Maral's Adventures' has been delayed due to the author (Kate Oddie) leaving the project. A final version in English has now been completed and will be published once translated into Mongolian.*
- *Production of the Mongolian translation of the Ecological Census Techniques book has been delayed due to staff changes. This is nearing completion.*
- *A directory of NGOs, governmental organisations and others working in biology/conservation/environment has not been produced, however all of these groups can be reached through postings on the MongolBioweb newsgroup.*
- *Scientific papers discussing results from the community project have not been published, but are currently in preparation.*
- *Additional activities consisted of:*
- *Mongolian Biodiversity Databank workshop (November 2005) – training over 70 specialists in Mongolian mammals and fish in assessing species using IUCN Categories and Criteria. All Mongolian mammals and fish were assessed. The proceedings are in the process of being published in the Mongolian Journal of Biological Sciences and will also be produced in book form. The Mongolian Biodiversity Databank is located in the university and maintained by SFP staff. This will provide a resource for researchers as it contains information about all Mongolian mammals and fish species.*
- *Production of a photo field guide to Gobi fauna and flora.*
- *Running courses for environmental consultants and bank credit line professionals (March and April 2006 respectively).*
- *Production beginning on a field guide to the tracks and signs of Mongolian mammals (started November 2005).*

- *Training of south Gobi Buffer Zone Council members, as well as all south Gobi protected area staff, in ecology and threats to the local biodiversity.*
- *Training of community groups in the south Gobi in creation of different felt and dairy products.*
- Provide details of dissemination activities in the host country during the year, including information on target audiences. Will dissemination activities be continued by the host country when the project finishes, and how will this be funded and implemented?
- *One issue of the Mongolian Journal of Biological Sciences was produced during the year, with another nearing completion. This will continue to be disseminated by the university following the end of the project. They have also agreed to entirely fund production of the journal. The target audience of the journal is the community of scientists, both local and international, who conduct biological research in Mongolia. This is reflected in the subscription list – currently 27 people or institutions subscribe.*
- *Activities are advertised on our website and through the MongolBioweb. These can be maintained by local staff. The MongolBioweb is aimed at those with an interest in biodiversity and conservation in Mongolia.*
- *SFP staff gave presentations at 11 conferences and workshops during the year.*
- Please expand and complete Table 1. **Quantify** project outputs over the last year using the coding and format from the Darwin Initiative Standard Output Measures (see website for details) and give a brief description. Please list and report on appropriate Code Nos. only. The level of detail required is specified in the Guidance notes on Output Definitions, which accompanies the List of Standard Output Measures. Only the summarised totals after the end of your project will be recorded on the Darwin project database from your final report (the totals below will help you to keep track on a yearly basis).

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

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	TOTAL
4a	Number of undergraduate students to receive training			59		
4b	Number of training weeks provided			9		
5	Number of people to receive other training (local project staff)			2		
6a	Number of people to receive other training (rangers)			57		
6b	Number of training weeks provided			8		
7	Training materials (book, CDs of			3		

	lectures)	
8	Number of weeks spent by UK staff on project work in host country	52
11a	Number of papers published in peer reviewed journals	4 (in press)
11b	Number of papers to be submitted	2 (in prep.)
12a	Databases established (Mongolian Biodiversity databank and Eco-herder results)	2
14a	Number of conferences organised	3
14b	Number of conferences attended	13
15a	Number of national press releases	1
16a	Number of newsletters produced	1
16b	Estimated circulation of newsletters	100
17	Dissemination networks	1
18a	Number of national TV features	3
19a	Number of national radio interviews	1
19b	Number of UK radio interviews	2
20	Estimated value of assets to be handed over	£30,000
23	Value of resources raised from other sources	£34,049

Unfortunately I cannot find records showing these figures for previous years. Records before 2005 are inconsistent.

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

Table 2: Publications

Type *	Detail	Publishers	Available from	Cost £
(e.g. journals, manual, CDs)	(title, author, year)	(name, city)	(e.g. contact address, website)	
Journal*	Journal of Biological Sciences, Vol. 3 (1)	National University of Mongolia, ADMON publishers	Sarah R. B. King Steppe Forward Programme Biology Faculty National University Mongolia PO Box 46/377 Ulaanbaatar 210646 Mongolia www.steppeforward.com	22.75 per issue (back copy)
Book*	Photoguide to Fauna and Flora of the Gobi, Kh. Terbish & D. Suran (Editor: J. Jargal), 2005	ADMON publishers	J. Jargal Steppe Forward Programme Biology Faculty National University Mongolia PO Box 46/377 Ulaanbaatar 210646 Mongolia	Free
Report*	Steppe Forward Programme Field Course Report, 2005. S. King, J. Jargal, Sh. Oyunchimeg & L. Simpson, 2005		www.steppeforward.com	Free
Report*	Results of a Herder Survey in the South Gobi. J. Jargal. 2005		J. Jargal Steppe Forward Programme Biology Faculty National University Mongolia PO Box 46/377 Ulaanbaatar 210646 Mongolia	Free
CD*	Lectures from Steppe Forward Programme field courses, 2005		Sarah R. B. King Steppe Forward Programme Biology Faculty National University Mongolia PO Box 46/377	Free

CD*	Refresher Training for Environmental Consultants, 2006	Ulaanbaatar 210646 Mongolia Sarah R. B. King Steppe Forward Programme Biology Faculty National University Mongolia PO Box 46/377 Ulaanbaatar 210646 Mongolia	Free
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9. Project Expenditure

- Please expand and complete Table 3.

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

Item	Budget (please indicate which document you refer to if other than your project schedule)	Expenditure	Balance
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- Highlight any recently agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.
- *All changes to the budget and movement between budget lines had prior agreement from the Darwin Initiative. The underspend in rent and salaries was used to offset the travel costs, which were higher than expected due to increases in airfares. Printing costs were not used in previous years, so were added to this year.*

10. Monitoring, Evaluation and Lessons

- Discuss methods employed to monitor and evaluate the project this year. How can you demonstrate that the outputs and outcomes of the project actually contribute to the project purpose? i.e. what are the indicators of achievements (both qualitative and quantitative) and how are you measuring these?
- *Regular discussion has been made with university staff about activities that would be of benefit to them, and also about what impacts previous activities have had*

on the university. The steering committee meeting following the summer field courses allowed these to be evaluated, in addition to the evaluation questionnaires returned by students and lecturers. Each other training course was also followed by an evaluation form to enable its effectiveness to be assessed. The number of students attending the field courses and going on to get jobs in the conservation field can be used to assess the overall results of these courses. This is monitored by keeping contact with the students.

- *Increasing numbers of local scientists are submitting manuscripts for the Mongolian Journal of Biological Sciences. This is evidence of its increasing readership and the effect of the project on the level of scientific writing.*
- *Work with the community project has increased the awareness of local people about environmental problems in their area. Use of different areas to allow the habitat and water sources to be used wildlife, and increased tree-planting around the soum (village) centre is direct evidence of the effect of training of these people.*
- *What lessons have you learned from this year's work, and can you build this learning into future plans?*
- *It is important to involve university staff as much as possible in all activities, both so that they are aware of what we are doing, but also to increase their capacity. For this to be done they will need to be remunerated for their time in some instances. If not paid, we have found that university staff will either not perform the work, or will take a long time.*
- *We found that the students are extremely keen and require surprisingly little support in running events for the conservation club. This can be incorporated into future plans by managing the students with a more 'hands off' policy. This was also true for the community project – once given ideas the people were enthusiastic about managing their own tasks.*

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

■ I agree for ECTF and the Darwin Secretariat to publish the content of this section

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

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2005/2006

Project summary	Measurable Indicators	Progress and Achievements April 2005-Mar 2006	Actions required/planned for next period
<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 the benefits arising out of the utilisation of genetic resources 			
<p>Purpose <i>To build capacity for Mongolians to create their own conservation programmes by providing them with tools necessary to design and monitor conservation initiatives, assess wildlife populations and design ecological studies</i></p>	<p>Mongolian undergrads and rangers independently develop ecology projects and use data to successfully design and implement conservation measures. 2 projects per year refereed by international scientists developed</p>	<p><i>The university conservation club, formed of undergrads, independently developed projects, although none were refereed. 50 students went on to get jobs in the conservation field, where they could also implement conservation measures.</i></p>	<p><i>Education is still not to a sufficient standard for undergrads and rangers to analyse data and implement conservation independently. However this may be feasible in future as trained students progress through the university.</i></p>
	<p>Baseline data on species and habitats collected</p>	<p><i>Data were collected during the field courses, including samples brought back for the museum at the university. Herders in Gobi Gurvan Saikhan National Park are also gathering monitoring data.</i></p>	<p><i>Analyse and publish the data.</i></p>
	<p>Effective community schemes and implementation of measures for sustainable resource use. 2 community conservation projects per year initiated</p>	<p><i>Eco-herder project initiated. Tree planting project in Nomgon soum initiated. Cohesive community groups still functioning.</i></p>	<p><i>Enthusiasm from local people will allow this project to continue. Further funding being sought to expand this.</i></p>
<p>Outputs</p>			

NUM staff, students and National Park rangers able to design, implement and monitor conservation programmes in Mongolia	Approximately 5 NUM staff, 80 students and 15 park rangers trained annually in ecological monitoring techniques and their application	<i>No NUM staff were trained in ecological monitoring techniques, but 6 were trained in IUCN Categories and Criteria. 59 students and 57 rangers were trained in ecological techniques.</i>	<i>For NUM staff to participate in field courses they need financial compensation for their time. This will be budgeted in 2006.</i>
Establishment of regular and ongoing field course programme in ecology for undergrads and rangers	Participation in field course development by NUM and National Park staff steering committee	<i>South Gobi SPA request SFP staff to teach rangers additionally to planned events. Teaching of administration staff to give lectures. NUM staff participate in deciding topics on 2006 field courses. Field courses an established part of the university calendar.</i>	<i>Lectures will be videoed so can be shown to herders and rangers. These videos will also be put online for national viewing.</i>
Community awareness of ecology and conservation needs	Community meetings before and after field courses	<i>Community meetings were not held before and after field courses, but the communities were involved and attended the presentations and slide show at the end of the courses.</i>	<i>Further contact will be maintained with the communities. Meetings are less necessary than actually showing them the results of the students work.</i>
NUM students and rangers are able to train local herders as para-ecologists collecting biodiversity data	Data collected by community groups	<i>Two students worked with eco-herders in summer 2005 collecting biodiversity data. Further notebooks for collecting data were given to 5 other families.</i>	<i>This project is being expanded from Gobi Gurvan Saikhan National Park to Little Gobi A and B Special Protected Areas. Six students are being trained for data collection in 2006.</i>
Gobi communities able to set up and run own conservation/alternative income initiatives	200 questionnaires collected on community needs data analysed by rangers. 4 yearly meeting weeks with Gobi communities resulting in 1 local conservation project annually.	<i>PRA was conducted among seven herder groups in the Little Gobi B area. Five meetings with the groups. Conservation projects such as tree planting, fencing a spring, and moving to avoid conflict with</i>	<i>Enthusiasm among local people is high. Important for them to initiate own activities with guidance.</i>

		<i>wildlife were undertaken. Community fund established.</i>	
NUM students able to source funding and successfully apply for conservation project grants	Undergrads successfully obtain funding or placements for biology projects, particularly in Mongolian National Parks	<i>50 students who had attended field courses achieved jobs in the conservation sector in 2005.</i>	<i>Continue to manage database of excellent students. Advertise the database and continue to encourage students.</i>
NUM students able to initiate and run own conservation projects, particularly with schools in the capital	1 conservation project run and 3 conservation newsletters produced annually by students	<i>1 newsletter produced. Sourced funding and ran conservation projects or events monthly.</i>	<i>Continue to support conservation club.</i>
Primary school environmental story and exercise book produced and distributed	Publishers (Admon), publication date (Mar 2004) and distributors (Min of Ed) established. 800 copies produced/distributed		<i>Out-source translating responsibility to ensure timeliness.</i>
Ecology field techniques core text produced	Publishers (Admon), publication date (Mar 2005) established, distribution within MNU. 500 copies produced/distributed		<i>Out-source translating responsibility to ensure timeliness.</i>
Scientific journal for biology in Mongolia published	2 peer-reviewed issues of Mongolian Journal of Biological Sciences produced annually	<i>1 peer-reviewed issue of the Mongolian Journal of Biological Sciences was produced, with another to be published shortly.</i>	<i>Ensure manuscripts are ready for publication before start of field season.</i>
e-newsletter providing communication forum for all biology/environment/conservation bodies in Mongolia	60 notices annually distributed to over 100 already established subscribers (govt, NGO, institutes, individuals)	<i>87 messages posted, 66 new members joined in the past year.</i>	<i>Continue to moderate MongolBioweb.</i>
Publications and presentations	6 peer-reviewed scientific articles; 2 radio and 2 newspaper articles per year; 1 annual presentation and report in Mongolia; 2 articles in popular magazines and 2 public presentations annually	4 peer reviewed articles (in press), 3 radio interviews, 5 newspaper articles. Presentations were made at XX local and XX International conferences and workshops.	Further articles are in preparation.

Note: Please do NOT expand rows to include activities since their completion and outcomes should be reported under the column on progress and achievements at output and purpose levels.