



APP2 66

DARWIN INITIATIVE



APPLICATION FOR GRANT FOR ROUND 12 COMPETITION: STAGE 2

Please read the Guidance Notes before completing this form. Give a full answer to each section; applications will be considered on the basis of information submitted on this form. Please do not cross-refer to information in separate documents except where invited on the form. The space provided indicates the level of detail required but you may provide additional information on a separate A4 sheet if necessary. Do not reduce the font size below 12pt or alter the paragraph spacing.

Submit by 19 January 2004

Ref (Defra only):

1. Name and address of organisation

International Centre for Protected Landscapes, 8E Science Park, Aberystwyth, Ceredigion, SY23 3AH

2. Project title (not exceeding 10 words)

Conservation Management Training and Capacity Building in Sub-Saharan Africa

3. Principals in project. Please provide a one page CV for each of these named individuals.

Details	Project leader	Other UK personnel (if working more than 50% of their time on project)	Main project partner or co-ordinator in host country
Surname	Hughes		Korrubel
Forename(s)	Elizabeth		Jan
Post held	Executive Director		Programme Director
Institution (if different to above)			University of Natal
Department	N/A		CEAD
Telephone			
Fax			
Email			

4. Describe briefly the aims, activities and achievements of your organisation. (Large institutions please note that this should describe your unit or department)

Aims

To safeguard and enhance biological diversity within viable programmes of economic & social development.

Activities

Academic & professional training; institutional capacity-building; research & consultancy.

Achievements

200+ MSc/PhD graduates; 3 on-going regional capacity-building programs & associated training workshops.

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

Three year DI funding for "Biodiversity Conservation Training: Pacific Island States", 1999-2002.

6. Please list the overseas partners that will be involved in the project and explain their role and responsibilities in the project. The extent of their involvement at all stages in the project should be detailed, including in project development. Please provide written evidence of this partnership.

The overseas partner is the Centre for Environment and Development (CEAD), University of Natal, South Africa. In Year 1, CEAD will share responsibility with ICPL for designing and developing teaching materials for a new distance education programme in integrated protected area management. This will entail joint review of existing course materials from both institutions, collection of new resources, curriculum design, and writing of distance education materials. ICPL/CEAD will identify at least 4 "country co-ordinators" from sub-Saharan Africa to be trained to serve as a Regional Support Network for the program across the region. In Year 2, the administrative and logistical system & infrastructure to implement the new MSc programme by distance learning will be established at CEAD. The Centre will promote the programme and open admissions. Its role in development of teaching materials and identification/training of country co-ordinators will continue. In Year 3, programme development will be completed and at least 12 students from the region will commence studies (in 2 intakes).

7. What steps have been taken to (a) engage at all appropriate levels within the host country partner organisations to ensure full support for the project and its outcomes; and (b) ensure the benefits of the project continue despite staff changes in these organisations?

a) Detailed discussions have been held in the UK and SA, with the staff of CEAD to be engaged in this project. It has received senior level support at the University of Natal & is strongly endorsed by the Open Learning Programme (OLP). It is agreed that the project will both meet a clear demand for in-post, vocational academic training in this critical area of concern, whilst building capacity at CEAD both to deliver distance education & to play a leading role in biodiversity conservation in the Sub-Saharan region.
(b) Both institutions have alternative, skilled staff capable of assuming responsibility for this project.

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

Consultation has taken place with the Head of the Protected Areas Programme of IUCN, who strongly endorses the project proposal. Collaboration is being developed through the OLP with the African Virtual University (AVU) headed by Prof. Peter Dzvima (formerly of World Bank). The project is supported by the S.African Government's Department of Environment and Tourism (DEAT) & the South African National Parks. Collaboration with NGOs such as the Wilderness Foundation and the Wilderness Action Group represent other areas of support. Keen interest has been expressed by protected area agencies elsewhere in Africa.

PROJECT DETAILS

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

The purpose of this project is twofold: (1) to develop the capacity of a key natural resources training institution in South Africa (CEAD) to offer high quality, distance education programmes in protected area management, with a specific focus on inclusive and integrated conservation and development; and (2) to generate a steady flow of trained and skilled professionals throughout Sub-Saharan Africa, to provide more effective biodiversity management across the region.

10. Is this a new initiative or a development of existing work (funded through any source)?

This is a new initiative, but forms part of a strategic approach by ICPL to build in-country capacity for training in biodiversity conservation management around the world.

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

Many countries in Sub-Saharan Africa afford high priority to the CBD, recognising the ecological, economic and social importance of their biodiversity. This is especially true in respect of their protected areas, which form the cornerstone of their conservation effort. Yet, implementation of the Convention is hindered by lack of capacity and training opportunities to provide protected area professionals with the necessary skills and approaches to deliver its obligations. The project will therefore assist Sub Saharan Africa in meeting its obligations under the Convention, in particular by supporting high quality training, exchange of information and capacity-building (e.g. under Articles 12 (80%) & 17 (20%) respectively), in order to improve and enhance the management of the region's protected areas (as in Article 26), and generate environmentally sound & sustainable development around such areas in accordance with Article 8.

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

Africa has 1200 national parks, reserves & other protected areas (PAs) - 30% of global biodiversity. Yet the capacity & resources to conserve biodiversity & manage these PAs effectively are lacking (GEF 2003). The 2003 Convention on the Conservation of Nature & Natural Resources highlights the central role for PAs in conserving biodiversity. Likewise the African Protected Areas Initiative (2003), endorsed by AU & NEPAD, seeks to develop for Sub-Saharan Africa a well designed & managed system of PAs that will meet the environmental & social needs of each country. Both of these initiatives were strongly endorsed by the World Parks Congress 2003. This project will feed into these regional initiatives & into implementation of national strategies, by establishing an Africa-led, vocational education facility that will offer high quality training in PA management to professionals throughout Sub-Saharan Africa.

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

Current concepts & approaches recognise that development needs are inextricably interwoven with those of conservation, & that achieving sustainable livelihoods is a necessary pre-requisite for effective management of biodiversity. In providing in-post training to protected area managers in these approaches & the skills necessary to implement them, therefore, there will be a direct impact on levels & patterns of natural resource use, & the promotion of sustainable livelihoods in & around the protected areas of Sub-Saharan Africa.

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

The main impact of this project will be the establishment of an on-going MSc programme in integrated protected area management by distance learning, to be offered by CEAD, targeting natural resource managers in the field. At least 12 participants from across sub-Saharan Africa will register in the 1st year of the programme (3rd year of this project). By then, institutional capacity will have been built to implement the program, both in terms of human & technical resources and infrastructure. This capacity will continue to grow & CEAD to offer additional programmes, research activities etc. The long-term impact will be a steady stream of well-trained & skilled professionals completing the CEAD MSc programme & using their knowledge & skills to implement inclusive & integrated management practices in & around protected areas.

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

The work's lasting legacy will be widely accessible and ongoing regional provision of high quality training in the new skills and approaches needed by protected area professionals for the effective 'in situ' management of Africa's natural resources.

Following its hosting of the World Summit in 2002, and the World Parks Congress 2003, the initiative will also reflect a strong practical commitment by South Africa to biodiversity conservation in the wider Sub-Saharan region.

16. What steps have been taken to identify and address potential problems in achieving impact or legacy?

The main potential problem is believed to be in finding longer term funding for participants to follow this programme. This applies particularly to those from the poorer African countries. It is intended that the first year's students will be funded through the DI & other sponsors, thus 'kick-starting' the programme & enabling CEAD to build resources to offer bursaries in subsequent years. CEAD will continue to seek funding for financial support for disadvantaged candidates in order to encourage their participation.

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

The work will be advertised as a Darwin project by incorporating the Darwin logo on all teaching/training materials and published outputs, and explicitly acknowledging the contribution of the Initiative in all published documentation, promotional materials and in verbal exposition of the project activities.

18. Are you aware of any other individuals/organisations carrying out similar work? Are there completed or existing Darwin Initiative projects which are relevant to your work? Please give details, explaining the similarities and differences and how your work will be distinctive and innovative. Show how the outputs and outcomes of this work will be additional to any similar work, and what attempts have been/will be made to co-operate with such work for mutual benefits.

To our knowledge, ICPL is the only institution offering training in integrated protected area management to Masters degree level by distance learning. We are also unique in devolving this training in context-appropriate format to other regions of the world - similar partnership projects are currently being developed by the Centre in the South Pacific and Peru. Experience gained and lessons learned from these partnerships will be useful in ensuring the smooth running and success of the African initiative.

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

Yes. The whole aim is to develop a 2 year vocational MSc programme by DL to be run by CEAD. The trainees will be protected area professionals from across Sub-Saharan Africa. A minimum of 12 candidates will be enrolled in the 1st year (project yr.3). The programme will continue after the project ends. The main criterion for selection will be a strong professional background in the field. Women will be encouraged to apply. University entry criteria must apply. One introductory (1 week) training workshop will form an integral part of the programme. Effectiveness will be measured through normal academic channels. In professional terms, effectiveness will be reflected by the flow of practitioners through the programme, the extent to which they apply their learning & in the long term, by former students' career development & influence. Those trained through the MSc programme WILL have the skills to offer training to others.

20. How are the benefits and/or work of the project expected to continue after the end of grant period? Please provide a clear exit strategy.

By the end of the grant period, CEAD will have the capacity to manage the DL masters' programme in integrated protected area management. The programme will be on-going & self-funding through fee income. ICPL's formal role as per this project will cease after Yr.3, but the Centre will continue to support the programme through offering advice and assistance to CEAD. It is hoped that the partnership will by then be engaged in further activities to the same end. This project will greatly strengthen CEAD as a regional centre of expertise. By building the Institution's capacity in this way, the benefits of the project are likely to extend beyond the provision of the MSc programme itself, to the hosting of conferences, workshops and seminars; publication of scientific papers, good practice guidelines and other materials. In the medium/long term, the impact of the project will continue & extend across Sub-Saharan Africa in terms of the benefits of the implementation of new management approaches in biodiversity conservation & sustainable development.

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

Project implementation timetable		
Date	Financial year: Apr-Mar 2004/5 Apr-Mar 2005/6 Apr-Mar 2006/7	Key milestones
May 2004	2004/5	Visit of ICPL staff to CEAD for project launch; signing of MoU; review of activities/schedule; discussion of respective roles / responsibilities.
Sept 2004	2004/5	Visit of CEAD academic staff to ICPL for training in DL design & delivery / new approaches to protected area management.
Dec. 04	2004/5	ICPL/CEAD teaching materials reviewed; other resources collected and reviewed. Programme structure and overall content agreed. Regional support network established - four country co-ordinators identified
March 2005	2004/5	Four modules for MSc programme by DL prepared.
July 2005	2005/6	Proposed MSc programme approved by the Senate of the University of Natal
Sept 2005	2005/6	Visit of ICPL staff to CEAD for training administrative staff in DL admin. systems; awareness raising of wider University personnel. Training workshop for country co-ordinators (regional support network).
Oct. 2005	2005/6	Promotion of MSc programme through out Sub-Saharan Africa, with support of country co-ordinators in the region.
Nov 2005	2005/6	Admissions procedures open.
March 2006	2005/6	Remaining modules complete.
May 2006	2006/7	First intake of students from Sub-Saharan Africa (minimum 6). Programme begins with one-week workshop delivered jointly by ICPL/CEAD at CEAD.
Nov. 2006	2006/7	Second intake of students from Sub-Saharan Africa (minimum 6). Begins with one-week workshop delivered by ICPL/CEAD at CEAD.
March 2007 (May 2008	2006/7	DI project period ends First cohort of students graduate)

22. How will the most significant outputs contribute towards achieving the purpose of the project? (This should be summarised in the Log Frame as Indicators at Purpose level)

In line with the purpose of the project, as identified in point 9 above, the project will clearly achieve the development of a focused, post-graduate training programme which will be widely accessible to professionals in the field of biodiversity conservation across Sub-Saharan Africa. It will ensure the adequate training and skills development of all staff with responsibility for offering that programme, and the establishment of an appropriate administrative and academic infrastructure within the host institution. The Project will also provide financial support for a limited number of candidates in the first year of running of the programme, to help establish it.

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

PROJECT OUTPUTS		
Year/Month (starting April)	Standard Output Number (see standard output list)	Description (include numbers of people involved, publications produced, days/weeks etc)
May 2004	1	Press release/article in international press
Sept. 2004	6	4 Academic staff trained in design/delivery of distance learning (writing and compilation of materials, student support, assessment procedures/techniques etc). Two weeks' training
Dec. 2004	17A	Regional support network established
March 2005	7	4 distance learning modules to have been developed.
March 2005	11	One paper to have been submitted/published in peer reviewed journal
March 2005	15A	Press releases/article in national/international press
Sept 2005	6	3 administrative staff trained in distance learning systems and admin.; one weeks intensive training course. Wider awareness raising and information provided through seminars to other university admin personnel, to ensure co-ordination and support
Sept 2005	6	One-week training course for Regional Support Network (min. 4 Country co-ordinators)
March 2006	7	Complete set of modular teaching materials (8) developed for MSc programme by distance learning to be offered by CEAD.
March 2006	11	One further paper submitted/published in peer reviewed journal.
May 2006	4,2	Pre-MSc programme workshop held for MSc candidates (1 week). 6 candidates undertaking 1st year of MSc programme by distance learning through CEAD.
May 2006	15A	Press releases/articles in national/international press
Nov 2006	4,2	Pre-programme workshop held (1 week) and 2 nd cohort of MSc students undertaking 1st year of MSc programme by distance learning through CEAD.
March 2007	11	Final (3rd) paper to be submitted or published in peer reviewed journals
March 2007	17A	Academic/professional network established to promote and support further development of vocational training opportunities for protected area management in Sub-Saharan Africa

MONITORING AND EVALUATION

24. Describe how the progress of the project, including towards delivery of outputs, will be monitored and evaluated in terms of achieving its overall purpose. This should be both during the lifetime of the project and at its conclusion. Please make reference to the indicators described in the Logical Framework.

6 monthly & annual reporting will be carried out by project staff, with formal feedback from all contributors & from candidates of the MSc programme. Monitoring of achievement of measurable outputs will be undertaken re.: academic & admin. staff trained; programme materials developed; facilities/systems established; scope of publicity; application, enrolment & completion rates of students; regional distribution of students; student evaluations; papers for publication. The sum of these monitoring and evaluation activities will reveal the extent to which the project fulfils its purpose in building the capacity of CEAD to deliver high quality, vocational education & training by distance learning, to PA professionals around Sub-Saharan Africa &, on conclusion of the project, whether the initiative is successful in generating a steady flow of professionals in the region, trained and skilled in the new integrated and inclusive approaches to conservation.

25. How will host country partners be involved in monitoring and evaluation of the project?

The host institution (CEAD) will have an important role in monitoring & evaluation of the project. Colleagues will contribute to the regular reporting and monitoring of the measurable outputs of the project. They will also request & analyse evaluation materials from MSc candidates & will monitor the effect of the programme on the Centre's own capacity, profile and teaching quality. In the longer term, CEAD will be in an excellent position to gauge wider feedback from the conservation community in Sub-Saharan Africa, and to monitor the medium-long term impacts of the training programme on the ground re.: management effectiveness, community involvement in conservation, sustainable resource use and development etc..

26. How will you ensure that the project achieves value for money?

This project will have a significant multiplier effect. At the end of the project period, CEAD will have been fully capacitated to deliver and develop further this and other MSc programmes by distance learning. After the initial three-year development period, the programme itself will be self-financing through fee income.

Where distance learning is targeted at in-post professionals, experience has shown that the impact of vocational education/training on professional activities is direct and immediate AND that dissemination of information from candidate to other colleagues is enhanced.

27. Reporting Requirements. All projects must submit six monthly reports (by 31 October each year) and annual reports (by 30 April each year). Please check the box for all reports that you will be submitting, dependent on the term of your project. You must ensure that you cover the full term of your project.

Report type	Period covered	Due date	REQUIRED?
Six month report	1 April 2004 – 30 September 2004	31 October 2004	Yes
Annual report	1 April 2004 – 31 March 2005	30 April 2005	Yes
Six month report	1 April 2005 – 30 September 2005	31 October 2005	Yes
Annual report	1 April 2005 – 31 March 2006	30 April 2006	Yes
Six month report	1 April 2006 – 30 September 2006	31 October 2006	Yes
Annual report	1 April 2006 – 31 March 2007	30 April 2007	Yes
Six month report	1 April 2007 – 30 September 2007	31 October 2007	
Final report	1 April 2007 – project end date	3 months after project completion	Yes

LOGICAL FRAMEWORK

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

Project summary	Measurable indicators	Means of verification	Important assumptions
<p>Goal:</p> <p>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</p> <p>To develop the capacity of a key natural resource training centre to provide DL programs in integrated protected area management.</p> <p>To generate a steady flow of trained & skilled conservation professionals in Sub-Saharan Africa.</p>	<p>Positive dialogue between ICPL/CEAD</p> <p>Timescaled agendas circulated</p> <p>Meetings held at CEAD/ICPL</p> <p>Positive responses from distance learning students</p> <p>Progress in materials development and establishment of administrative and student support systems.</p>	<p>ICPL/CEAD feedback</p> <p>Documentation/records of meetings/correspondence</p> <p>Administrative and student support systems in place at CEAD</p> <p>CEAD MSc DL materials developed and in use</p> <p>Students recruited at CEAD</p> <p>Student responses/evaluations</p>	<p>Institutional stability.</p> <p>Institutional commitment to concept & to delivery, post-DI training</p> <p>Continuing and increasing political commitment to protected areas as a key tool for biodiversity conservation in Sub-Saharan Africa</p>
<p>Outputs</p> <p>DL concept & logistics discussed & formulated</p> <p>Scope of DL materials agreed & developed</p> <p>Administrative systems at CEAD established</p> <p>Regional Support Network established</p> <p>12 professionals recruited to CEAD MSc. DL programme.</p>	<p>Mutually supportive correspondence</p> <p>Staff allocated to design & delivery of DL materials. Materials appraised by DI</p> <p>Admin. staff & systems in place.</p> <p>Country Co-ordinators identified. Recruitment documentation circulated</p> <p>Recruitment records</p>	<p>MoU / agreement</p> <p>Copies of documentation submitted. Draft & final materials circulated for inspection & comments.</p> <p>Departmental reports to Faculty.</p> <p>Copies of documentation submitted.</p> <p>Recruitment records; Student evaluations</p>	<p>Continuing support at senior University level.</p> <p>Commitment to development of DL.</p> <p>Logistical arrangements are realistic.</p> <p>Support of African conservation agencies/ country co-ordinators.</p> <p>Level of recruitment is appropriate pitched.</p>
Activities	Activity Milestones (Summary of Project Implementation Timetable)		

Training in design & delivery of MSc by DL.	Yr 1: Initial meeting to develop concept, scope & logistical arrangements for CEAD DL programme; allocation of tasks; MoU preparation and signing; draft MSc materials developed and appraised; support materials scoped; regional support network established (min. 4 country coordinators identified). Journal paper; press release x 2; 2 x six-monthly reports + financial statement
Teaching materials agreed & developed.	
Admin. systems and infrastructure developed	Yr 2: Review and progress meeting; CEAD DL programme materials refined and finalised; senate approval/validation; administrative/academic support systems established; training workshop for regional support network; course advertised and detailed information materials produced & disseminated; journal paper, press release x 2; 2 x six-monthly report + financial statement.
Regional support network established	Yr 3: Review and progress meeting; MSc Handbook and thesis guidelines produced; all final DL materials printed; 12 African professionals recruited on new DL programme run by CEAD (2 intakes); 2 pre-course workshops; student evaluation; project review and future development; journal paper; press release x 2; 2 x six-monthly report + final financial report
New MSc programme	