

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

## **Final Report**

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

Project Reference No.	162-13-002
Project title	Conservation Management Training and Capacity Building in Sub-Saharan Africa
Country	South Africa
UK Contractor	International Centre for Protected Landscapes (ICPL)
Partner Organisation (s)	Centre for Environment, Agriculture and Development (CEAD) at University of KwaZulu Natal (UKZN)
Darwin Grant Value	£147,850
Start/End date	May 2004/March 2007
Project website	<a href="http://www.cead.org.za/Teaching/index.asp?ID=433">http://www.cead.org.za/Teaching/index.asp?ID=433</a> <a href="http://www.protected-landscapes.org/Darwin.html">http://www.protected-landscapes.org/Darwin.html</a>
Author(s), date	Dr. E. Hughes; Dr. M. Dent

### **2. Project Background/Rationale**

- Describe the location and circumstances of the project

*This project forms part of a strategic approach by ICPL to ‘regionalize’ what has previously been a ‘global’, UK-based delivery of distance education in protected area management. The overall aim of this approach is not only to enhance biodiversity conservation through improved management skills and capacities ‘per se’, but also to improve in-country and regional provision of education in this field as a means to a more sustainable future, particularly in developing countries.*

*Africa has some 30% of global biodiversity and around 1200 national parks, reserves & other protected areas (PAs). Yet the capacity & resources to conserve the biodiversity & manage these PAs effectively are seriously lacking. ICPL believes that building regional capacity by empowering an African institution to address this critical area of concern is an important step forward in securing the future of the Continent’s protected areas.*

*The South African partner, the Centre for Environment, Agriculture and Development (CEAD), at the University of KwaZulu-Natal (formerly the University of Natal), has for some time offered a residential master’s programme in Protected Area Management. Experience has shown, however, that the uptake on this course is increasingly limited by cost and the inaccessibility of full-time education to professionals in the field. Through the Darwin Initiative project, therefore, ICPL has been supporting CEAD in developing, through the University of KwaZulu-Natal, a high quality distance learning programme in integrated Protected Area Management. In turn, CEAD’s*

*vision is to work in partnership with, and to contribute to the capacity-building of other institutions around the sub-Saharan region to do the same.*

*A significant and innovative component of the project has been the establishment of a regional support network, which aims to generate academic and professional support to further the scope and outreach of the project. The development of this network is ongoing.*

- What was the problem that the project aimed to address?

*While approximately one third of the world's protected areas are found in Africa, the problems facing them here are greater than ever before and there is an urgent need for more skilled professionals, trained in the latest integrated management principles and practices, to improve and strengthen the conservation of these most precious resources. The challenge is in reaching out effectively to these people - who are often living and working in remote and difficult circumstances - and in offering them affordable and accessible education which does not take them out of post at a time when political and financial support for protected area agencies is often weak and jobs are insecure. This is the key issue the project aimed to address.*

- Who identified the need for this project and what evidence is there for a demand for this work and a commitment from the local partner?

*Between 1994 and 2005, ICPL ran a global distance learning programme in 'Protected Landscape Management'. Market research carried out for the purpose of this programme revealed a high level of demand among protected area managers in many African countries - as elsewhere - for this kind of vocational education. However, the cost and logistics of studying through a UK institution were often prohibitive and it was clear that a more effective and sustainable approach would be one where programmes were offered through in-country or regional institutions. This would also bring wider regional benefits in terms of institutional capacity-building.*

*Following a period of correspondence on this matter, Dr. Elizabeth Hughes of ICPL met with Professor Rob Fincham, Head of CEAD at UKZN at the Vth World Parks Congress in Durban, South Africa in 2003. As explained above, at that time CEAD was experiencing problems in registering students on its full-time programme in Protected Area Management, despite unequivocal evidence from a number of sources of a market for vocational education in this field. The common goals and values of the two Centres were clear from the outset and made us well suited to building a partnership to further our respective aims, and in particular to offer more accessible and effective vocational education and training to in-post protected area professionals across Sub-Saharan Africa.*

#### Project Summary

- What were the purpose and objectives (or outputs) of the project? Please include the project logical framework as an appendix if this formed part of the original project proposal/schedule and report against it. If the logframe has been changed in the meantime, please indicate against which version you are reporting and include it with your report.

*A copy of the original project logframe is included in Appendix V. Some changes were made to this as a result of a Mid-Term Review of this Project, and were incorporated in the October '06*

Half-Year Report. These are presented again in Appendix VI.

**The purposes of the project were twofold:**

- ❖ to develop the capacity of a key natural resource training centre to provide DL programs in integrated protected area management. The institution concerned is the Centre for Environment Agriculture and Development (CEAD), University of KwaZulu-Natal (UKZN), South Africa;
- and
- ❖ to generate a steady flow of trained & skilled conservation professionals in Sub-Saharan Africa.

**The outputs of the project as identified at the outset, were to be as follows:**

- ❖ Distance Learning (DL) concept & logistics discussed & formulated
  - ❖ Scope of DL materials agreed & material developed
  - ❖ Administrative systems at CEAD established
  - ❖ Regional Support Network established
  - ❖ 12 professionals recruited to CEAD MSc. DL programme.
- Were the original objectives or operational plan modified during the project period? If significant changes were made, for what reason, and when were they approved by the Darwin Secretariat?

*The original objectives have remained the same. However, the operational plan has necessarily been modified to accommodate a number of bureaucratic delays, which have been beyond the control of the partnership and which have been experienced throughout the lifetime of this project. In short, on several occasions we have had to wait long periods of time for external decisions to be made on quality assurance, validation etc. etc. and for formal approval to proceed with the education programme. In particular, during the final year of the project the delays by the Council on Higher Education in South Africa (see page 5) have meant that the programme was not able to run during the final year of the project, as originally planned. At the time of writing (October 2007), approval has just been received from the CHE (dated 17<sup>th</sup> September) for the programme to run. Fifteen candidates have been recruited and will now commence their studies as soon as the University schedule allows, in January 2008.*

*The Darwin Secretariat has been kept informed of these difficult circumstances. In particular, Dr. Hughes (Director, ICPL) and Professor Fincham (Director, CEAD) met with Margaret Okot in London in January 2007 to discuss these issues.*

*The **Mid-term Review** of the project, which was received too late for inclusion of its recommendations in the second annual report, suggested that revision was necessary to improve planning and monitoring. In the event, so unpredictable was the approval process that project planning 'per se' became almost impossible. Appendix VI reflects revisions undertaken in October 2006. By early 2007 it was apparent that the revised programme was again unachievable.*

- Which of the Articles under the Convention on Biological Diversity (CBD) best describe the project? Summaries of the most relevant Articles to Darwin Projects are presented in Appendix I.

*The project will 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.*

- Briefly discuss how successful the project was in terms of meeting its objectives. What objectives were not or only partly achieved, and have there been significant additional accomplishments?

*Firstly, in terms of the overall purposes of the project, namely:*

*(a) To develop the capacity of a key natural resource training centre to provide DL programs in integrated protected area management; and*

*(b) To generate a steady flow of trained & skilled conservation professionals in Sub-Saharan Africa....*

*(a) This has unequivocally been achieved. CEAD is now equipped to deliver such programmes both in the field of protected area management and indeed in other areas of its expertise as it feels appropriate. While for reasons given above, the programme 'per se' is not yet running, the academic and administrative systems are in place; staff are adequately prepared; and materials are ready for despatch to the first cohort of 15 approved candidates.*

*(b) The second aim is one that will only be realised over time. The running of the distance learning masters' programme has been delayed by institutional and government bureaucracies. The first traunch of students have yet to begin their studies and the sustainability and effectiveness of the programme in generating the 'steady flow of trained and skilled professionals' cannot yet be evaluated. It remains the intention of both partners that the programme should be enduring and that this aim will in due course be achieved.*

*Within these two broad aims, the project set itself a number of objectives namely:*

*To train and build the capacity of CEAD staff in the development and delivery of a distance learning programme in Protected Area Management to be run through the University of KwaZulu Natal*

- 1. To establish the logistics and set a work programme for the development of a masters' course in protected area management*
- 2. To agree the scope, structure, assessment procedures and delivery mechanisms of the distance learning programme and to develop them as necessary*
- 3. To agree on content and to write modular materials*
- 4. To establish administrative systems at CEAD for the management of the distance learning programme*
- 5. To establish a regional support network for the programme*
- 6. To recruit 12 professionals onto the programme*

*While the project has broadly achieved all of these objectives, the initiative is not as advanced as the partnership would have hoped at this stage – quite simply because its progress has been fraught with uncertainty and delays in the institutional and government approval of the programme, which have at times been inexplicably complex and slow (see page 5).*

*The practical work of the project has been essentially problem-free. The staff training, capacity-*

*building and programme development are all complete. All structures are in place and excellent administrative systems have been established at CEAD for management of the masters' programme. A regional support network has been established and is being developed as an ongoing process. This has been supported also by the activities of the African Leadership Seminar, an initiative that has been developed by the partners - by CEAD in particular - and effectively merged with this academic programme for the purpose of networking and sharing of information and expertise (see enclosed Report). The first cohort of 15 candidates have been recruited to the masters' programme.*

*In terms of getting the necessary approvals to run the programme within the South African University system, however, the story has been very different. The new programme (structure, content and mode of delivery) was approved as required by all UKZN internal structures at Faculty and then at College levels during the academic year 2005/6. While this process was slower than we'd been led to believe, it was relatively straight forward. With UKZN backing, the programme was then presented to the National Department of Education (DoE) for approval. With some delay, DoE approval was gained, whereupon the UKZN 's Quality Promotion Unit was required to complete certain other documentation and processes to prepare the submission to the Council for Higher Education (CHE) and in particular their Higher Education Quality Committee (HEQC), the accreditation arm of which meets as a Board just four times per year. The provisional accreditation application for the PAM Programme was made to the HEQC in October 2006 and was due to be decided at the Accreditation Board's meeting of 31<sup>st</sup> January 2007. Although the UKZN submitted the documentation to CHE four months in advance, the (one and only) reviewer did not send his/her comments to the Board in time for the meeting. These were eventually received and were discussed by means of a "round robin" telephone call with members of the Board - who subsequently turned down the application. The UKZN submitted a very strong appeal on CEAD's behalf, which corrected a number of misrepresentations and other errors in the Review. The Appeal was submitted in time to be heard by the 19-20 April 2007 meeting of the HEQC Accreditation Board. Unfortunately this meeting did not take place due to poor potential attendance by Board members. The meeting was rescheduled to 17-18 May 2007 and the PAM Appeal was again due to be heard at this meeting. Again this proved not to be the case because the Appeal papers had not been sent back to the Reviewer for further comment.*

*In August, colleagues at CEAD were notified informally that the programme had finally been approved; however, this was followed (in September) by a request for clarification on the issue of the examination content of the programme (this despite a detailed account of a very rigorous assessment scheme). UKZN responded formally and immediately to the request and final approval of the programme to run was received in early October. The first cohort of 15 students, whom we had hoped would finally be able to start the programme in September, will now commence their studies in January 08. It is a matter of deep regret to us that they have been waiting to do so for some time.*

*This process has been hugely frustrating and disappointing for all those at CEAD and ICPL who have worked hard to develop this exciting and important programme - not to mention for those protected area agencies who have been anticipating this opportunity for education and skills development for their staff to become available; and not least of course, for the candidates themselves.*

### **Scientific, Training, and Technical Assessment**

- Please provide a full account of the project's research, training, and/or technical work.
- **Research** - this should include details of staff, methodology, findings and the extent to which research findings have been subject to peer review.
- **Training and capacity building activities** – this should include information on selection criteria, content, assessment and accreditation.

*In order to address both aims of the project, there were essentially had two elements to its training and capacity building work:*

**(a) Staff training and capacity-building of CEAD to manage a distance learning programme;**

*and*

**(b) Training and education provision within the distance learning masters' programme in order to provide effective vocational education, training, skills development and capacity-building for candidates (in-post protected area managers)**

*(a) Staff training, which was based on an early assessment of training needs, was undertaken principally through a visit of CEAD academic staff to ICPL and a visit of ICPL staff to CEAD for training of administrative staff. The former of these, incorporated training both on the subject matter – in particular, new concepts and approaches in protected area management – and critically, on the design and delivery of distance learning. Three CEAD colleagues attended – namely, Professor Rob Fincham (Director); Jan Korrubel (at that time CEAD Co-ordinator for this project) and Drummond Densham (lecturer). None had any previous experience of this mode of study and the training given by ICPL colleagues, combined with an insight into the delivery of ICPL's own global distance learning masters programme, provided a sound basis for their further exploration of options and opportunities in the design and development of this new, Africa-focused programme.*

*Administrative staff training was provided through an interactive workshop at CEAD with departmental administrative staff and members of UKZN's Open Learning Unit, through which participants were familiarised with the initiative and with the administrative needs of distance learning delivery. With the support of the University's Open Learning Unit, staff were able not just to learn about the needs and challenges of administration of DL but to use this opportunity to develop appropriate internal systems and to plan comprehensively for the management of the DL programme within the UKZN context.*

*Training of both CEAD and ICPL staff (academic and administrative) was also received from the UKZN IT Unit, on IT systems for communication and networking in distance learning. This proved very advantageous in setting up systems for student and mentor networking.*

*As a result of this training and the work that has followed during the project period to prepare for the programme, we are confident that CEAD has established sound and effective systems for the delivery of the masters' programme*

*This initiative is fundamentally about vocational education and training through distance learning provision. In meeting the requirements of the University of KwaZulu-Natal, the South African Quality Assurance Council (SAQUA) and the South African Council for Higher Education, the criteria for the DL masters' programme are necessarily detailed and formal, as below. The need to meet the academic criteria laid out by these bodies has meant careful attention by both partners to all aspects of programme design and delivery. It is our view that while the bureaucratic processes have been unnecessarily cumbersome and slow, in the longer term they will provide a mark of assurance that the final product is one of high academic quality that will be delivered through efficient and effective systems.*

*The following paragraphs outline the key academic criteria established for programme delivery:*

**Rules of access and entry requirements for the programme, (i.e. learning assumed to be in place prior to entry into the programme)**

Any holder of a relevant Honours or four-year Bachelors degree of the University or graduate of another recognised university who has been admitted to the status thereof (Faculty of Science and Agriculture Handbook 2005)

In special circumstances, a person who has had relevant work experience, deemed to be equivalent to an Honours or four-year degree, may on submission of an adequate portfolio of prior work be admitted into the programme by permission of the Senate in terms of General Academic Rule GR 7 as a candidate for the degree.

**Statement of exit level outcomes that learners should be able to demonstrate on completion of the programme**

Having completed this Programme, students should be able to:

- Demonstrate an understanding of old and new paradigms of conservation management, and analyse and debate related approaches to protected area management.
- Identify and manage the complex relationships between conservation and human development.
- Work effectively within the context of ongoing processes of socio-economic and political change.
- Demonstrate an understanding of how the legal framework shapes organisational culture and management.
- Identify the skills and attributes needed for implementing protected area management.
- Operate within an action-based and interdisciplinary learning context.
- Integrate research into protected area management and policy processes.

**Statement of assessment criteria for exit-point qualifications on the programme**

**i) Demonstrate an understanding of old and new paradigms of conservation management, and analyse and debate related approaches to protected area management:**

Candidates will be able to...

- analyse the management of particular protected areas in relation to the paradigms of conservation management
- outline the appropriateness, problems and advantages in these paradigms in relation to particular protected areas both those that would be familiar to them and others from a wider global context.

**ii) Identify and manage the complex relationships between conservation and human development:**

Candidates will be able to...

- identify the elements of the relationship between conservation and human development

- *analyse a particular situation within protected area management in the light of these*
- *propose specific management strategies to address problems within the relationship.*

**iii) Work effectively within the context of ongoing processes of socio-economic and political change.**

*Candidates will be able to:*

- *identify the key elements of socio economic and political change*
- *critically discuss their impact on protected areas;*
- *refer to their own professional experience and/or a personal portfolio / journal relating to a specific case study,*
- *present a critical analysis of the approach to, and the practical challenges facing integration in a particular protected area context*

**iv) Demonstrate an understanding of how the legal framework shapes organisational culture and management:**

*Candidates will be able to ...*

- *coherently outline the key legal frameworks of their region*
- *analyse these in relation to the notion of integration (of conservation and human development)*
- *describe how these could be put into practice in relation to organisational culture and management in real world situations, in the context of protected areas.*
- *draw explicitly upon their professional experience and/or case study portfolios/journals to support the teaching materials and literature in doing this.*

**v) Identify the skills and attributes needed for implementing protected area management:**

*Through a range of assignments and the learning journal that will be designed in particular to prepare candidates for senior managerial positions in protected areas candidates will be required to...*

- *demonstrate an ability to transfer theory into practice in respect of the range of organisational and operational planning and management activities that are required*

*for effective protected area management.*

- *show an understanding of the need for multidisciplinary, participatory and adaptive approaches to management outline the implications of these criteria for organisational structures and strategy.*
- *reflect a recognition of team dynamics and the importance of strong and informed leadership for protected areas.*

**vi) Operate within an action-based and interdisciplinary learning context:**

*Candidates will be able to...*

- *draw (e.g. by way of critical analysis) upon their professional experience and / or portfolio/journal of case studies, to support their submissions*
- *Solve problems in an integrated manner focussing on the tensions that arise between biodiversity, social, economic and political concerns.*
- *Analyse case studies linking the theory to practice in specific protected area management issues*

**vii) Integrate research into protected area management and policy: processes.**

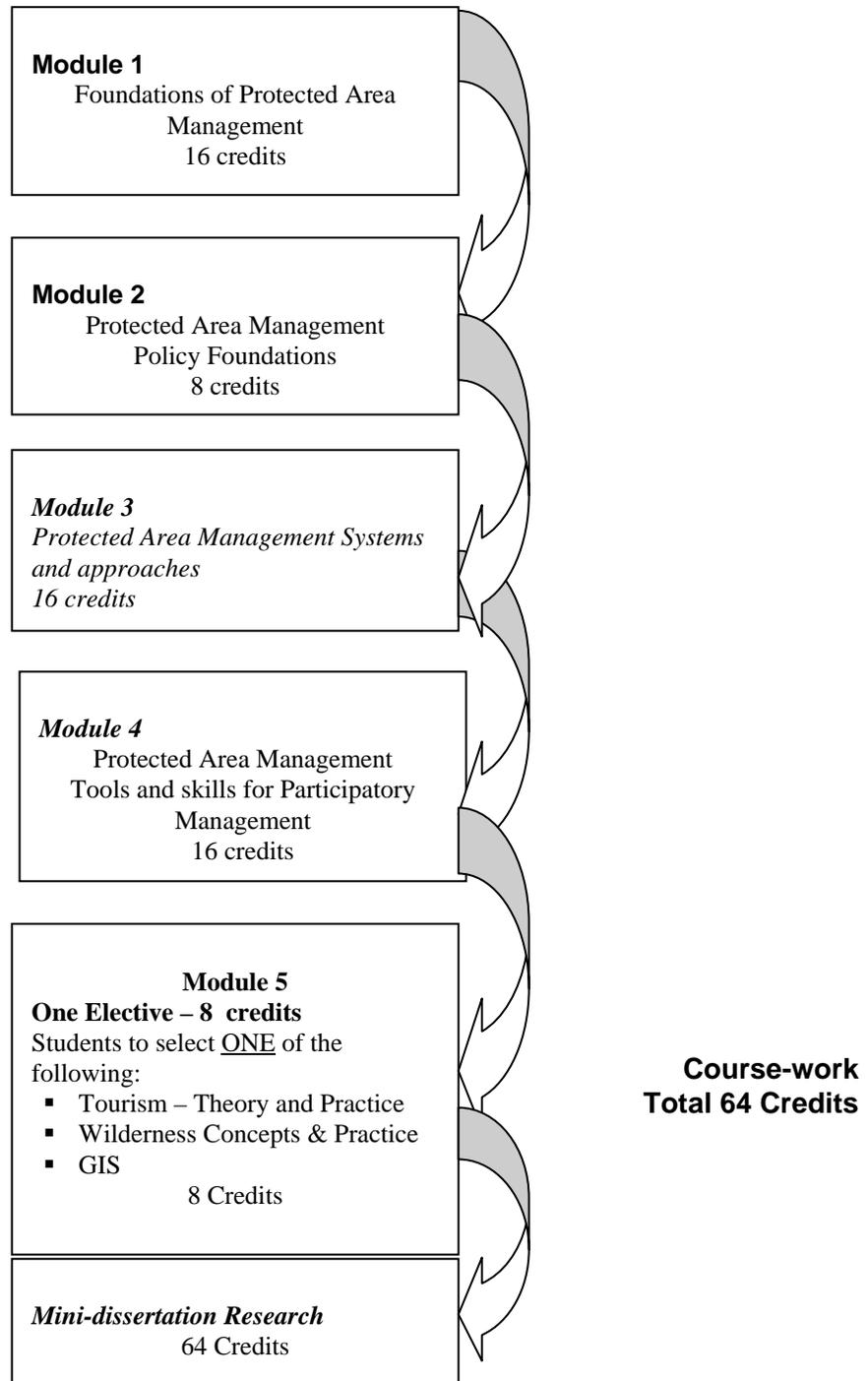
*Candidates will be able to...*

- *Justify the research design and methods adopted in their mini dissertation*
- *Collect, collate and analyse data*
- *Present arguments*
- *Develop and articulate the findings of the research in appropriate style*

**Overview description of the specific modules which comprise the programme**

*As this is a Distance-Learning programme, all students will start with module 1 and progress through to module 4 and then complete 1 elective as the modules are designed to build on the one before. The course-work programme is expected to take two semesters of study. (640 notional hours of learning) The students' work will be marked and moderated before they can progress to the next module. The full programme including dissertation will take between 2 - 5 years (maximum time in which part time students have to complete).*

## Course-work Programme



**Protected Area Management distance Learning Programme – Total 128 Credits**

### **Rules of combination for this programme**

*In order to succeed to the dissertation, students must complete the course-work part of the programme (64 credits) with an overall coursework mark of 60% or more.*

*The MEnvDev will be only awarded upon successful completion of the mini-dissertation (64 credits) on an appropriate topic with a pass mark of 50% or more.*

### **Integrated assessment criteria and methods (designed to capture learner capability/applied competence at certain exit points)**

*Assessment is through a rigorous set of exercises that test:*

- *the students' capacity to reflect upon and analyse the issues covered in the programme conceptually and at a global level; and*
- *their capacity to engage with the issues in terms of practical management approaches, and in particular within their own professional/country context.*

*Therefore, four types of exercises have been identified that run as an integrative thread through the programme. Students will be asked to:*

- *maintain a reflective journal*
- *develop a case study*
- *develop a position paper on a specialist topic related to the case study, and*
- *write an assignment which links the theoretical/conceptual foundations of the programme to global and national issues and to local challenges.*

*The first three of these exercises will be integrative and will build throughout the modular coursework. The assignment for each module will be a discreet exercise.*

*Assessment of each of these exercises will be rigorous. Assessment will be undertaken by Module Co-ordinators; internal moderation will be by the Programme Director; and 100% of each module will be externally examined. The mini dissertation (50% of overall programme mark) will also be assessed both internally and externally.*

*Coursework assessment for each module comprise:*

<i>Summary of reflective journal and position paper</i>	<i>15%</i>
<i>Case study</i>	<i>20%</i>
<i>Assignment</i>	<i>15%</i>
<i>Course work Total</i>	<i><u>50%</u></i>

<i>Dissertation assessment</i>	<i><u>50%</u></i>
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**Total 100%**

### **Criteria for the registration of assessors**

*All assessors are experts for the appropriate module, and are academic staff appointed through the University of KwaZulu-Natal's selection procedures and external assessors chosen from partner institutions or from recognised research bodies who are qualified in the appropriate area.*

### **Moderation options**

The learning journal, major assignment for each module and research dissertation will be internally examined and externally moderated by members of relevant disciplines from other South African and overseas universities. Mini-dissertations are subject to internal and external examination by an expert from outside UKZN.

### **Development of research capacity through the programme**

The programme is founded on a new vision for protected-area management. As such it opens an entirely new field of trans-disciplinary, integrative research. Research capacity will be enhanced within all the four core modules through the case study which is evaluated and elaborated on from one module to the next. The case studies rely strongly on developing student research capabilities through linking theory and practice around their particular case study. The key contribution to research development is via the research dissertation which comprises 50% of the programme.

### **Internal quality assurance procedures**

All courses are evaluated by students (via a questionnaire with each module) and staff. In addition the programme is assessed internally with assistance from the Open Learning Network against the HEQC criteria for Distance Programmes.

### **External quality assurance procedures**

All module material, examinations, dissertations and theses are moderated by external examiners who provide reports which are supplied to the staff concerned. The delivery mode will be externally evaluated by an expert. In the longer term, student and employer surveys will be undertaken.

### **Staff development provision**

1. The programme has been developed in a partnership with the International Centre for Protected Landscapes (ICPL) whose staff have 12 years experience in running a similar distance learning programme on a global basis. Furthermore, the Coordinator of the Open Learning Network at the University is working with the programme staff in ensuring that they are able in their work to address all the HEQC quality criteria relating to the development of distance programmes.
2. Staff are supported and encouraged to attend workshops and conferences and to publish in order to build capacity and expertise both academically and for distance delivery. Difficulties in relation to teaching are resolved through consultation with one another and the Director of the Centre.
3. The Protected Area Management Programme Director will undertake periodic, regular review of the programme together with the module coordinators and administrative staff to improve delivery.

### **3. Project Impacts**

- What evidence is there that project achievements have led to the accomplishment of the project purpose? Has achievement of objectives/outputs resulted in other, unexpected impacts?

**First purpose: to develop the capacity of a key natural resource training centre to provide DL programs in integrated protected area management.**

*It is clear that notwithstanding significant bureaucratic delays during the project period, this purpose has been achieved. The systems and skills are in place for CEAD to deliver the DL programme on a long-term, sustainable basis.*

**Second purpose: to generate a steady flow of trained & skilled conservation professionals in Sub-Saharan Africa.**

*Achievement of the first purpose prepares the ground very effectively for this, though several years of running the programme are needed to evaluate its effectiveness in generating a steady flow of trained and skilled conservation professionals. We suggest that the project is reviewed in 5 years' time to measure this.*

- To what extent has the project achieved its purpose, i.e. how has it helped the host country to meet its obligations under the Biodiversity Convention (CBD), or what indication is there that it is likely to do so in the future? Information should be provided on plans, actions or policies by the host institution and government resulting directly from the project that building on new skills and research findings.

*It is widely recognised that implementation of the CBD is hindered across Africa by lack of capacity and training opportunities to provide protected area professionals with the necessary skills and approaches to deliver its obligations. By building regional capacity for high quality vocational education and training, exchange of information and skills development, the project will in due course contribute to the ability of Sub-Saharan Africa to meet its obligations under the Convention, especially in relation to Articles 8, 12, 17 and 26.*

- Please complete the table in Appendix I to show the contribution made by different components of the project to the measures for biodiversity conservation defined in the CBD Articles.

*See Appendix I*

- If there were training or capacity building elements to the project, to what extent has this improved local capacity to further biodiversity work in the host country and what is the evidence for this? Where possible, please provide information on what each student / trainee is now doing (or what they expect to be doing in the longer term).

*This project is fundamentally about the development of training and capacity building. Students have yet to commencing their studies. The first cohort of students are predominantly protected area professionals from Southern Africa, the majority in fact from South Africa. However, it should be recognised that in this instance, promotion of the programme has only been on an informal basis (largely by word of mouth) as government approval had not yet been obtained when these candidates enthusiastically applied. Some 60 odd expressions of interest were received even without promotion and marketing. Promotion of the programme for future intakes will be Africa-wide and more students from poorer African countries will be encouraged to apply.*

- Discuss the impact of the project in terms of collaboration to date between UK and local partner. What impact has the project made on local collaboration such as improved links between Governmental and civil society groups?

*Collaboration between ICPL and CEAD has been good and both partners are committed to - and exploring opportunities - for further joint activities.*

*The Darwin Initiative project is helping CEAD to build its profile and its links with*

government protected area agencies and NGOs within the region. This process should continue as more students are taken onto the distance learning programme and as the support network grows and widens. Improving the links between this key vocational education provider and the professional bodies it serves is critical to ensuring that the institution addresses the education and skills needs of the profession.

The emergence and development of the African Leadership Seminar as an on-going initiative in parallel with, but linked to the distance learning programme offers an opportunity for engaging with other organisations and sectors and also furthering the partnership.

- In terms of social impact, who has benefited from the project? Has the project had (or is likely to result in) an unexpected positive or negative impact on individuals or local communities? What are the indicators for this and how were they measured?

The distance learning programme that is at the core of this initiative will provide affordable and accessible vocational education and training to mid-career conservation professionals in the region. It will enable them to remain in-post throughout their studies, thereby benefiting themselves, their families and their organisations. It will enhance their knowledge, develop their skills, build their effectiveness and help them to advance their careers.

As in-post professionals progress through their studies, the direct impact of the programme upon their respective organisations should be significant. It is a requirement of this programme that candidates have the endorsement of their organisation. The programme also encourages direct interaction between students' learning and their professional activities. This has the potential to bring direct benefits to working practices and encourage wider organisational engagement with the concepts and approaches addressed.

It may be assumed that today's participants of the programme are the senior managers and policy makers of tomorrow. Thus their influence on protected area management in the region is potentially considerable. This applies as much in relation to supporting the livelihoods of communities in and around protected areas as it does to maintaining the viability of their biodiversity. It is the responsibility of this programme to ensure that such people have the necessary foundation of knowledge and expertise to deal sensitively and effectively with these issues.

While it is impossible to accurately measure future benefits, therefore, it is clear that the more successful the programme (for example in terms of student numbers and the calibre of managers it turns out), the greater will be both the pressures and the opportunities for organisational change and new policy development in the region.

## Project Outputs

- Quantify all project outputs in the table in Appendix II using the coding and format of the Darwin Initiative Standard Output Measures.

## See Appendix II

- Explain differences in actual outputs against those in the agreed schedule, i.e. what outputs were not achieved or only partly achieved? Were additional outputs achieved? Give details in the table in Appendix II.

The key additional output has been the integration of this project with the African Leadership Seminar, which has added value to both initiatives. In respect of the PAM programme in particular, the ALS provides students with access to an annual expert seminar and a much wider vehicle for networking and information sharing.

A Report of the African Leadership Seminar held in 2007 is enclosed with this document. While a small sum of SARwin funding was used for this purpose, the Seminar was generously supported by the Welsh Assembly Government and this Report was produced primarily for them. It explains

*the context of the Seminar and the relationship with the PAM Programme that is the subject of this Darwin project.*

- Provide full details in Appendix III of all publications and material that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website database.
- How has information relating to project outputs and outcomes been disseminated, and who was/is the target audience? Will this continue or develop after project completion and, if so, who will be responsible and bear the cost of further information dissemination?

*The University of KwaZulu-Natal has confirmed its commitment to running the Protected Area Management programme well into the future. As such the UKZN will be ultimately responsible for dissemination of materials such as course brochures, application forms, research dissertations etc - to potential students and sponsors. However, information on the programme will also be available directly through the partners CEAD and ICPL, from their respective websites and other promotional mechanisms.*

*Academic research undertaken under the auspices of this programme will be disseminated in the usual way.*

*As the regional network - including the African Leadership Seminar - develops further, this too will provide a mechanism for dissemination of information about the PAM programme, and other activities of the partnership.*

#### Project Expenditure

Project team member	2004/2005	2005/2006	2006/2007



#### 4. Project Operation and Partnerships

- How many local partners worked on project activities and how does this differ from initial plans for partnerships? Who were the main partners and the most active partners, and what is their role in biodiversity issues? How were partners involved in project planning and implementation? Were plans modified significantly in response to local consultation?

*There was one key partner in this project – The Centre for Environment, Agriculture and Development (CEAD) at the University of KwaZulu-Natal, South Africa. This has been in accordance with the original application. CEAD's role in biodiversity issues in the region is one of a premier regional provider of higher education, research and outreach programmes. As stated in the Centre's website:*

*The Centre for Environment, Agriculture and Development (CEAD) offers a broad range of services in teaching, research and community development aimed at delivering qualified professionals, knowledge, imparted and presented in various forms, and improved human resources at grass-roots level.*

##### **The Teaching programmes in CEAD**

*The Centre offers a range of programmes at undergraduate and postgraduate levels. Our undergraduate programme in Rural Resource Management covers a range of issues from rural wealth creation to engaging communities in the management of their own projects. At postgraduate level we offer a post grad diploma, Honours, Masters and PhD. Programmes focus on Extension and Resources Management, Environmental Management, Land Information Management, and Protected Area Management. All teaching programmes reflect the Centre's commitment to a transdisciplinary, action-based learning approach*

##### **Community Outreach and Development**

*Through the Farmer Support Group (FSG) we now have a strong community development and outreach facility within CEAD. Since its inception, we have placed a stronger emphasis in FSG on researching the needs of resource poor farmers, other land users and development practitioners in sustainable agriculture, natural resource management, institutional development and entrepreneurship. FSG's many projects focus on issues in community based natural and cultural resources management, sustainable farming and food security.*

##### **Research**

*CEAD has a traditional reputation for its teaching programmes. These cannot, however, be sustained without a focused and influential research programme that informs them. That research programme is now in place and the first two PhD students from CEAD graduated in early 2005. The growing and vibrant PhD programme attests to the enthusiasm of doctoral candidates to participate in the transdisciplinary research work offered within CEAD. All programmes reflect a strong partnership approach with other universities and private and public institutions. Students can participate in these research programmes to study towards masters (MSc) or doctoral degrees. We can advise on funding opportunities for these studies.*

*<http://www.cead.unp.ac.za/>*

*Colleagues at CEAD were fully engaged in project planning and implementation. Notwithstanding the bureaucratic delays that have been outside of their control, they have been enthusiastic and responsive and have committed heavily to the programme. The delivery of the distance learning Protected Area Management programme that is the focus of this project is now central to their future strategy.*

*Other stakeholders in the project include protected area agencies and NGOs that have been consulted as part of the development of the PAM programme (for example, Ezemvelo KZN Wildlife, SANParks), members of the support network established to facilitate programme delivery in the region; participants at the African Leadership Seminar; and the applicants and other potential students of the programme.*

*Given careful planning based on a good understanding of local, national and international issues by the project partners, it has not been necessary to modify the project plans in any way in response to consultation. That said, it was unfortunate that stakeholder expectations were not met as early as planned, due to the bureaucratic delays previously referred to (see page 5). These delays in programme approval clearly had a major impact upon promotional activities and the development of the support network. Fundamentally, in delaying the delivery of the education programme, they also delay its benefits.*

- During the project lifetime, what collaboration existed with similar projects (Darwin or other) elsewhere in the host country? Was there consultation with the host country Biodiversity Strategy (BS) Office?

*None. Following the Mid-term Review and on the basis of a recommendation from the Reviewer, CEAD offered to host a workshop for Darwin projects in South Africa but this was not pursued*

- How many international partners participated in project activities? Provide names of main international partners.

*The main international partner in the project is CEAD at UKZN, South Africa.*

*The Welsh Assembly Government, The University of Montana and the US Forest Service were also heavily involved in the African Leadership Seminar, which is allied to this project (see accompanying Report)*

*A number of individuals from across southern Africa in particular, have also been engaged in one way or another in this project, through the support network, the African Leadership Seminar and in discussions with the partners regarding programme development.*

To your knowledge, have the local partnerships been active after the end of the Darwin Project and what is the level of their participation with the local biodiversity strategy process and other local Government activities? Is more community participation needed and is there a role for the private sector?

*The main partner (CEAD) will continue to run the distance learning Protected Area Management masters course. UKZN regards it as a course which is central to CEAD's strategic direction. It is anticipated that the regional network that has been established as part of this programme, and other local partnerships will grow and strengthen as the programme develops over the coming years. This project has been very much about setting up effective and sustainable systems for long term implementation.*

*Similarly, the African Leadership Seminar that has been allied to this project and that is complementary to the PAM programme will develop year on year, providing an international networking tool in the region, offering a strong focus on the development of leadership skills for future senior managers and policy makers in the profession.*

## **5. Monitoring and Evaluation, Lesson learning**

- Please explain your strategy for monitoring and evaluation (M&E) and give an outline of results. How does this **demonstrate** the value of the project? E.g. what baseline information was collected (e.g. scientific, social, economic), milestones in the project design, and indicators to identify your achievements (at purpose and goal level).

*The initial application for this project stated that:*

*“Six 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.”

And that:

“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.”

Regular reporting and monitoring of project activities through the programme development process has taken place. What we haven't been in a position to do, because of the delays in implementing the PAM programme, is to assess the level of uptake of the programme and carry out student evaluations. These will ultimately provide perhaps the most critical indicators of the success or otherwise of the project.

- What were the main problems and what steps were taken to overcome them?

The main problem for this project has been the excessively slow and cumbersome government approval process (see page 5). According to colleagues at CEAD, every possible step was taken by the University of KwaZulu-Natal to hasten the process, but seemingly to little effect.

An important omission in the planning of this project, therefore, was the lack of consideration in our “Important Assumptions” the need for efficiency of, and support from Government quality assurance bodies in the host country. While our logframe cited the need for stability and support in respect of the University system and African conservation agencies etc – we failed to recognise and allow for the potential problems that might arise from an apparently over-burdened and not especially efficient education system at national level. In retrospect, this was a critical oversight on the part both of ICPL and CEAD and it is an important lesson for future projects of this kind, particularly in terms of scheduling.

- During the project period, has there been an internal or external evaluation of the work or are there any plans for this?

The distance learning masters' programme in Protected Area Management that is the focus of this project, and the systems established to run it, have been subject to rigorous internal and external evaluation. They have undergone a series of UKZN and Government accreditation and validation procedures that assess the quality of both content and delivery mechanisms. The project was also subject to a Darwin Initiative Mid -Term Review, which took a broader perspective, beyond purely academic quality to the overall effectiveness of the project in addressing its purposes.

- What are the key lessons to be drawn from the experience of this project? We would welcome your comments on any broader lessons for Darwin Initiative as a programme or practical lessons that could be valuable to other projects, as we would like to present this information on a website page.

*The main lesson to be learned from this project is that South African bureaucracies sometimes work extremely slowly and through complex and somewhat mystifying mechanisms! This is particularly true at this time, when the education system is undergoing extensive reform. Procedures were unclear and ill defined – even for those working within the system. Inefficiencies in administration also caused delays, and lack of communication created further confusion. These issues sometimes created enormous frustrations and almost insurmountable problems for the partnership (far beyond its control).*

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

- Have you responded to issues raised in the reviews of your annual reports? Have you discussed the reviews with your collaborators? Briefly summarise what actions have been taken over the lifetime of the project as a result of recommendations from previous reviews (if applicable).

*As far as possible the partnership sought to respond to the reports of project reviewers, which have been largely supportive. The outcome of the Mid Term Review – perhaps the most significant of these - came too late to be incorporated in the second Annual Report, but was included in the 6 month report for Year Three. The recommendations of the Review and the partnership's efforts to respond to it were presented in detail in that Report and are attached in Appendix VI.*

*As is evident, the project logframe was revised in response to the Reviewer's comments but since that time, further delays in the approval process for the programme rendered the schedule unachievable again. The unpredictability of this process, particularly over the last year of the project, made good project planning impossible.*

*Other issues have been addressed, as is evidenced by the fact that the programme is ready to run now that approval has been given.*

## **7. Darwin Identity**

- What effort has the project made to publicise the Darwin Initiative, e.g. where did the project use the Darwin Initiative logo, promote Darwin funding opportunities or projects? Was there evidence that Darwin Fellows or Darwin Scholars/Students used these titles?

*The Darwin logo has been used on the project letterhead and on publicity and promotional materials, including a large scale (A0) poster, copies of which are in use in South Africa and the UK. It is also on the information & advertising brochures developed for the PAM programme and on teaching materials.. Until recently, however, these have not been used because the programme had not completed the approval process. The student intake for 2007 was based purely on promotion by word of mouth. The brochures have been prepared and are ready to be distributed widely for future intakes of students.*

- What is the understanding of Darwin Identity in the host country? Who, within the host country, is likely to be familiar with the Darwin Initiative and what evidence is there to show that people are aware of this project and the aims of the Darwin Initiative?

*It is our understanding that there is a wide appreciation of the Darwin Initiative among biodiversity conservation interests in South Africa, particularly within the academic*

research community.

*Once the PAM programme is running, the Darwin Initiative will naturally receive exposure for its support in the development of the programme. The role of the Darwin Initiative in this regard will continue to be recognised for the lifetime of the programme. The UKZN Foundation has recognised the support of the Darwin Initiative in its Annual Reviews since the outset of this project.*

- Considering the project in the context of biodiversity conservation in the host country, did it form part of a larger programme or was it recognised as a distinct project with a clear identity?

*The Darwin Initiative project began as a distinct project with its own clear identity. However, it has allied itself closely with the African Leadership Seminar, another initiative of the host partner (CEAD), which is seeking to build more effective capacity and skills for leadership in protected area management in Africa. We believe that the two initiatives are inextricably interlinked.*

## 8. Leverage

- During the lifetime of the project, what additional funds were attracted to biodiversity work associated with the project, including additional investment by partners?

*ICPL secured a sum of £10,000 from the Welsh Assembly Government, particularly towards the African Leadership Seminar which has become an integral part of this initiative (see Report enclosed).*

*An investment of R150 000 for student bursaries was secured from a major financial institution in South Africa, by Mr Drummond Densham of CEAD*

- What efforts were made by UK project staff to strengthen the capacity of partners to secure further funds for similar work in the host country and were attempts made to capture funds from international donors?

*N/A – given that CEAD is part of UKZN, a major academic institution with its own mechanisms and support systems for securing funds from international donors, it was not considered to be a necessary action of this project.*

## 9. Sustainability and Legacy

- What project achievements are most likely to endure? What will happen to project staff and resources after the project ends? Are partners likely to keep in touch?

*The project achievements will endure through the ongoing delivery of the distance learning masters programme in Protected Area Management. Like all other academic programmes, PAM will evolve and improve over time; it will build an alumni and a widening network of contacts across the region. This network will link with the African Leadership Seminar which is planned as an annual event, thereby strengthening the sector and building influence in the region.*

- Have the project's conclusions and outputs been widely applied? How could legacy have been improved?

*Once up and running, the application and influence of the programme will spread and build over time. The legacy of the project will be an enduring one.*

- Are additional funds being sought to continue aspects of the project (funds from where and for which aspects)?

*The UKZN has made an open ended and continual commitment to running the PAM programme as part of its mainstream of offerings, which will continue as long as student demand exists for the programme*

## **10. Value for money**

- Considering the costs and benefits of the project, how do you rate the project in terms of value for money and what evidence do you have to support these conclusions?

*Notwithstanding the challenges this initiative has encountered and the fact that the aims of the project have not been fully realised until after the Darwin funding period has ended, now that it has received final approval the benefits of the PAM programme will continue to accrue to the Darwin Initiative in perpetuity as the founding sponsor of this much needed vocational education programme on the African continent. Interest in the programme from potential students, employers and international NGOs continues to be keen and the partners remain confident of its potential impact.*

## Appendix I: Project Contribution to Articles under the Convention on Biological Diversity (CBD)

Please complete the table below to show the extent of project contribution to the different measures for biodiversity conservation defined in the CBD Articles. This will enable us to tie Darwin projects more directly into CBD areas and to see if the underlying objective of the Darwin Initiative has been met. We have focused on CBD Articles that are most relevant to biodiversity conservation initiatives by small projects in developing countries. However, certain Articles have been omitted where they apply across the board. Where there is overlap between measures described by two different Articles, allocate the % to the most appropriate one.

<b>Project Contribution to Articles under the Convention on Biological Diversity</b>		
<b>Article No./Title</b>	<b>Project %</b>	<b>Article Description</b>
<b>6. General Measures for Conservation &amp; Sustainable Use</b>		Develop national strategies that integrate conservation and sustainable use.
<b>7. Identification and Monitoring</b>		Identify and monitor components of biological diversity, particularly those requiring urgent conservation; identify processes and activities that have adverse effects; maintain and organise relevant data.
<b>8. In-situ Conservation</b>	NB The project is wholly focused on facilitating all of this	Establish systems of protected areas with guidelines for selection and management; regulate biological resources, promote protection of habitats; manage areas adjacent to protected areas; restore degraded ecosystems and recovery of threatened species; control risks associated with organisms modified by biotechnology; control spread of alien species; ensure compatibility between sustainable use of resources and their conservation; protect traditional lifestyles and knowledge on biological resources.
<b>9. Ex-situ Conservation</b>		Adopt ex-situ measures to conserve and research components of biological diversity, preferably in country of origin; facilitate recovery of threatened species; regulate and manage collection of biological resources.
<b>10. Sustainable Use of Components of Biological Diversity</b>		Integrate conservation and sustainable use in national decisions; protect sustainable customary uses; support local populations to implement remedial actions; encourage co-operation between governments and the private sector.
<b>11. Incentive Measures</b>		Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.
<b>12. Research and Training</b>	80	(in accordance with SBSTTA recommendations).

<b>13. Public Education and Awareness</b>		Promote understanding of the importance of measures to conserve biological diversity and propagate these measures through the media; cooperate with other states and organisations in developing awareness programmes.
<b>14. Impact Assessment and Minimizing Adverse Impacts</b>		Introduce EIAs of appropriate projects and allow public participation; take into account environmental consequences of policies; exchange information on impacts beyond State boundaries and work to reduce hazards; promote emergency responses to hazards; examine mechanisms for re-dress of international damage.
<b>15. Access to Genetic Resources</b>		Whilst governments control access to their genetic resources they should also facilitate access of environmentally sound uses on mutually agreed terms; scientific research based on a country's genetic resources should ensure sharing in a fair and equitable way of results and benefits.
<b>16. Access to and Transfer of Technology</b>		Countries shall ensure access to technologies relevant to conservation and sustainable use of biodiversity under fair and most favourable terms to the source countries (subject to patents and intellectual property rights) and ensure the private sector facilitates such assess and joint development of technologies.
<b>17. Exchange of Information</b>	20	Countries shall facilitate information exchange and repatriation including technical scientific and socio-economic research, information on training and surveying programmes and local knowledge
<b>19. Bio-safety Protocol</b>		Countries shall take legislative, administrative or policy measures to provide for the effective participation in biotechnological research activities and to ensure all practicable measures to promote and advance priority access on a fair and equitable basis, especially where they provide the genetic resources for such research.
<b>Total %</b>	<b>100%</b>	<b>Check % = total 100</b>

## 11. Appendix II Outputs

Please quantify and briefly describe all project outputs using the coding and format of the Darwin Initiative Standard Output Measures.

Code	Total to date (reduce box)	Detail (←expand box)
<b>Training Outputs</b>		
1a	Number of people to submit PhD thesis	N/A
1b	Number of PhD qualifications obtained	N/A
2	Number of Masters qualifications obtained	0
3	Number of other qualifications obtained	N/A
4a	Number of undergraduate students receiving training	N/A
4b	Number of training weeks provided to undergraduate students	N/A
4c	Number of postgraduate students receiving training (not 1-3 above)	15 due to start January 08. Annual intakes thereafter.
4d	Number of training weeks for postgraduate students	0
5	Number of people receiving other forms of <b>long-term</b> (>1yr) training not leading to formal qualification( i.e not categories 1-4 above)	N/A
6a	Number of people receiving other forms of <b>short-term</b> education/training (i.e not categories 1-5 above)	N/A
6b	Number of training weeks not leading to formal qualification	ICPL training of CEAD academic staff (2 weeks; UK-based; 2004); and CEAD admin. staff (1 week, SA-based; 2005)  Training for CEAD / ICPL by UKZN IT Department on electronic networking (1 week, 2005)  'Ezemvelo KZN Wildlife' staff (1 week; SA-based; 2005)
7	Number of types of training materials produced for use by host country(s)	1 DL Masters Degree programme materials for Protected Area Management
<b>Research Outputs</b>		
8	Number of weeks spent by UK project staff on project work in host country(s)	6
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	N/A
10	Number of formal documents produced to assist work related to species identification, classification and recording.	N/A
11a	Number of papers published or accepted for publication in peer reviewed journals	N/A

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
11b	Number of papers published or accepted for publication elsewhere	1 (for UKZN publication)
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country	N/A
12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country	N/A
13a	Number of species reference collections established and handed over to host country(s)	N/A
13b	Number of species reference collections enhanced and handed over to host country(s)	N/A
<b>Dissemination Outputs</b>		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	2 events: Training workshop for staff of 'Ezemvelo KZN Wildlife' (2005)  African Leadership Seminar (2007) – used as promotional event for PAM programme
14b	Number of conferences/seminars/ workshops <b>attended</b> at which findings from Darwin project work will be presented/ disseminated.	Both partners have been actively promoting the PAM programme at numerous workshops, seminars etc during the project period.
15a	Number of national press releases or publicity articles in host country(s)	0
15b	Number of local press releases or publicity articles in host country(s)	1 Article in 'UKZN Outreach' publication, 2007
15c	Number of national press releases or publicity articles in UK	1 in national newspaper of Wales (Western Mail) 2006. 1 international - (Guardian Weekly) 2004 1 item in WCPA Newsletter (also international)
15d	Number of local press releases or publicity articles in UK	ICPL website. Report to the Welsh Assembly Government on the outcomes of the African Leadership Seminar (enclosed) 2007
16a	Number of issues of newsletters produced in the host country(s)	0
16b	Estimated circulation of each newsletter in the host country(s)	
16c	Estimated circulation of each newsletter in the UK	
17a	Number of dissemination networks established	1 - PAM / ALS network
17b	Number of dissemination networks enhanced or extended	0
18a	Number of national TV programmes/features in host country(s)	0
18b	Number of national TV programme/features in the UK	
18c	Number of local TV programme/features in host country	0
18d	Number of local TV programme features in the UK	

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
19a	Number of national radio interviews/features in host country(s)	0
19b	Number of national radio interviews/features in the UK	
19c	Number of local radio interviews/features in host country (s)	0
19d	Number of local radio interviews/features in the UK	
<b>Physical Outputs</b>		
20	Estimated value (£s) of physical assets handed over to host country(s)	N/A
21	Number of permanent educational/training/research facilities or organisation established	N/A
22	Number of permanent field plots established	N/A
23	Value of additional resources raised for project	N/A

## 12. Appendix III: Publications

Provide full details of all publications and material 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 that is currently being compiled.

Mark (\*) all publications and other material that you have included with this report

<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>

*NB. Annual Ruth Edgcombe Memorial Lecture 2005, given by Dr. Elizabeth Hughes and entitled "Protected Areas: flawed and failing or hope for the future", to be published by UKZN publications in a CEAD monologue. Date for publication not known.*

### Appendix IV: Darwin Contacts

To assist us with future evaluation work and feedback on your report, please provide contact details below.

<b>Project Title</b>	
<b>Ref. No.</b>	162-13-002
<b>UK Leader Details</b>	<b>International Centre for Protected Landscapes</b>
Name	Dr Elizabeth Hughes
Role within Darwin Project	UK Project Leader
Address	ICPL, 8E Science Park, Cefn Llan, Aberystwyth, Ceredigion, SY23 3AH, Wales
Phone	
Fax	
Email	
<b>Other UK Contact (if relevant)</b>	
Name	
Role within Darwin Project	
Address	
Phone	
Fax	
Email	
<b>Partner 1</b>	<b>Centre for Environment, Agriculture and Development</b>
Name	Professor Robert Fincham
Organisation	Centre for Environment Agriculture & Development, University of KwaZulu-Natal
Role within Darwin Project	Project Leader
Address	P/Bag X01, Scottsville , 3209
Fax	
Email	
<b>Partner 2 (if relevant)</b>	
Name	
Organisation	
Role within Darwin Project	
Address	
Fax	
Email	

## APPENDIX V Original Project Logframe

<i>Project summary</i>	<i>Measurable indicators</i>	<i>Means of verification</i>	<i>Important assumptions</i>
<p><b>Goal:</b></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"> <li>• the conservation of biological diversity,</li> <li>• the sustainable use of its components, and</li> <li>• the fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</li> </ul>			
<p><b>Purpose</b></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 &amp; 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 &amp; 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><b>Outputs</b></p> <p>DL concept &amp; logistics discussed &amp; formulated</p> <p>Scope of DL materials agreed &amp; 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 &amp; delivery of DL materials. Materials appraised by DI .</p> <p>Admin. staff &amp; 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 &amp; final materials circulated for inspection &amp; 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>
<p><b>Activities</b></p> <p>Training in design &amp; delivery of MSc by DL.</p> <p>Teaching materials agreed &amp; developed.</p> <p>Admin. systems and infrastructure developed</p> <p>Regional support network established</p> <p>New MSc programme implemented</p>	<p><b>Activity Milestones (Summary of Project Implementation Timetable)</b></p> <p>Yr 1: Initial meeting to develop concept, scope &amp; 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 co-ordinators identified). Journal paper; press release x 2; 2 x six-monthly reports + financial statement</p> <p>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 &amp; disseminated; journal paper, press release x 2; 2 x six-monthly report + financial statement.</p> <p>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</p>		

## Appendix VI

### Recommendations from Mid-Term Review, February 2006

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#### ***NB CEAD / ICPL response highlighted in bold italics***

It is recommended that the following be considered.

#### **1.1 Revision of Logical Framework**

1. The logical framework needs to be revised to improve planning and monitoring.
2. Most of the Log Frame Outputs are not Outputs: for example, the Output “12 professionals recruited to CEAD MSc DL Programme” is an indicator and “recruitment records” is a means of verification.
3. It may not be appropriate to substantially change Outputs at this stage, but to improve project monitoring, suggested Output OLI and MoV revisions are presented in the table below. These are based on discussions with UKZN staff during the review mission.

***(Progress to October 2006 shown in table)***

<b>Outputs</b>	<b>Output Level Indicators</b>	<b>Means of Verification</b>
Capacity in CEAD to conceptualise and develop PAM course improved	Approval of DL mode of delivery for PAM course by National DoE by end April 2006  <b><i>Council for Higher Education approval</i></b>	DoE approval notice <b><i>Notice received 7 July 2006</i></b>  <b><i>CHE approval notice</i></b>
Administrative and logistical systems in CEAD agreed and developed	Academic and administrative staff and systems in place by July 2006	Course Modules, Course Handbook, University Handbook <b><i>University Handbook done</i></b> <b><i>Student Guide done</i></b> <b><i>Core Modules almost done (85%)</i></b>
Regional support network established	In-country mentors identified by July 2006, briefed and recruited by September 2006.	Mentorship Agreements, Mentors Handbook <b><i>Mentors identified but linked to candidates, so this will be clear when student selection is given University approval.</i></b> <b><i>Mentors Handbook – plan drafted</i></b>
PAM course effectively marketed to regional conservation organisations	A minimum of ten funded DL students start PAM course in July 2006 and a minimum ten funded DL students start PAM course in Jan 2007	Approved student registrations  <b><i>UKZN AAB meeting to approve these is 21 Nov 2006</i></b>

PAM Course delivers improved capacity amongst conservation professionals	Improved understanding of protected area management amongst DI students applied to biodiversity conservation by March 2007	Results of externally examined Modules 1 and 2 for July 2006 intake. <b>First Results will be April 2007</b>
Long-term future of PAM course secured	Commitment for long term support from University to DL PAM course by March 2007	University correspondence <b>Short term commitment is clear through support of senior University personnel. Longer term commitment will be reflected in the permanent appointment of a lecturer and and an administrator.</b>

4. Activity Milestones will have to be revised accordingly. A detailed work plan, revising the project plan developed in August 2005, is needed, in which the critical path is mapped, key milestones are identified. This should be used as a management tool for ensuring the tight schedule of completing a range of activities before July 2006, is properly coordinated and completed.

#### **Revised Activity Milestones, April 2006**

<b>Date</b>	<b>Activity Milestones</b>
<b>July 06</b>	<b>Department of Environment approval</b>
<b>August 06</b>	<b>On-line and Media advertising of the DL programme;</b>
<b>September 06</b>	<b>Applications for January 07 intake close</b>
<b>November 06</b>	<b>Council for Higher Education approval ???*</b> <b>UKZN AAB approval of candidates</b> <b>Confirmation of Mentors for January 07 intake of students</b>
<b>December 06</b>	<b>Teaching materials complete</b> <b>Visit of Director of CEAD to UK.</b>
<b>January 07</b>	<b>Programme launches – first intake of students</b>
<b>April 07</b>	<b>Combined ‘expert seminar’ student and mentor workshop, Lapalala Wetland Reserve, South Africa*</b>
<b>January 08</b>	<b>Second cohort of students commences programme</b>
<b>April 08</b>	<b>First cohort of students complete taught modules</b>
<b>January 09</b>	<b>First cohort of students complete masters’ programme</b>

**\* to be discussed with Darwin Secretariat**

**NB the final three items are for information only – post-project.**