

Darwin Initiative Annual Report

Darwin Project Information

Project Ref Number	15/037
Project Title	Distance Learning for Biodiversity Conservation in Small Island Developing States
Country(ies)	South Pacific Islands
UK Contract Holder Institution	International Centre for Protected Landscapes
UK Partner Institution(s)	
Host country Partner Institution(s)	Primarily the University of the South Pacific, Fiji. Also the South Pacific Regional Environment Programme
Darwin Grant Value	£209, 500
Start/End dates of Project	April 2006 – March 2009
Reporting period (1 Apr 200x to 31 Mar 200y) and annual report number (1,2,3..)	1 st April 2007 – 31 st March 2008 Annual Report No. 2
Project Leader Name	Dr. Elizabeth Hughes
Project website	http://www.protected-landscapes.org/South_Pacific_Programme.html
Author(s), date	Dr. Elizabeth Hughes / Professor Bill Aalbersberg

1. Project Background

Small island developing states (SIDS) often have high levels of endemic biodiversity and many unique and specialised species of importance for human use (e.g. in agriculture, fisheries, forestry and tourism). Much of this biodiversity is owned by local communities who are overwhelmingly reliant on natural resources for survival. However, with rapid population increases and rising material expectations there has been a disproportionate amount of habitat and species loss on small islands throughout the World.

The Asian Development Bank states that: “The natural wealth of Pacific SIDS underpins their formal and subsistence economies”, and that “the biodiversity of the Pacific region is recognised to be of global significance, yet the threats to its conservation are among the highest anywhere in the world”. The Bank also states that: “It is vital to the well-being of the Pacific people that their biological resources be sustainably managed”, yet, “the capacity to educate growing populations in the Pacific is generally weak and deteriorating” (ADB Pacific Region Environmental Strategy 2005-2009).

The South Pacific Regional Environmental Programme coordinates the efforts of 29 member governments in tackling environmental problems in the region. The SPREP Action Strategy identifies the urgent need for training of biodiversity conservators and environmental managers and, because of low staffing levels, remoteness and difficulties of communication in the region, also recommends that training be delivered *“using the distance and flexible learning (DFL) model”*.

This project to develop a Distance and Flexible Learning (DFL) programme for the region has also grown out of an earlier Darwin Initiative short-course training scheme for the Pacific (162/8/009), that received excellent reviews from independent DI assessors, and recommendations to extend the training reach and impact of the programme by employing the distance-learning format.

The project aims to build the capacity of the University of the South Pacific in Fiji to develop and deliver a DFL programme across the region that provides the vocational education and training needed for conservation practitioners to address the environmental issues facing small islands. In doing so, the project will also assist SPREP member countries in meeting their commitments to the Convention on Biological Diversity (CBD),

The Project is also in line with other SIDS multi-lateral environmental agreements - including the Barbados Program of Action, Johannesburg Plan of Implementation, and Mauritius Strategy - all of which emphasise biodiversity conservation, environmental management and sustainable development in island nations with limited natural resources and skills bases. It is also fully congruent with the priorities of the IUCN World Commission on Protected Areas “Task Force on Island Conservation and Protected Areas” (TAFICOPA).

In its later stages, the project aims to investigate opportunities for - and encourage the wider application of the DFL programme in respect of other small island states across the world. This will be done in particular through dissemination of information via the SIDS University Consortium.

2. Project Partnerships

The key partners in this project are the International Centre for Protected Landscapes in the UK and the Institute of Applied Sciences of the University of the South Pacific in Fiji. This partnership was initially developed through the former Darwin Initiative project 162/8/009 (Biodiversity Conservation Training – Pacific Island States) and the very existence of the current project is itself a reflection of the continued strength of this partnership. In 2001 the IAS established the Pacific Centre for Environment and Sustainable development (PACE–SD) to work with relevant sections of the University, regional and international organisations, regional governments and NGOs to promote environmentally sustainable development in the Pacific through teaching, training and research based capacity building. The primary focus of this project is to build the capacity of this Centre to deliver high quality and accessible biodiversity conservation training across the region.

In addition to the core project ‘team’ at ICPL and USP, another important partner in the project is the South Pacific Regional Environment Programme (SPREP).

SPREP is the Pacific region's major inter-governmental organisation charged with protecting and managing the environment and natural resources. Its mandate is to promote cooperation in the Pacific islands region and to provide assistance in order to protect and improve the environment and to ensure sustainable development for present and future generations.

SPREP was a core partner in the former Darwin project that established the Pacific Islands Community Conservation Course (PICCC) and remains instrumental in the ongoing delivery of this now well-established training course for conservation practitioners. SPREP will have an important role to play in supporting and promoting the DFL programme, particularly once it is running, and it is therefore essential to engage with its members during the development phase.

Other conservation and development organisations in the region have also been engaged for the purpose of this project, particularly with a view to their continued support for the key project outcome (the DFL programme) – their support is seen as critical to its future sustainability. They include: the Foundation of the Peoples of the South Pacific International (FSPI), the National Trust of Fiji, Birdlife International, WWF, and the IUCN Regional Office which has recently been established in Suva, Fiji.

The project has also benefited from the support of colleagues at the UK-based NGO Wild Resources Ltd. Wild Resources (WR) is engaged in applied ecological research on products harvested from tropical and temperate forests in particular, and provides training and facilitation in the development of new support tools and services for wild product management around the world. With WR's support have been able to incorporate in our materials, cutting-edge approaches and methodologies, particularly in respect of the sustainable development of natural resource-based enterprise.

3. Project progress

3.1 Progress in carrying out project activities

In summary, activities in Year Two of the project focused heavily on DFL programme planning; module writing and course preparation; establishing and implementing mechanisms for delivery; and admitting the first tranche of DFL students from across the South Pacific region.

While the schedule of activities over this year has not been entirely in accordance with the original proposal, progress is nonetheless broadly on target to meet the stated project outputs. Discrepancies have resulted partly from issues relating to USP approval and validation procedures; and partly from changes in our thinking about the most effective means of delivery of this vocational education programme in this logistically challenging region.

Two distance learning modules are complete and are open to applications. These two 'double' modules equate to four as per our original proposal. They are:

- i. Foundations of Protected Area Management
- ii. People and Protected Areas: Communication, Education, Participation and Public Awareness

At the University's request, the first of these modules was offered initially as a 'stand alone course' or an option within an existing post graduate programme within the Institute of Applied Sciences. Eight students from across the region (Samoa, Fiji, Papua New Guinea, Solomon Islands) were admitted to study the module in February 2008 and are progressing steadily through it at this time. The second of these modules will begin in September 2008. Successful completion of the two modules will qualify candidates to be awarded a PG Certificate in Protected Areas from USP.

A third distance learning module (Management and Business Planning for Protected Area Managers) is in preparation and following University approval will also be offered from Semester One in 2009 (February).

In line with the *distance and flexible learning model* which our partners in the South Pacific wish to deliver, the project team has also incorporated into the programme the Pacific Islands Community Conservation Course (PICCC) by securing its accreditation through the USP system. The PICCC was initially developed through another Darwin Initiative programme of this partnership (162/8/009) but with modification and the development of an optional academic assessment scheme, PICCC will now equate to two modules of the DFL programme. *The Course will also remain open as a stand-alone short training course to participants not participating in the academic programme.*

Inclusion of the PICCC in the DFL programme gives candidates who so wish the opportunity to undertake some of their studies through two short residential training periods at USP (4 weeks and two weeks respectively) with a 6 month practical project period at home in-between times.

Candidates who take two DL modules and the full PICCC are eligible for a PG Diploma of USP.

Candidates who take three DL modules and the first part of the PICCC – 4 weeks of assessed residential training (equating to one module) - are also eligible for the PG Diploma.

In the likelihood that some candidates may never be in a position to spend up to four weeks in Fiji for the PICCC, we plan to develop another DL module, so that they can follow the full Diploma programme by distance learning if preferred.

In addition to these core activities relating to the Protected Areas programme, our USP partners have obtained additional funding from Packard to develop a 6-week course on the Science of Marine Managed Areas (MMAs), which will also be accredited and incorporated into the suite of distance learning and flexible modules. This will add considerable value to the Darwin project outputs in terms of widening the scope of programme development towards building further capacity in the region for more effective biodiversity conservation.

In addition to these developments this year, our partners at USP attended the 8th Pacific Islands Conference on Nature Conservation and Protected Areas on behalf of the project. The theme for this major regional event was 'Conservation serving communities in a rapidly changing world.' Its main aim was to design a 5-year strategy to enhance and enforce conservation in the Pacific region. Over 400 participants from across the region and worldwide assembled to discuss ways in which the Pacific Islands can work together to stop the loss of biodiversity. Our USP partners under the leadership of Professor Bill Aalbersberg ran a side event to raise awareness of the Darwin project and to promote the education and training opportunities on offer through it. A large poster was produced for the event and information leaflets about the academic courses were widely circulated. All materials bore the Darwin logo.

Given the cost and logistical challenges of bringing people together from around the South Pacific region, this major conference was an ideal forum for us to use to stage a launch event / seminar for the Darwin project. Considerable costs were saved by doing so and a wider range of people than would have otherwise been possible were addressed. About 30 people attended the event.

3.2 Progress towards Project Outputs

The Project outputs cited in the logical framework are:

1 Distance & flexible learning course in biodiversity conservation and sustainable development for SIDS

As identified in 3.1, progress here is satisfactory, with a range of opportunities for candidates in preparation or complete. The first tranche of 8 candidates are now enrolled and studying.

10 conservation workers trained with DI bursaries by Year 3 (>20 with leveraged funding).

Programme implementation was delayed from September 2007 to February 2008 (due to delays in institutional accreditation etc) so that while the first tranche of students will be close to completion by the end of Year Three, and second and third tranches will have begun, none will have yet completed their training by March 2009.

2 module development workshops and 2 trainee induction courses

These outputs were partly addressed in Year One, through visits of the UK partners to Fiji for the purpose of programme development meetings and consultations; and to contribute to the PICCC, which incorporated an information and awareness raising component for those interested in pursuing the DFL studies. The latter exercise in particular will be repeated in March 09 as part of the next PICCC, but the partners have agreed that for most potential candidates from around the region – especially those relying on the DL modules – a requirement to attend an induction course ‘per se’ in Fiji at the beginning of their studies is a limiting factor and is therefore not appropriate.

Project Reports and 2 published articles on training scheme

Project reports have been completed as required. Published articles remain to be written pending completion of course development. This output (articles) will be delivered in Year Three as part of a wider awareness raising drive (especially now that a whole suite of modules / courses are becoming available) and particularly in relation to the dissemination of information to other SIDS regions in exploring the transferability of the approach.

3.3 3.3 Standard Measures

Table 1 Project Standard Output Measures

Code No.	Description	Year 1 Total	Year 2 Total
8	4 person weeks spent by UK staff in host country	3 person weeks spent in Fiji in two visits: October/November 2006 for programme planning; consultation; and networking; and March/April 2007 for contribution to PICCC	(No visits by UK staff as primary role this year was module development; electronic communication was sufficient to deliver. NB ICPL is now focusing on reducing its carbon footprint wherever possible, in line with its Welsh Assembly Government’s Green Dragon Environmental Standard
15A	2 local press releases in UK (2006/7 and 2008/9)	1 press release in the Western Mail (national newspaper of Wales) Making Waves in the Pacific: Aberystwyth Centre helps conservation initiative in Fiji. 19 April 2006	
15D	2 national press releases in host	USP website article about Darwin project	

	country (2006/7 and 2008/9)	only. Waiting for programme launch for further press releases for maximum benefit.	
17B	1 dissemination network enhanced to provide for publicity and feedback on DI distance learning scheme	Network of local and regional organisations for consultation and support re. the DFL programme established. PICCC trainee support engaged for feedback and as possible DFL candidates.	As for Year 1. Networking continues.
21	Distance learning secretariat established at Darwin Pacific Training Centre at USP, Fiji	Secretariat / management team for the DFL programme has been set up within USP (Pacific Centre for Environment and Sustainable Development)	Management team continues.
(NB Not in included original bid) 6A	Trainees complete conservation course	12 trainees completed Part I (4 weeks training) of PICCC. Part II will take place in November 07. (see below)	PICCC continued in 2007 with 6 month home-based projects, followed by Part II (2 weeks taught course) completed in November 2007. Included awareness raising and introduction to the new Protected Areas Programme on offer through this project. Now being accredited as part of DFL programme.
6B	Training weeks to be provided	Members of the project team made a major contribution to a 4 week training course (PICCC). Their contribution helped to ensure (a) that the training continues to provide cutting edge concepts, skills and approaches; and (b) to secure interest of trainees and their feedback in relation to the developing DFL programme.	
3	Number of people to attain other qualifications (in this case PG Certificate and PG Diploma		8 candidates enrolled for Certificate (February 2008)

14A/14B	Conferences organises / attended to present / disseminate findings		Seminar organised as a side-event of 8 th Pacific Islands Conference on Nature Conservation and Protected Areas
---------	--	--	--

In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, eg title, name of publisher, contact details, cost. Mark (*) all publications and other material that you have included with this report.

N/A The project has focused on the compilation of academic modules (not for general public access).

Table 2 Publications

Type *	Detail	Publishers	Available from	Cost £
(eg journals, manual, CDs)	(title, author, year)	(name, city)	(eg contact address, website)	

3.4 Progress towards the project purpose and outcomes

The project purpose is stated as being to: “assist small island developing states to address the decline in biodiversity and habitat loss through training of trainers in community-based conservation and sustainable development using the distance learning model”

The focus of the project to date has been on the development of distance learning modules and short courses for the establishment of a DFL programme to run through USP, for candidates from the South Pacific islands. By building the capacity of the Pacific Centre for Environment and Sustainable Development (Institute of Applied Sciences) at USP to deliver a programme that will address these critical issues to a specific target group in the region (particularly community conservation practitioners and potential trainers), the project will in due course achieve its purpose.

The important assumptions for achieving the project purpose relate to continuing support from regional actors – specifically the key partners, USP and SPREP, and other conservation agencies and organisations in the region. The portents for this continuing support are good.

Progress towards providing the ‘vehicle’ to deliver the project purpose has been satisfactory. Although the development of distance learning modules is a little behind schedule, a wider and more flexible approach to the education programme than had originally been anticipated, is in preparation. Candidates from across the region have already begun to follow some of the modules and thereby begin in a small way to build the regional expertise necessary to address the critical issues relating to conservation and sustainable development.

3.5 Progress towards impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits

It is clear that the Darwin funding for this project covers what is largely a development period and that the main benefits of the project in terms of its impact on biodiversity conservation and sustainable development will be experienced after the funding period ends, when the education programme is fully functioning and accessible through a variety of mechanisms to practising

professionals throughout the region. Long term sustainability of the education programme is what we are aiming for in order to achieve this goal.

4. Monitoring, evaluation and lessons

Previous sections of this report have alluded to progress in the development of the education programme that is the central focus of this project. Regular monitoring of that progress takes place through communication between partners, to try to keep activities on track to meet project targets. However, since this project is very much about facilitation and development of a long-term initiative, the opportunities and challenges experienced during the process and the lessons learned along the way will be the subject of papers to be written towards the end of this development process (Year Three of the Darwin project).

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

The previous review broadly was very positive and no **specific action was required in response**. However, we acknowledge the reviewer's concerns and have endeavoured to take these on board. The reviewer referred to the facts that:

The timeframe for the project has already slipped due to deferment of the start date of the first course to February 2008

Of course this is regrettable in terms of the funding period, but given that the Darwin project aims to set up a long-term education and training programme we believe that in the greater scheme of things this delay will not be significant. It is still feasible for some candidates to have completed the certificate programme by the end of the project in 2009.

The content of the curricula and academic levels of courses do not seem to be well-defined and this may result in their unsuitability for formal accreditation by USP

Course content is well-defined and USP accreditation is underway under the experienced direction of Prof. W. Aalbersberg. The attached leaflet provides detailed content as at the time of publication in November 2007. The academic levels of courses have been well considered to make them appropriate for postgraduate certificate, diploma and ultimately (with the addition of a dissertation) masters' level. The focus during this period has been on development of the certificate and diploma programmes.

There is no evidence of formal assessment of training needs within the project

It is true that no formal training needs assessment 'per se' has been undertaken under the auspices of this project but we have drawn upon the experience of USP; international reports and recommendations; regional and local NGOs; and past participants of PICCC in this regard to inform our thinking on course content. We are confident that the vocational education to be offered as an outcome of this project will be addressing the needs.

The potential effect of the political instability of Fiji and some of the other islands in the region.

We have to live with this. Fiji in particular experiences fairly frequent military coups, creating various levels of disruption. Our previous project was disrupted to a degree in 2001; the 2006 coup was peaceful and has been less problematic. We built this issue into our project assumptions (see logframe analysis)

6. Other comments on progress not covered elsewhere

Preliminary exploration has begun by our USP partners into the opportunities to engage with other SIDS regions to promote the DFL program as a transferable model. The main thrust of

this work comes later in year three when the South Pacific programme development period is approaching completion and the programme is fully established

7. Sustainability

The PICCC formerly developed by a partnership of ICPL, USP and SPREP has been well supported by the conservation community in the South Pacific region and reflects the commitment of the partners to ensuring appropriate and sustainable training provision for conservation practitioners in the region. With the support of the same organisations, the benefit of the experience of the PICCC, and with a model that has been tried and tested in other parts of the world, we are confident that the DFL programme will be sustainable in the long term, particularly addressing as it does, issues that are widely acknowledged to be of critical import to the region.

ICPL's role is essentially one to support the development process. Once the DFL programme is running, we would argue that USP in partnership with the wider conservation community in the region, will be in a position to take it forward, as they have done with PICCC.

8. Dissemination

Promotional activity for the DFL programme began in earnest this year. The project had a presence at the 8th Pacific Islands Conference on Nature Conservation and Protected Areas, the theme of which, appropriately was 'Conservation serving communities in a rapidly changing world.' Posters about the project were displayed (incorporating the Darwin logo) and leaflets about the Pacific Islands Nature conservation Programme (including both PICCC and the DFL modules) were widely disseminated. A side event in the form of a workshop was run by our USP partners to raise awareness of our Darwin activities and the courses we are developing. This 5 yearly event is the principle regional gathering of environmental groups in the South Pacific and was therefore a very opportune platform for this project.

USP continues to promote the modules and PICCC through its usual channels.

9. Project Expenditure

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

Item	Budget (please indicate which document you refer to if other than your project application)	Expenditure	Balance
Rent, rates, heating, overheads etc			
Office costs (eg postage, telephone, stationery)			
Travel and subsistence			
Printing			
Conferences, seminars, etc			
Capital items/equipment			
Others			
Salaries (specify)			
TOTAL			

Highlight any agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.

The project had a significant underspend this year. The reasons are as follows:

Office costs and printing: as much work as possible is now being done electronically. Postage, stationary, printing and telephone costs have been less than anticipated at the time of project application in 2005.

Travel and subsistence: ICPL is seeking to reduce its carbon footprint and only travel where absolutely necessary. While it was hoped that the UK project leader would attend the 8th Pacific Islands Conference on Nature Conservation and Protected Areas in November 2007, she has sustained a broken leg at the time and was unable to undertake long haul travel for medical reasons. Our USP partners covered this event very adequately. Costs incurred relate to their travel associated with this event.

Conferences, seminars etc: Given the cost and logistics of regional travel in the South Pacific, it was decided this year to use the 8th Pacific Islands Conference on Nature Conservation and Protected Areas as a vehicle for delivery of a launch and awareness raising event in support of this project. The costs of hosting the event were thus covered by the conference whilst we were also able to attract key stakeholders from across the region from international conservation NGOs, governments and regional organisations. The event also effectively raised awareness of the project at a broad regional level and on a formal platform.

Others (student fees and projects): as explained above, the project has fallen a little behind schedule and while 8 students have enrolled on the first course, most have been able to pay their fees. No project costs have yet been incurred. We anticipate that Year Three should see much greater use of this element of the budget.

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

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

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2007/08

Project summary	Measurable Indicators	Progress and Achievements April 2007 - March 2008	Actions required/planned for next period
<p>Goal: <i>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</i></p> <p><i>The conservation of biological diversity,</i></p> <p><i>The sustainable use of its components, and</i></p> <p><i>The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</i></p>		<p><i>Working partnership between ICPL and local / regional partners further consolidated. DFL Programme development continued and first cohort of students enrolled - with the aim of increasing knowledge and skills for biodiversity conservation, sustainable resource use and equitable sharing of benefits from natural resource management in the South Pacific Island States.</i></p>	<p><i>(do not fill not applicable)</i></p>

<p>10.1 Purpose:</p> <p>to assist small island developing states to address decline in biodiversity and habitat loss through training of trainers in community-based conservation and sustainable development using the distance learning model</p>	<p>Numbers of scheme-related SIDS conservation projects</p> <p>Duration of resources for sustainability of Pacific Training Centre and network</p> <p>Amount of leveraged funding for scaling-up of activity to global SIDS community</p>	<p>Not evident until after project lifetime.</p> <p>Partnership is building resource base of Pacific Centre through developing range of DL modules and short courses. Programmes are designed to be sustainable (through USP) long after the end of the project. First tranche of students now enrolled. Development and validation processes continue</p> <p>Exploration of avenues began in Year2 but primarily for final year - to be incorporated in Final Project Report. Continues beyond the end of the project's lifetime</p>	<p>Consolidation of materials, modules and courses to continue. Second and third tranches of students to be enrolled.</p> <p>Another PICCC to commence in March 2009 (as an accredited part of the DFL programme)</p> <p>Work begins to promote and scale up the project to other SIDS regions</p>
<p>Output 1: 1 distance learning course in biodiversity conservation and sustainable development for SIDS</p>	<p>Distance and flexible learning programme established and running efficiently</p>	<p>DFL programme development continues with further writing of modules and development of short courses. USP validation underway and students enrolled on first modules</p>	
<p>Activity 1.1 Core and compulsory DFL material completed</p>		<p>Most core modules / courses are complete. One DL module outstanding</p>	
<p>Activity 1.2 Programme Workshop One</p>		<p>Was to be held November 07. Project leader unable to travel due to broken leg. Purpose achieved through side event at Pacific Islands</p>	

		Conference and through electronic means
Activity 1.3 First cohort of trainees begin to study (September 07)		First cohort started February 08
Activity 1.4 Ancillary / optional DFL materials completed (June 08)		Range of proposed courses is growing; process is ongoing
Activity 1.5 Certificate trainees complete		Behind schedule because of later start. Should be complete by January 09
Activity 1.6 Second cohort of trainees begin to study (September 08)		On schedule for September 08 but there is a possibility that University procedures will delay commencement until new academic session in February 09.
Activity 1.7 Global SIDS training scheme funding secured		Consultations have begun. Aim is to develop this part of the work in 2008/9 now that the materials and delivery mechanisms in the South Pacific are in operation
Output 2: 10 conservation workers trained with DI bursaries by Year 3 (>20 with leveraged funding)	Numbers of , and participants in, project workshops / courses	First tranche of 8 candidates did not use Darwin funding. Bursaries to be offered more widely in 2008/9
Activity 2.1 – 2.3 As activities 1.3, 1.5, 1.6		Programme implementation is a little behind schedule, but 8 Candidates have begun (February 08); Promotion is underway for next semester and in particular for next academic session when a wider range of options and greater flexibility of study will be available.
Output 3: 2 modules development workshops and 2 trainee induction courses	Numbers of and participants in workshops / courses	8 programme participants to date.

Activity 3.1 Two Programme Workshops	One was to be held November 07. Project leader unable to travel due to broken leg. Purpose achieved through side event at Pacific Islands Conference and through electronic means	
Activity 3.2 Two Programme Induction Courses	First induction course took place within PICCC in March 07. Next PICCC is in March 09 and will again include an induction for those participants enrolled in the DFL programme. Otherwise, partners agree that increasing cost and logistical difficulties of DL candidates travelling to Fiji for this purpose makes compulsory induction courses of doubtful feasibility.	
Output 4: Project reports and 2 published articles on the training scheme	Number of project publications	DI Reports presented as required.
Activity 4.1 Programme articles published	None. Focus has been on programme development. Paper(s) on the development process to be produced for education / conservation journals in final year of the project.	

Annex 2 Project's full current logframe

<i>Project summary</i>	<i>Measurable Indicators</i>	<i>Means of verification</i>	<i>Important Assumptions</i>
<p><i>Goal:</i></p> <p><i>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</i></p> <p><i>the conservation of biological diversity,</i></p> <p><i>the sustainable use of its components, and</i></p> <p><i>the fair and equitable sharing of benefits arising out of the utilisation of genetic resources</i></p>			

<p>10.2 Purpose:</p> <p>Assist small island developing states to address decline in biodiversity and habitat loss through training of trainers in community-based conservation and sustainable development using the distance learning model.</p>	<p>Numbers of scheme-related SIDS conservation projects</p> <p>Duration of resources for sustainability of Pacific Training Centre and network</p> <p>Amount of leveraged funding for scaling-up of activity to global SIDS community</p>	<p>Project reports, trainee and employer feedback</p> <p>Project, SPREP and USP official reports and accounts</p> <p>Project-wide accounts (DI plus project partners and other agency funding)</p>	<p>Favourable climate among trainee employers for <i>de novo</i> conservation project activity.</p> <p>SPREP and USP continue support for DFL network</p> <p>Favourable climate for support of environmental action in wider SIDS stakeholder and donor communities</p>
--	---	--	---

<p>10.3 Outputs</p> <p>1 Distance learning course in biodiversity conservation and sustainable development for SIDS</p> <p>10 conservation workers trained with DI bursaries by Year 3 (>20 with leveraged funding)</p> <p>2 module development workshops and 2 trainee induction courses</p> <p>Project Reports & 2 published articles on training scheme</p>	<p>Distance and flexible learning programme established and running efficiently</p> <p>Annual numbers of conservation workers trained in-post, and scheme-related community beneficiaries</p> <p>Numbers of, and participants in, project workshops/courses</p> <p>Number of project publications</p>	<p>USP/SPREP and project reports</p> <p>USP/SPREP and project reports plus trainee and employee feedback briefings</p> <p>USP/SPREP and project reports</p> <p>USP/SPREP and project reports</p>	<p>SPREP and USP continue support for programme and DFL network</p> <p>Favourable climate among SIDS conservation agencies for (subsidised) employee training</p> <p>Continuing stability and commitment of main project partners.</p> <p>Project principals work to schedule</p>
--	---	--	---

10.4 Activities	10.5 Activity Milestones	10.6 Assumptions
Project commences	May 2006	Political stability in primary host country (Fiji)
Core and compulsory DFL materials completed	June 2007	Continuing stability and commitment of main project partners
Programme Workshop 1	June 2007	Host institution continues support for DFL network
First cohort of trainees begin	September 2007	Favourable climate for support of environmental action in wider SIDS stakeholder community
Certificate trainees complete	June 2008	
Ancillary/optional DFL materials completed	June 2008	
Programme Workshop 2		
Second cohort of trainees begin study	June 2008	
	September 2008	
Diploma trainees complete	June 2009	
Programme articles published	July 2007, July 2008	
Global SIDS training scheme funding secured	January 2009	
19		

Annex 3 onwards – supplementary material (optional)



Pacific Islands Nature Conservation Training Programmes at the University of the South Pacific

A Launch Event and Seminar of the 8th Pacific Islands Conference on Nature Conservation and Protected Areas

24th October 2007

“A SUMMARY OF ISSUES RAISED”

Introduction

Prof. Aalbersberg introduced the side event and stated its objectives to be three fold:

- a. USP was committed to launch the new joint USP/Darwin Initiative on conservation training at this conference
- b. Raise awareness about PICCC, and obtain feed-back from former participants and the other stakeholders on what has gone well in its previous offerings and suggestions for improvement; and introduce the new post graduate programs under the new USP/Darwin initiative (this include postgraduate certificate in protected areas and postgraduate diploma in protected area management, *see annex for details of the new programs*)
- c. Initiate collaboration with UPNG, which has recently introduced a similar conservation course

Brochures about PICCC and the new postgraduate conservation training at USP were distributed to stakeholders present during the launch. Prof. Aalbersberg went on to introduce the present PICCC, as an intensive face-to-face training of seven weeks sandwiched around 5 months of project work at the home site. The emphasis of PICCC is placed on learning new conservation tools, group learning and developing professional skills. Following this, he outlined the new postgraduate training programs (*see attached leaflet for details of the new programs*) at USP, which was made possible through funding by the Darwin Initiative.

An invitation was made to former PICCC participants to comment on their experiences during and after course and also their suggestions on topics which should be included to strengthen PICCC and the wider DFL programme in terms of course content. Other stakeholders present were also asked to make suggestions for improving the programme following their reading of the brochure.

Comments and Suggestions from stakeholders, especially former PICCC participants...

Comments on topics, experiences, and post PICCC experience at work-place	Suggestions for improvement
<ul style="list-style-type: none"> a. <i>Conflict resolution and leadership</i> in protected area management covered under the course are two areas that have benefited a former participant. These two skills are transferable to other settings apart from protected area management. b. PICCC has set a <i>platform for a former participant to undertake postgraduate studies</i> in biodiversity conservation. c. A former participant came into PICCC with a science-oriented outlook on conservation; <i>PICCC has transformed his outlook especially in considering the social and local community level concerns in conservation.</i> d. PICCC had also <i>assisted a former participant in his current work on community-based conservation.</i> e. The <i>participatory tools</i> (e.g. stakeholder analysis, resource-mapping) acquired in the course have been very useful in engaging local communities. f. PICCC gave him greater insight on <i>how to do conservation work.</i> g. PICCC has also been <i>an opportunity to exchange ideas and views</i> about conservation with other Pacific Islanders. h. PICCC had given a former participant the <i>background to conservation.</i> i. The <i>processes of formulating conservation management and monitoring plans</i> have been useful. 	<ul style="list-style-type: none"> a. The current format is ok but he felt that it was quite intense and needs a relook at its contents within the context of the new conservation training initiatives. b. Economic evaluation of conservation initiatives should be considered for inclusion in PICCC. c. Sustainable funding for conservation should be considered for inclusion. d. How to train local communities to use biological monitoring. e. Analysis of current legislation and regulations on conservation. f. How to apply for funding
Other Stakeholders' suggestions for improvement	
<ul style="list-style-type: none"> a. Poverty alleviation is a focus of bilateral and multilateral aid in the Pacific Islands; it may be useful to explore its linkages with conservation. b. Add a section on sustainable tourism c. Grants management d. Address issues/threats outside of locally managed marine areas – issue of upscaling of LMMA e. Traditional knowledge in conservation 	

f. Biodiversity and climate change

Remarks by former PICCC participants

- a. "I can say I am 100% for PICCC"
- b. "In any way, the course is very useful for me"
- c. "I came to PICCC with no background in conservation – PICCC has given that needed background"
- d. "Well structured-gives you the basis to do conservation"

PICCC and new postgraduate training programme in conservation:

Background

The Pacific island states are known to have high levels of endemic biodiversity. Much of this is owned by local communities who are heavily reliant on these natural resources for their survival.



Photo Credits: BirdLife International

However, global and local changes especially land degradation, coastal ecosystem stress, climate change and market liberalisation are having adverse impacts on these natural resources and habitats.



Photo Credits: BirdLife International

It is against this background that the UK-based International Center for Protected Landscapes (ICPL), the University of the South Pacific (USP) and the Secretariat for the Regional Environment Program (SPREP), set up a partnership to support both the people and the biodiversity of the region by providing training for conservation professionals in the latest approaches to community-based conservation and sustainable development.



Pacific Islands Nature Conservation Training Program

1. THE PACIFIC ISLANDS COMMUNITY CONSERVATION COURSE (PICCC)

The course which runs every alternate year is now well established and has attracted participants from island states across the South Pacific. At the same time it has received acclaim from Governments, NGOs and sponsors alike.

The aim of the course is to build and improve the capacity of conservation practitioners; community representatives; government and NGO technical officers; training personnel in the management of community-based conservation projects.

This is a year-long course organised in a manner that sees the candidates encounter four weeks of intensive face-to-face learning sandwiched around a six-month work attachment at home and a final 3 weeks face-face course on campus that will involve coverage of additional learning modules, a review of phase-1 modules and discussions on in-country projects that will enable participants to share their experiences.

New Initiatives

2. POSTGRADUATE CERTIFICATE IN PROTECTED AREAS (2 Courses)

The PICCC course material has also been developed for study in-country by the flexible learning mode under a new Darwin Initiative. Units include:

- Communication skills
- Awareness raising
- Partnerships and participatory techniques
- Role of policy and governance
- Conflict resolution and consensus building
- Leadership in protected area management
- Marine managed areas
- Island conservation
- Protected areas in the 21st Century

A second flexible learning course has been developed which will deal more with the foundations of protected area management. This will be offered in Semester 1, 2008 and will likely also be offered on-campus in Fiji to help evaluate the course.




Photo Credits: National Trust

Program Summary

Units include:

- Concepts and definitions of conservation and sustainable development
- Historical perspective of protected areas
- Integrated conservation and development
- Marine managed areas
- Island conservation
- Protected areas in the 21st Century

3. POSTGRADUATE DIPLOMA IN PROTECTED AREA MANAGEMENT (4 Courses)

The Darwin Initiative also anticipates the development of two additional course which, added to the previous two, would make up a 4-course Diploma. The exact coverage of these courses is still under discussion and advice will be sought regionally to determine the most useful topics.

4. POSTGRADUATE DIPLOMA IN BIODIVERSITY & CONSERVATION

The University of the South Pacific recently developed a specific diploma in the academic aspects of conservation consisting of four existing courses, all of which are only offered at the Suva Campus. The courses are:

- Research Methods
- Biodiversity and Conservation
- Animal Behaviour
- Molecular Systematics
- Applied Statistics
- Island Biogeography
- Courses from Darwin Project may be considered

5. SCIENCE OF MARINE MANAGED AREAS

USP staff have developed a 8-week intensive course in the science of marine managed areas which they anticipate to offer in 2008. Coverage would include:

- Applications of MMAs
- Enforcement and compliance
- Monitoring and evaluation
- Community approaches and adaptive management
- Project design and statistical analysis
- Decision support tools
- Scaling up MMAs.

❖ Course Development Partners

The Pacific Center for Environment and Sustainable Development (PACE-SD) was established in 2001 to work with all relevant sections of the university, regional and international organisations, regional governments and NGOs to promote environmentally sustainable development in the Pacific through teaching, training and research based capacity building.

The Institute of Applied Science was established in 1977 and is the consulting arm of the Faculty of Science & Technology. The Institute works in collaboration with other sections of the university on interdisciplinary projects.

The South Pacific Regional Environmental Program (SPREP) is an inter-governmental organisation that coordinates the efforts of 29 member states in tackling environmental problems and promoting sustainable development in the region.

The International Centre for Protected Landscapes (ICPL) is a UK-based NGO that works in partnership with organisations and institutions world-wide to safeguard and enhance natural and cultural resources within viable programs of social and economic development.

The Darwin Initiative is a small grants program of the UK Government that aims to promote biodiversity conservation and sustainable use of resources around the world. The Initiative is funded and administered by the Department for Environment, Food and Rural Affairs, (DEFRA).



❖ Course Information

For more information about the postgraduate courses, please contact the following people:

Contact Information

Professor William Aalbersberg
Director
Institute of Applied Science
Phone: 00 (879) 323 2984
Fax: 00 (879) 323 1594
Email: Aalbersberg@usp.ac.fj

Professor Kanayethu Koshy
Director
Pacific Center for Environment & Sustainable Development
Phone: 00 (879) 323 2894
Fax: 00 (879) 323 2891
Email: koshy_k@usp.ac.fj



Photo Credits: National Trust



Photo Credits: Wildlife International

OUR FUTURE, YOUR FUTURE



Pacific Islands Nature
Conservation Training
Program at the University of
the South Pacific



Checklist for submission

	Check
Is the report less than 5MB? If so, please email to Darwin-Projects@ectf-ed.org.uk putting the project number in the Subject line.	
Is your report more than 5MB? If so, please advise Darwin-Projects@ectf-ed.org.uk that the report will be send by post on CD, putting the project number in the Subject line.	
Do you have hard copies of material you want to submit with the report? If so, please make this clear in the covering email and ensure all material is marked with the project number.	
Have you completed the Project Expenditure table?	
Do not include claim forms or communications for Defra with this report.	