

Darwin Initiative Annual Report

Darwin Project Information

Project Ref Number	16006
Project Title	Local action for global impact - community-based biodiversity conservation films
Country(ies)	Kenya, Tanzania
UK Contract Holder Institution	University of Leicester
UK Partner Institution(s)	Tusk Trust, Earthwatch Institute Europe
Host country Partner Institution(s)	Nature Kenya, National Museums of Kenya - NMK, WCS - Tanzania, TANEDU - Tanzanian Education and Information Services Trust, RAE - Rehabilitation of Arid Environments, ACC - African Conservation Centre, University of Nairobi
Darwin Grant Value	£245,773
Start/End dates of Project	October 2007-October 2010
Reporting period (1 Apr 200x to 31 Mar 200y) and annual report number (1,2,3..)	1/4/07 – 30/3//08 Annual Report No 1
Project Leader Name	Dr David Harper
Project website	http://www.kenya-rift-lakes.org/
Author(s), date	Dr David Harper, May 2008

1. Project Background

The application was made to the Darwin Initiative in 2006 following the initial success of the Brock Initiative (2003-) in making biodiversity conservation films for communities with communities in countries where Richard Brock had earlier worked as a freelance filmmaker (Living Planet Productions), following 30 years with the BBC Natural History Unit (producer of *Life on Earth*, & *The Living Planet*). These countries included Indonesia, Honduras and many others but Kenya was where he has worked the most. Richard had filmed conservation issues at Lake Naivasha twice with David Harper's involvement in 1999 and 2002. A key strategy of the Brock Initiative had been to train young conservation film-makers, so-called "bright green sparks" in Richard's philosophy; Ben Please was one of these in 2003-4, making a film *Maji ni Uhai* (Water is Life) about the flow problems of the Ruaha basin in Tanzania with local stakeholder groups and communities. The film received and continues to receive widespread showings, including Tanzanian national TV and the Wildscreen Festival, 2006. It was the base for a 2-DVD set *The Lake Naivasha Series*, produced by Richard and funded by the Vodafone Foundation, in 2004. The interaction of these three people and their joint realisation of the power of films for conservation, combined with the new digital technology which made films available – potentially to the entire world at low cost – led to the application to DI. Richard was awarded the prestigious "Film-makers for Conservation" prize at the 2006 Wildscreen Festival.

2. Project Partnerships

The partnerships named in the application are all active and have been involved in the project start-up, except for one loss and with two additions. The Earthwatch Institute withdrew its support from David Harper in November 2007 as it had experienced serious recruitment problems of paying volunteers this century, due to global security issues and its strong US base. It has been unable to change its strategy effectively and had reduced its activities accordingly, to core Centres and to 'glamorous' projects that continue to attract paying volunteers. There will be no effect upon this project because we have already replaced Earthwatch volunteers with university students (April 2008) and expect to continue successfully to maintain the infrastructure of the project in this way.

Two new partnerships have been developed in Tanzania. TAWIRI, the wildlife research institute, launched the Tanzanian project Start-up meeting at its annual wildlife conference in early December 2007. The second was the Instituto Oikos, an Italian-formed NGO in northern Tanzania at whose camp we trained eight Kenyan & Tanzanian young film-makers in March 2008, using its links with the local Maasai and Meru communities.

Both the Kenyan and the Tanzanian CBO Focal Points have been advised of our project start. The major government organizations responsible for CBD (NMK, KWS, TAWIRI, TANAPA, Division of Environment), all have nominated staff for training.

3. Project progress

The official project start was 1/10/07, but activities had started on two themes as soon as the award was known – 1) planning the project start-up meetings and 2) commencing evaluation of film impact.

In Kenya, a large database of c. 700 email contacts of people and organizations involved in biodiversity conservation was built up. The start-up meeting was planned to take place in the Kenya Institute of Education 2nd week of December and all addresses notified of this. In Tanzania, the start-up meeting was planned to take place as part of the annual TAWIRI wildlife conservation conference, 1st week of December. A formal presentation was made to this as a result of the film evaluation.

The film *'Maji ni Uhai'* had already been shown in schools around some Rift Valley lakes in 2005-6 as part of David Harper's activities at Lake Naivasha (UNESCO funded 2005-7) and Lake Bogoria (DI Ref 12003). Between May and July 2007 we carried out a preliminary evaluation of the film in schools at 3 locations; the above two and an urban example - Dar Es Salaam. The latter was carried out by a Tanzanian graduate of Sokoine University, Hilda Aloyce, who was employed by David initially under UNESCO-funding. She had worked after graduating on community perception of conservation issues before joining us. Hilda became the Tanzanian employee for this project from its commencement and made the presentation at the TAWIRI conference.

3.1. Progress against Implementation Timetable Milestones (as numbered).

1. The work plan as prepared by David Harper, Ben Please and Richard Brock after meetings with themselves and also with the Tusk Trust in July 2007. This is a rolling 1-year plan rather than a single 3-year one.
2. In Kenya activities were as timetable; in Tanzania they went through TAWIRI.
3. Neither Steering Group nor laboratories have yet been formally set up due to personnel changes in partner organizations and differences in outlook in some. In Kenya, NMK was being rebuilt and only re-opened in early 2008; by this time the head

of AVS had changed jobs to become a Deputy Director of KIE and contacts with new senior staff at NMK have not yet been re-established. Nature Kenya, as well as KIE both feel that they have adequate desk-based computing power but not film-making software. The need for a single laboratory is being re-evaluated, as opposed to providing high quality editing/authoring software in several locations and will be resolved by the end of the project 1st year. In Tanzania, the Director of TANEDU has changed and enthusiasm for this project has waned within the organization; repeated promises of a trainee nomination from their staff did not result in anybody. We will commence the laboratory negotiations with WCST (good relations, staff trained) once a clearer idea of the technical needs come from the Kenya negotiations. The distribution needs of partners and potential partners in each country to form the distribution network are the subject of an electronic questionnaire and will be resolved by end of project's first year.

4. It became clear in the initial informal meetings and confirmed at the two start-up meetings that it would not be practical to appoint two film-making staff immediately, as no citizens existed with the right combination of basic filming experience and conservation training. We appointed one project coordinator for Tanzania (see above) at the beginning and changed our strategy to train a larger group of young people in the first year, both nominated by partners and individuals who came to us as a result of the start-up meetings. By the end of this reporting year, 30/3/08, we had trained 15 young Kenyans and Tanzanians, on 2 training camps one in Kenya (Olkiramatian, South Rift, partner ACC and the Maasai community) and one in Tanzania (Mkuru, near Arusha, partner Oikos Instituto and the Maasai and Meru communities). The rolling 1-year plan will see two further camps training another 25 young conservationists and a second project coordinator appointed for Kenya, from 1st April, Jackson Komen. By the end of the Project's first year, ten of these trainees will have been selected in completion (currently underway) to make their own conservation films, using Project's loaned equipment.

5 & 6. By the end of March 2008 we had completed 2 Film Series (in terms of numbers, but time will tell whether the films are mixed by subject rather than remain as location-based). These two Series (total of 28 short films) plus at least 3 more Series, will be completed by the end of project month 12 (September 2008). Almost all were filmed and edited by the trainees.

Thus the first 6 milestones of the Implementation Table have been achieved on time, albeit with some slight changes in actual activities.

3.2 Progress towards Project Outputs

The main progress lies in the training of young conservationists (16 trained, target of 36-48 in output). The Start-up meetings and subsequent discussions, initially in Kenya with Nature Kenya and KIE, have led to a priority list of biodiversity conservation film topics which is now being used to make curriculum links as well as drive the film training themes. There is no indication that any of the Assumptions made in the application will not continue to hold and there is every reason to believe that all the outputs will be achieved by the End of Project. The measures are indicated in detail in Table 1 below.

3.3. (Table) Achievement of outputs against project proposal

Code No.	Description	Total to date	Total planned from application
2	Hilda Aloyce will do an MA in Human Geography by individually-supervised study, submitting an evaluation of conservation films in school & community as her dissertation	Acceptance at University of Leicester	2
4A	Undergraduates trained in film-making & editing	4	24
4C	Postgraduates trained in film-making & editing	12	24
4B, 4D	Total training of film –making & editing	4	16
7	28 films produced by the trainees	1	2
8	Richard Brock, David Harper, Ben Please and three other film trainers from the UK	40 person-weeks	360
11	1 research presentation made at TAWIRI conference	Not yet submitted	3
14a	The Start-up meeting at KIE, 90 people	1	3
14b	The Start-up meeting in Tanzania, 500 people	1	3
15A/B	Host-country press releases	None yet	6
15C/D	UK Press releases	None yet	6
17B	The networks will be established in each country by end of year 1	None yet	2
18	TV programmes	None yet	4
19	Radio interviews	None yet	2
20	Six laptop computers, 6 movie cameras, 6 Hard Drives, used for training	c. £12,000	£30,000
21	Film laboratories in each country	Not yet done	2
22	a) Leicester student contributions to training camp costs. b) Salaries/Pensions of senior staff	£14,500	£160,000
New Project - specific measures			
16	A project newsletter will be produced by end of 1 st year to promote communication between trainees	1	-

3.4. (Table) Project publications and dissemination to date

Type	Detail	Publishers	Available from	Cost £
Powerpoint presentation to TAWIRI Conference	"Evaluating Digital Films for Biodiversity Conservation" Aloyce,H, D. Kimani, M.M. Harper, D.M. Harper, Dec 2007	Not published	dmh@le.ac.uk	zero

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

In our two training locations, we have started to make contributions which will strengthen the impact which our partners – ACC/SORALO (South Rift Landowners Association) at Olkiramatian and Instituto Oikos at Mkuru, Arusha - can have on biodiversity conservation, by providing them with conservation education films as well as having an impact upon the education and awareness of the community members, directly through the film showings. Our presence only achieved physical assistance – for example, the camping fees at Olkiramatian of nearly £1000 went straight to the community through the Maasai Women’s Group who manage the Resource Centre. We were the first group ever to be there in November, so they have immediately been able to see the financial benefits to the community from a camp/centre to study biodiversity. The same is true at Mkuru, the profit from camping/accommodation, which amounts to almost £5,000, is used by Oikos locally to maintain their community-based biodiversity conservation and sustainable livelihood activities.

Once our films are completed and the evaluation of them begins in the locations where they have been made, the impacts upon biodiversity and sustainability will become much clearer.

4. Monitoring, evaluation and lessons

Most of what we have started has not yet developed for long enough to be evaluated. We had commenced evaluating the use of conservation films in school teaching (see above) based upon an earlier film, but we have not yet evaluated film use in the community.

We evaluated the need for training when we tried initially to find two people who could be employed as trainee film-makers for the entire project. This (informal) evaluation did not turn up any suitable person but many enthusiastic people for training. Hence, we changed our strategy according to the local demand.

We have evaluated our training programmes carefully as we have undertaken them, by asking each trainee to complete a questionnaire asking for an evaluation of their achievements and their opinions of the teaching. As a result, each of our training courses has changed and the third one immediately after this reporting period (in April 2008) resulted in highly positive reviews. The main changes that occurred from the first to third are as follows:-

1. Tuition is carried out by 2 Trainers, so that 1-1 attention is possible during the whole period (or at least 1-2 attention since trainees work in pairs).
2. The trainers consist of one Biology graduate and one Social Scientist, to take advantage of the combined approach to conservation & livelihoods which this transdisciplinarity provides.
3. This has enabled the trainees to be able to produce their own (in pairs) edited film by the end of the team, capable of being shown publicly to the community (this was done in April, over 70 members came to the film-show at Bogoria).
4. Training takes place in locations where there is 24 hour access to the film editing laboratories (or tents) and 24 hour electricity available.
5. Transport is available every day to enable film-making to take place at short notice at field locations.
6. The tuition structure has evolved such that trainees chose their theme for film-making within the first two days of the course. Then, the training they do (and the mistakes that they make) are on the same topic rather than a ‘practice’ topic; their attention is focused upon the one topic and their footage is less wasteful.

7. Far more written material is provided in advance of the course explaining the steps in learning to be a conservation film-maker and information will also be provided in future at the end of each training course (and to those already trained).
8. The trainees work in pairs; each pair with a laptop which has identical software to the other and to the tutor's. Each pair has a video camera, as well as the laptop for the whole course.

The next stage in the training (in July 2008) will be to bring back the three groups of the trainees for advance editing training, on the basis that 2 weeks' initial intensive training was time enough for them to absorb what they had learnt, but not enough for them to be independent conservation film-makers. They have all been invited to make a "pitch" for a film which they will go out to make, individually or in groups, using camera/laptop with editing software loaned by us, after their advanced training. The quality of these films will be an evaluation of both the student and the training quality; our plan is to hold, initially in Kenya, a "mini wildscreen" of trainees films at the end of the Project first year.

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

Not applicable

6. Other comments on progress not covered elsewhere

It will be clear from the above comments that this first six months of the project has concentrated upon training young Kenyan & Tanzanian conservationists the arts and science of film-making and film-editing. In this progress has, to us, been good and this will be evaluated by the different communities within the countries once we begin to show the completed films.

Inevitably, much of the activities and discussions in this early stage have been planning for the future. One important issue worth flagging up is that 2009 will be the Centenary of Nature Kenya (a major Darwin partner in that country). We hope to play a major part in the celebrations for this, by enabling films to be made by the staff we have trained.

7, Sustainability

The project has initially been promoted by the publicity given to the start-up meetings in both countries. Although many of the major NGOs are thus now aware of our work, the real impact will be when they see the films that the project has produced; at the moment only two community's have done so. The limited evidence from these two communities is encouraging. For example:-

"The field training camp in November last year marked the launch of the Olkiramatian Resource Centre. This community-based resource and research facility is one of the first of its kind, linking both national and international scientists to the local Maasai community in order to bring conservation science to the people and involve the local people in good conservation practices. Through hosting this Darwin team the local community saw for the first time the multiple benefits of their camp and of hosting researchers/trainees in their group ranches. The local women's group who own the facility were proud to host the Darwin team. They received the camping fees and also nominated three of their members to be shadow staff to the main camp staff, and thus gain both short-term employment and also the capacity to run such a

camp themselves in the future, as the plans to develop the centre develop. In addition, four local men were hired to act as guides to the Darwin Trainees and become involved with the training which took place. The two group ranches which were involved also received a research fee which is used by the group ranch leaders for development and management of their respective regions. In addition there was much exchange and interaction between the visiting group and the local schools, which added to the awareness and appreciation of the Olkiramatian Resource Centre within the local community and prompted many local school children to begin to ask more questions about their environment and how to become involved.”

Evaluation of our first training camp by a member of the African Conservation Centre

8. Dissemination

Films were shown as rough cuts to the communities in each of the training locations; these will be re-visited once the films are completed and delivered to the partners. The film dissemination network will be established by the end of our Project first year and our Second Annual Report (half way through our project) will have a complete answer to this questions.

9. Project Expenditure (Table) during the reporting period (Defra Financial Year 01 April 07 to 31 March 08)

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			
TOTAL			

THE PROJECT HAS ONLY RUN FOR SIX MONTHS, SO THE VARIATION IN EXPENDITURE DOES NOT REPRESENT A CHANGE IN DIRECTION BUT WILL BE EVENED OUT OVER THE NEXT SIX MONTHS.

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](#)

In celebration of our presence at Olkiramatian Resource Centre to run the Darwin Training Camp, over 70 Maasai women came to the camp just before we finished to thank us by singing and dancing. The Darwin Initiative programme which we started there and the films which we have made, will make a solid foundation for the Resource Centre and confirm to the community the promises that have been made by our partner ACC, that biodiversity conservation can indeed provide a sustainable income.



Maasai welcome dance for the Darwin Initiative Training Team at Olkiramatian Group ranch, Kenya

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>We have given two communities – the Maasai in Olkiramatian Group Ranch Kenya and the Maasai & Meru around Mt Meru, Arusha, new tools for improving their ecotourism promotion; for understanding and conserving their environment and for thus improving their livelihoods.</i></p>	<p><i>(do not fill not applicable)</i></p>
<p>Purpose</p> <p>To make 300+ short (5-25 minute) films that link biodiversity conservation to sustainable livelihoods of local communities on issues which are also embedded in the national curricula, in digital laboratories in two pilot countries; <u>to disseminate</u> these films through a regional network of existing education centres in each country; <u>to evaluate</u> the effectiveness of these films at school, college/university & the wider community and <u>to share</u> the best practices globally.</p>	<p>Two new functioning digital laboratories, in Dar-es-Salaam (TanEdu) and Nairobi (NMK AVS), equipped with cameras & computers.</p> <p>At least 300 short films in at least 16 Series on Biodiversity Conservation produced, duplicated and distributed.</p> <p>Effective evaluation of methods of showing films' and follow-up to specific audience levels, to find the best practice with lasting impacts.</p>	<p>We have held back on the early establishment of laboratories due to changed staff n partners and their changed technological needs and we are investigating the situation fully before we go further.</p> <p>We have made about 50 short films, in Kenya 7 in Tanzania, in the course of training 15 young conservationists in film-making and film-editing.</p> <p>We have made a preliminary study of film evaluation in three groups of schools in rural and urban locations</p>	<p>By the end of the Project's 1st year we will have resolved the issue of how best to establish a high-technology film editing and DVD authoring capacity for conservation film-making in each country.</p> <p>By the end of the 1st year of the project we will have trained 36 young conservationists in film-making and film-editing.</p> <p>By the end of the 1st year of the project we will have conducted a second phase of evaluation with deeper understanding of the value of films as teaching aids.</p>
<p>Output 1.</p> <p>Start-Up meetings and Steering Group held in each country. 2 digital film laboratories operational.</p>	<p>In-country conservation film-making capacity enhanced.</p>	<p>We have not yet established laboratories (see above) but we have established n equipment base, initially only in Kenya, of 6 laptop computers and 6 video cameras, to become 12 by end of project's 1st year, which will be used by the best trainees to make their own films (10 by end of project's first year).</p>	
<p>Activity 1.1</p> <p>Start-Up meetings and Steering Group held in each country.</p>		<p>Two start-up meetings held, one in Arusha (TAWIRI conference, one in Nairobi at KIE) and two film-lists made from the participants' opinions</p>	

Activity 1.2. Two film-making laboratories equipped and staff appointed		Activity has been delayed for reasons given above.
Output 2. Film series produced to cover at least 16 biodiversity issues/areas in each country.	Activities of trainees and their film titles during project and continuation after EoP, visible by showings & 'Wildscreen 2010'.	Two series of some 30 short films has been produced, largely by the trainees themselves on issues of biodiversity conservation and sustainable livelihoods in the two communities where the training camps were located.
Activity 2.1. First Film Series made		Activity completed
Output 3 6 trained film-making staff active.	Momentum of film-making developed	Momentum will be built up after trainees given additional editing skills in July and then the best 10 have been selected to go and make their own community conservation films.
Activity 3.1 (not in Log frame) Staff trained and capable of operating without assistance		Activity operational and continuing, best 10 will make independent films August.

Annex 2 Project's full current logframe

LOGICAL FRAMEWORK

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

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Goal:</p> <p>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but poor in resources to achieve</p> <ul style="list-style-type: none"> • the conservation of biological diversity, • the sustainable use of its components, and • the fair and equitable sharing of benefits arising out of the utilisation of genetic resources 			
<p>Purpose</p> <p><u>To make</u> 300+ short (5-25 minute) films that link biodiversity conservation to sustainable livelihoods of local communities on issues which are also embedded in the national curricula, in digital laboratories in two pilot countries; <u>to disseminate</u> these films through a regional network of existing education centres in each country; <u>to evaluate</u> the effectiveness of these films at school, college/university & the wider community and <u>to share</u> the best practices globally.</p>	<p>Two new functioning digital laboratories, in Dar-es-Salaam (TanEdu) and Nairobi (NMK AVS), equipped with cameras & computers.</p> <p>At least 300 short films in at least 16 Series on Biodiversity Conservation produced, duplicated and distributed.</p> <p>Effective evaluation of methods of showing films' and follow-up to specific audience levels, to find the best practice with lasting impacts.</p>	<p>Officials from British High Commissions visit laboratories, press coverage generated in UK and host country; 5 other press releases made during Project.</p> <p>Best film(s) submitted to 'Wildscreen' 2010 for evaluation</p> <p>Two self-supporting laboratories by EoP.</p> <p>Six manuscripts for biodiversity conservation newsletters and journals of partner organisations and in UK, during project</p> <p>Three Publications in peer-reviewed academic journals by EoP</p>	<p>1. Stable political climate is maintained in both countries</p> <p>2. Project activities remain free from the influence of corruption</p> <p>3. Statements made and assurances given by Partners during Scoping Study and prior to this application are held to.</p> <p>4. Health of proposers is maintained through to 2010.</p>
<p>Outputs</p> <p>1) 2 digital film laboratories operational.</p> <p>2) Film series produced to cover at least 16 biodiversity issues/areas in each country.</p> <p>3) 6 trained film-making staff active.</p> <p>4) 15+ Regional Education Centres established with capacity for film showing and</p>	<p>In-country conservation film-making capacity enhanced.</p> <p>Momentum of film-making and distribution developed and maintained after EoP.</p> <p>Technical and human capacity of country-wide Educational Centres enhanced.</p>	<p>Activities of trainees and their film titles during project and continuation after EoP, visible by showings & 'Wildscreen 2010'.</p> <p>Activities of Educational Centres during project and continuation after EoP visible in Newsletters, websites and Annual Reports of</p>	<p>5. Commitment of University of Leicester to support research in Biodiversity conservation & science for sustainability continues to 2010.</p> <p>6. Digital technical developments continue at similar rate.</p>

<p>outreach.</p> <p>5) 16 curriculum support packages created.</p> <p>6) 25-30 conservation education officers trained in use of digital technology.</p> <p>6) Effectiveness of films for biodiversity conservation quantified</p> <p>7) 36-48 young conservationists trained in conservation film-making & biodiversity</p> <p>8) Manual of best practices produced.</p>	<p>Curriculum support packages made available for country-wide education.</p> <p>Film-making capacity raised in each country as digital equipment becomes accessible (in the way that mobile phones have) in the countryside.</p> <p>Manual mounted on websites, downloadable</p>	<p>Partner organisations</p> <p>Updates to educational curricula published by KIE/TIE in each country</p> <p>Reports/academic output of the evaluation study</p> <p>Films used in e-learning by other organisations</p> <p>Manual use in other countries; web hits on Manual site.</p>	<p>7. This revolution creates new opportunities for linking biodiversity conservation to sustainable livelihoods in rural areas through film media, by lower prices and greater availability of equipment.</p> <p>8. Six competent graduates in biodiversity conservation (3 from each country; 4 employed by partners) wish to be trained in conservation film-making.</p>
<p>Activities</p> <p>1. Start-Up meetings and Steering Group held in each country.</p> <p>2. Two film-making laboratories equipped and staff appointed</p> <p>3. First Film Series made</p> <p>4. Equip Film Distribution Centres and train staff.</p> <p>5. Films evaluated</p> <p>6. Community Focus groups, film-making, led wholly by trainees</p> <p>7. Workshop, all partners to evaluate progress.</p> <p>8. Best film identified</p> <p>9. Analyses of films' effectiveness</p> <p>10. Publicising of Manual</p>	<p>Activity milestones (summary of project implementation timetable)</p> <p>1. Priority list of issues of greatest biodiversity threat, to guide film-making, in each country, agreed. Topics for Curriculum Support tools identified Month 3</p> <p>2. Two film laboratories, fully functioning Month 5</p> <p>3. Film-making completed on 1st Series, trans-boundary, biodiversity of Rift savannah Month 7</p> <p>4. 15+ Education Centres equipped each country and workshops training staff held. Month 9</p> <p>5. Quantitative evaluation completed by ACC and RAE of the impact of 1st 2 Series Month 16</p> <p>6. Film-making carried out completely by host-country trainees Month 18</p> <p>7. Workshop review, compared with experiences from elsewhere in the world Month 22</p> <p>8. Best film submitted to Wildscreen 2010 Month 28</p> <p>9. First manuscript to peer-review journal, month 18 full draft of Manual (includes evaluation) Month 30</p> <p>10. 2nd & 3rd journal articles submitted, Manual on web, Wildscreen & film shows held EoP</p>	<p>Assumptions</p> <p>9. 16 Community Focus Groups can be developed with trust and understanding on both sides to effect true partnerships in the film-making such that both biodiversity conservation and sustainable livelihoods are effectively portrayed bringing measurable benefits to both.</p> <p>10. Partners' Film Distribution Networks function effectively through the technical support and training, such that wider communities are reached in each film's subject area.</p> <p>11. 36-48 individuals (of all categories) wish to be trained in conservation film-making (linked to assumptions 6 & 7).</p>	