

Darwin Initiative – Final Report

(To be completed with reference to the Reporting Guidance Notes for Project Leaders
(<http://darwin.defra.gov.uk/resources/reporting/>) -
it is expected that this report will be a **maximum** of 20 pages in length, excluding annexes)

Darwin project information

Project Reference	17-013
Project Title	Building capacity and resilience within the conservation sector in Tajikistan
Host country(ies)	Tajikistan
UK Contract Holder	Fauna & Flora International
UK Partner Institution(s)	International Centre for Protected Landscapes
Host Country Partner Institution(s)	School of Professional and Continuing Education, University of Central Asia Institute of Zoology and Parasitology, National Academy of Sciences Institute for Professional Development
Darwin Grant Value	£ XXX
Start/End dates of Project	April 2009 to March 2012
Project Leader Name	Alex Diment
Project Website	http://www.fauna-flora.org/closerlook/tajikistan-on-the-conservation-map/
Report Author(s) and date	Dr Alex Diment, FFI Mr Ubayd Gulamadshoev, FFI Tajikistan Dr Abdusattor Saidov - Institute of Zoology & Parasitology, National Academy of Sciences (IZP NAS) Prof Dovutsho Navruzshoev - University of Central Asia (UCA) Mr Dildor Gulomnabiev – Institute of Professional Development (IPD) Dr Madibron Saidov – State Committee on Forestry and Hunting of the Committee for Environmental Protection. (Acting CMS Focal Point) 26 July 2012

This report is dedicated to the memory of Kholmumin Safarov, Committee for Environmental Protection, and the CMS National Focal Point, who was shot by unknown criminals during the preparation of this final report. His loss is a severe blow to nature conservation within Tajikistan.

1 Project Background

Tajikistan, a member of the Commonwealth of Independent States (CIS), covers a mostly mountainous land mass of 143,100 km² bordering China, Afghanistan, Uzbekistan and Kyrgyzstan in Central Asia. The conservation sector in Tajikistan has been unable to address the varied and serious threats to biodiversity and adequately protect the country's rich natural heritage. Statutory conservation agencies and scientific institutions have lacked the necessary knowledge, skills and resources to meet the multiple challenges they face. Staff miss out on up-to-date knowledge in biodiversity conservation, including participatory methodologies and sustainable natural resource management. There have been no conservation courses available in Tajikistan.

The nascent NGO sector is mainly focused on development issues and lacks the skills required to complement the development of a modern natural resource management sector. The State and NGOs need to work together to raise awareness and engage stakeholders and local communities in the process of addressing the critical issues leading to biodiversity loss.

There has therefore been an urgent need to build the capacity of current and future conservation practitioners so they can develop resilient, adaptive and participatory approaches to natural resource management and biodiversity conservation. These are innovative approaches to conservation for Tajikistan. The development and provision of a national conservation training programme has addressed the serious deficit in knowledge and skills. Moreover, it has allowed students, state and NGO employees to come together in an environment that is both instructive and conducive to building trust and relations between them — facilitating effective collaboration and leaving a lasting legacy.

There is only a limited amount of relevant applied field research, leading to a lack of ecological information on which to base conservation strategies and activities. Researchers in Tajikistan have been isolated from the international scientific community both before and after the break-up of the Soviet Union, and we have found them very eager to address this deficiency during the delivery of this project.

2 Project support to the Convention on Biological Diversity (CBD)

The CBD focal point in Tajikistan changed several times during the course of the project. Initially, the project developed a good relationship with Dr Neimatullo Safarov, the Director of the National Biodiversity and Biosafety Centre. In March 2010 Dr Safarov was replaced by Mr Khursandmurod Zikirov (Chairman of the Committee on Environmental Protection and Forestry), and in February 2011, Dr Salimov Talbak Orzuevich replaced him as both Chairman of the Committee, and as the CBD focal point. The Project Leader has now met with his deputy, and we continue to develop our relationships with both the official representatives, and especially their deputies and staff, who retain in their former roles.

The CBD focal points, and their deputies, have been actively engaged from the outset to ensure that the project was designed to meet the needs of Tajikistan and contribute towards implementation of the CBD in country. CBD representatives have attended the PSC meetings, and scientific specialists actively involved in the project are also consulted by the CBD focal point, and can provide further informal links.

The CMS focal point, and Director of the Forestry and Hunting Agency, Mr Kholmumin Safarov, was a great supporter of our work, and very eager to see this project succeed. Tragically, Mr Safarov was murdered in June 2012. His interest in supporting young conservationists in Tajikistan, and his dedication to the cause of wildlife conservation will live long in all our memories.

The project is contributing to building the capacity of host country institutions, and provide capacity support for technology transfer, to meet CBD requirements, especially with respect to Article 7: Identification and Monitoring, and Article 12: Research and Training.

3 Project Partnerships

Through this project, FFI developed strong relationships with the three host country partners: the School of Professional and Continuing Education, University of Central Asia (UCA), the Institute of Zoology and Parasitology, National Academy of Sciences (IZP NAS) and the Institute for Professional Development (IPD). Memorandum of Understandings (MoUs) were developed and provided a framework for collaboration at an institutional level. At a more personal level, FFI's local Tajik project staff made regular contact with host country partners on an ongoing and informal basis soliciting their input and feedback on project activities.

FFI took the lead, and was responsible for the overall management and implementation of the project with input from the host-country partners. Terms of Reference (ToRs) for each partner organisation were put in place, clarifying roles and responsibilities within the project. All host country partners were represented on the Project Steering Committee which had a key role in

providing overall direction, support and guidance to the project, as well as monitoring project progress and outputs.

UCA contributed to the implementation of the project by supporting course development, design and delivery, and also provided administrative and marketing support, training expertise, and facilities. UCA helped to develop and administer the trainee selection process, working in close collaboration with FFI. IZP NAS firmly led on coordinating the input of national scientific specialists into the module content, and ensuring the relevance of training materials to Tajikistan. IZP NAS also led the selection and coordination of the post-graduate research student scholarships. IPD contributed their experience in 'training of trainers' methodology, and providing advice through the Project Steering Committee on course development, structure and delivery. IPD has also expressed a strong interest in spreading this training into schools and other institutions. All three host country partners helped to facilitate the project's relationships with the government, academic and NGO sectors.

No major changes were made to the management structure of the project, as this structure was found to work effectively. The external review of the first annual report noted "*the overall management structure is a model of how projects should be approached*".

Relationships with host country partners were managed primarily through FFI's Tajikistan project coordinator based in Dushanbe with guidance, support and instruction from the FFI Project Leader, especially including during in-country visits. The Coordinator liaised directly with host country partners via e-mail, telephone conversations and face-to-face meetings. This was supplemented by more formal six-monthly project steering committee (PSC) meetings where all partners and other key stakeholders come together to discuss and monitor progress, discuss any problems or issues and agree next steps for the project. These occurred around every six months, and involved around 8-10 participants from partner organisations, government and CBD representatives, and other stakeholders and NGOs.

FFI's main UK partner, the International Centre for Protected Landscapes (ICPL), provided expertise in development and delivery of two training modules, and mentored host country specialists to become trainers for the modules. In response to experience of the partnership, as outlined in the first annual report, ICPL input was further enhanced, and ICPL expertise was invaluable in assisting with overall syllabus development, and advice and mentoring of in-country partners in evaluation and future course development.

Recognising that partnership is a process, we believe that FFI's experience in capacity building and good knowledge of the target country allowed for an effective partnership between the international and national partners to be established. Moreover, we are continually learning from all of our partnerships and where required, are able to adapt projects, decision making and management processes to accommodate change. To demonstrate our commitment to building its capacity to foster more effective partnerships, FFI has released a set of guidelines entitled "Guidance for working with other organizations" (2009). The guidelines include principles and good practice for building and maintaining organisational relationships and, as with all FFI teams, the Darwin project team are supported to adopt these principles in this project. Particular emphasis is placed on building effective working relationships with the core values of equity, transparency and mutual benefit.

The project collaborated well in-country with a UNDP/GEF "Gissar Mountains Biodiversity project", which focused on "Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains as a model for strengthening the national Tajikistan Protected Areas System". When this project ended, we have shared learning and experiences between projects and ensured UNDP specialists were involved in the design of the relevant training modules. Several UNDP staff have attended training (on a fee-paying basis) and specialists provided guest-lectures and case-studies. This further enhanced synergy and impact of both projects.

We also established good links with the international German Development Cooperation GIZ, whose regional programme on the sustainable use of natural resources in Central Asia provided good case studies and learning experiences. Several GIZ staff attended the courses (on a fee-paying basis), and GIZ partners were involved in module development workshops. We also coordinated with other international and local NGOs, including CIM (a placement with local NGO: Nature Protection Team), the GEF-funded regional UNU project: Sustainable Land Management in the High Pamir and Pamir-Alai Mountains, the Regional Environment Centre (REC) and also an ADB-GEF funded legal development initiative in Land Management.

The project also gained greatly from the knowledge and expertise gained from FFI's successful Darwin Initiative project (14-037) which established a Biodiversity Conservation MSc course in Cambodia. The Project Leader of that project, Dr Jenny Daltry, was a key UK expert for this project. In addition, the Project Leader for this project, Dr Alex Diment, formerly worked in higher-education in Cambodia, and advised FFI and Darwin Initiative staff on that MSc course. The project is also learning from a second FFI project, working in Romania, which has developed and delivered training in protected area management. This project was also managed by Alex Diment, (FFI Eurasia's capacity development specialist), which also ensures that opportunities for learning were fully grasped.

4 Project Achievements

Summary

This project delivered all the proposed activities, and there have also been significant intangible broader benefits from the programme. A National Conservation Training Programme was established, which is building capacity for conservation of biodiversity and natural resources. The Project Steering Committee (PSC), made up of key partners and stakeholders, guided the project throughout. Based on a detailed needs assessment, six key areas were identified where skills were lacking for implementing priority actions under the National Biodiversity Strategy and Action Plan.

Highly-qualified UK experts were identified to lead each module, and they developed suitable training materials, which were then translated into Russian. In-country module development workshops, with around six national specialists per module, ensured that training was relevant to the local situation. From these specialists, two national trainers were selected, who then helped to deliver the first round of training. Around 250 applications were received to attend the training; from these, around 15 trainees for each module were selected based on criteria set out by the PSC.

The project developed a complete package of 6 training modules, delivering the first round of training to almost 100 trainees. The second round of training also accessed nearly 100 trainees, with modules led by the national trainers with support from the UK experts.

Five postgraduate "Darwin Scholars" were selected through a competitive process, and were supported and mentored to do quality research relevant to biodiversity, leading to Masters degree qualifications.

An international conference was held, which brought together a large number of the trainees, and allowed them to share their experiences. It also provided a platform for the students, amongst many others, to share the results of their research.

A further intangible benefit has contributed to the project's success. The network of specialists, trainers, participants and stakeholders involved is very strong, and includes almost every agency and organisation involved in biodiversity conservation. The informal interactions taking place within this network during workshops, modules, and other meetings helped to foster a strong collaborative atmosphere, for the benefit of future conservation.

4.1 Impact: achievement of positive impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits

The project was demonstrably successful in increasing the knowledge of trainees in modern conservation policy and practice. The project has developed a cadre of conservation professionals with a greater awareness and understanding of modern participatory conservation thinking and methodology. While it is difficult to quantify the overall impact, the presence of trained personnel is clearly an essential component for the conservation of biodiversity.

4.2 Outcomes: achievement of the project purpose and outcomes

In relation to the project purpose:

Purpose: *Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.*

Indicators: *Conservation professionals using new skills in their work to improve their performance and impact: Improved linkages and collaboration within and between state, academic and NGO conservation sectors*

Strengthened capacity has been achieved through the delivery of six training modules, covering identified priorities in local conservation practice. Each module has been delivered twice. Follow-up contact with trainees has shown that they valued the training very highly, and that in most cases, they are able to implement their new knowledge and learning in their work. There are still many challenges for them, in particular a dire lack of resources for them to implement conservation. But a lack of knowledge is now less of an issue than previously, and this marks the training as a key successful outcome of this work.

4.3 Outputs (and activities)

Output 1: Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.

Activities (Year 1)

1.2 UK experts develop outline course modules

1.3 In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated

1.4 Modules refined following feedback from first round of training courses

This output was fully achieved. All six modules were developed, with six in-country workshops ensuring that modules are relevant to Tajikistan and that the training content responded to local needs. The modules directly responded to the six priority training themes identified by the detailed consultation and prioritization process in the first year of the project.

Thirty-two national specialists were involved with the development of the modules, providing their local expertise, and also building their capacity in course development and training and facilitation methods. Eight international experts (7 UK and one French) were directly involved with development of these courses, with in-country visits, and running workshops to refine the workshop materials.

All six modules have been fully developed, and were translated into Russian. During module-development workshops, the finer points of the translation were tested and refined. The Project Steering Committee (PSC) were also involved with ensuring that the module development was on-track, and also that relevant local specialists were involved (see Appendix 3XX of the Year 2 report for a list of national specialists and international experts involved).

All six modules were delivered by UK experts and Tajik specialists. The modules were refined following feedback from year one, and five of the modules had a second round of delivery to new groups of trainees. The module refinement was done immediately after the first round of training, while UK experts were able to interact with local specialists in the days following training.

Output 2: Host country teachers and institutions trained and supported to deliver and manage the developed modules.

Activities

2.2 National trainers selected, contracted and trained in teaching methodology

2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)

2.4 Project co-ordinator works with host institutes to organise and promote courses

The selection of specialists and trainers was completed with the support of the PSC, and led by host-country partner IZIP NAS. Thirty-two specialists were closely involved, from a wide array of sectors, and also ensuring coverage from all regions of Tajikistan. The national trainers were selected from within the relevant group of specialists during module development workshops, after the UK experts has had the opportunity to interact with them. This has allowed selection of trainers who not only have the required knowledge, but also the aptitude for modern-style training, and the personal interaction between UK experts and local specialists proved a great success, providing great opportunity for informal learning and mentoring. Twelve national trainers were contracted to work on the courses directly.

Informal training and mentoring in teaching methodology was provided successfully, during the six development workshops, and the first round of courses for all six modules. The competence of national trainers to deliver the courses was built during this time, for example by their taking responsibility for half-day sessions during the training. This formed the basis for their leading the courses during the second round of delivery.

More formal training on teaching-methodology was delivered to a key group of specialists. This was an excellent forum for them to share knowledge and experience of teaching and learning styles, and was very much valued by all the participants.

Output 3: Government & NGO staff trained and making use of relevant new conservation skills.

Activities

3.1 Participants proactively sourced and selected for first set of courses

3.2 Each course run in Yr 2 (led by UK experts)

The selection of participants was designed to allow a transparent selection process of those candidates most likely to benefit and apply new knowledge. Over 260 written applications were received from a wide range of in-post conservation practitioners from government, academia, and NGO/civil society sectors. From this 80 trainees were selected for training in Year One, and a further 70 in Year Two. In addition, 12 further trainees were accepted onto the courses, from major international NGOs (GIZ and UNDP) on a cost-recovery fee-paying basis.

All six modules were delivered successfully during the first round of training (in Year 2), and then re-delivered successfully during the second round of training courses (in year 3). During the second round, the training was led by the national trainers, providing a transition to increased sustainability of the module teaching. Support was still given by the International Experts during delivery, especially in a more informal mentoring role, and with suggestions to refine and improve both the content and the delivery.

The delivery of all modules went largely according to plan, with very good engagement from the trainees. The modules were all delivered as a residential courses, four of them near Protected Areas and reserves. Whilst saving costs, this also facilitated easy access for field trips, and also maximised the valuable informal interactions between trainees from a range of sectors and backgrounds. Evaluations showed a great appreciation for the training, and an eagerness for implementing new skills.

Output 4: Relevant conservation field research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).

Activities

4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors

All five Darwin Scholars were successful with their studies. One scholar has gone on maternity leave, and will take longer to complete her studies than planned, though the other four are on-track to finish as expected (though beyond the lifetime of the project)

Training was provided to all five through the existing modules, and in addition, mentoring was provided UK experts, both in-person during visits, and at a distance through advice and review of research proposals and plans. In addition, valuable links were been developed with Russian-speaking scientists in other countries to provide advice and support to the students. These links with other countries are sorely lacking in their current institutions, and will ensure the research is relevant, and of much higher quality than is usually the case in Tajikistan.

4.4 Project standard measures and publications

Code	Description	Totals (plus additional detail as required)
Training Measures		
1a	Number of people to submit PhD thesis	0
1b	Number of PhD qualifications obtained	0
2	Number of Masters qualifications obtained	4
3	Number of other qualifications obtained	0
4a	Number of undergraduate students receiving training	4
4b	Number of training weeks provided to undergraduate students	4
4c	Number of postgraduate students receiving training (not 1-3 above)	2
4d	Number of training weeks for postgraduate students	4
5	Number of people receiving other forms of long-term (>1yr) training not leading to formal qualification(ie not categories 1-4 above)	0
6a	Number of people receiving other forms of short-term education/training (ie not categories 1-5 above)	218
6b	Number of training weeks not leading to formal qualification	14
7	Number of types of training materials produced for use by host country(s)	6
Research Measures		
8	Number of weeks spent by UK project staff on project work in host country(s)	44
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	0

Code	Description	Totals (plus additional detail as required)
10	Number of formal documents produced to assist work related to species identification, classification and recording.	3
11a	Number of papers published or accepted for publication in peer reviewed journals	4
11b	Number of papers published or accepted for publication elsewhere	10
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country	0
12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country	0
13a	Number of species reference collections established and handed over to host country(s)	0
13b	Number of species reference collections enhanced and handed over to host country(s)	0
Dissemination Measures		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	1
14b	Number of conferences/seminars/ workshops attended at which findings from Darwin project work will be presented/ disseminated.	4
15a	Number of national press releases or publicity articles in host country(s)	2
15b	Number of local press releases or publicity articles in host country(s)	1
15c	Number of national press releases or publicity articles in UK	1
15d	Number of local press releases or publicity articles in UK	2
16a	Number of issues of newsletters produced in the host country(s)	2
16b	Estimated circulation of each newsletter in the host country(s)	150
16c	Estimated circulation of each newsletter in the UK	3000
17a	Number of dissemination networks established	1
17b	Number of dissemination networks enhanced or extended	0
18a	Number of national TV programmes/features in host country(s)	1
18b	Number of national TV programme/features in the UK	0

Code	Description	Totals (plus additional detail as required)
18c	Number of local TV programme/features in host country	0
18d	Number of local TV programme features in the UK	0
19a	Number of national radio interviews/features in host country(s)	0
19b	Number of national radio interviews/features in the UK	0
19c	Number of local radio interviews/features in host country (s)	0
19d	Number of local radio interviews/features in the UK	0
Physical Measures		
20	Estimated value (£s) of physical assets handed over to host country(s)	28,000
21	Number of permanent educational/training/research facilities or organisation established	2
22	Number of permanent field plots established	0
23	Value of additional resources raised for project	33,730
Other Measures used by the project and not currently including in DI standard measures		
	International Conference organised in host country	1
	Darwin initiative newsletter story	1

4.5 Technical and Scientific achievements and co-operation

An international conference was held in Kulyab, Tajikistan in October 2011, in Year 3 of the project. This was the first major international biodiversity conference in the country, and was supported by the Darwin Initiative, with all signs, banners, and conference outputs prominently displaying the Darwin Initiative logo. The conference was featured on a Tajik News programme, and provided substantial publicity to the project.

The Minister of Environment, and the Governor of the region were present, along with the Chairman of the National Academy of Sciences, and a number of other key dignitaries. Speeches and presentations were given by numerous interested parties, in several sessions which covered a wide range of conservation issues relevant to Tajikistan.

The students supported by the project were able to disseminate the results of their work during this conference, to over 250 participants from across the country. Many of the participants had also been attendees at the training modules, and this conference was a great opportunity for them to network on a higher level, and share their experiences, both of the training, and also of broader biodiversity conservation issues in Tajikistan and the region.

4.6 Capacity building

This project was focused on building capacity within the conservation sector in Tajikistan, and was able to train over 200 people in a wide range of topics related to modern conservation practice. Evaluations have shown that the training was well received, and has led trainees to change the way they are able to perform their duties.

The trainees came from a wide range of sectors, and represented over 50 different employing organisations, including government agencies, protected areas, scientific institutes, universities NGOs, and the private sector.

4.7 Sustainability and Legacy

The major legacy of the project has been to leave a large cadre of trained professionals within a wide array of organisations right across the country.

Six detailed teaching modules have also been compiled, adapted for the local situation, and translated into Russian. These form a clear legacy of the project, and will continue to be used as teaching materials for long into the future. The modules materials are complete with teaching notes, workbooks, presentations, and a wide array of other supporting information.

Trainees were generally selected according to a number of criteria, which favoured in-post conservation practitioners, early to mid-career, and with good prospects of becoming influential within their organisations or departments in the coming years. This further enhanced the potential for a long-lasting sustainable outcome, and for the training input to

Sustainability of the delivery of the courses themselves was always a challenge, and the general lack of conservation activity in Tajikistan mean that many of the trainees have not had shining prospects for career enhancement once they are trained. Government salaries are very low, and there are very few NGOs active in conservation work in Tajikistan. The trainees would not be able or willing to pay to attend the courses themselves, and thus the training will need to be subsidised by outside sources for some time, to continue to support other trainees to access new knowledge.

Additional funding will therefore be required to continue implementing successful activities within the project, and two post-project applications submitted to the Darwin Initiative were not successful. FFI remains committed to this project, and intends to raise funds from other sources to continue delivering this work.

5 Lessons learned, dissemination and communication

It became clear that greater engagement and more regular communication with all partners is needed, rather than just six-monthly PSC meetings. This occurred through the in-country project coordinator and regular frequent engagement with host institutions will be scheduled into the remaining years of the project. There is also the language difficulty, as not all partner representatives are able to communicate in English, and this had the potential to lead to misunderstandings with detail or nuance being lost in translation. Additionally we learned that things take much longer than anticipated to occur in Tajikistan.

A great number of dissemination activities occurred, with good engagement by senior government representatives and the Head of the Committee of Environmental Protection. The large number of government agencies and departments involved in the project meant that work spread easily through the network of people involved, and this was a great benefit to the project. In addition, the international conference was an excellent result for the project, and was a good opportunity to disseminate some key information and raise the profile of the whole programme of work. This conference was also featured on the local news.

There was also an article on the front page of the Darwin Initiative newsletter, which received much interest from other conservation organisations in the UK and elsewhere who read the newsletter.

5.1 Darwin identity

The Darwin Initiative logo was prominently displayed on all teaching materials, workbooks, and presentations. The international conference was also prominently 'branded' with the Darwin Initiative logo, with the main banner, signage, name-badges and publications such as the conference booklets and abstracts all displayed the logo and identity of the Darwin Initiative

The MSc students were called “Darwin Scholars” throughout their work, in honour of both the Darwin Initiative, and the great British scientist Charles R Darwin.

6 Monitoring and evaluation

Monitoring of output indicators was carried out by the PSC, which comprised representatives from FFI, a member from each of the main host country partners as well as a member of the State Committee of Environmental Protection. The committee met twice yearly to monitor project progress including the development of the teaching modules, number of trained national trainers, number of course participants, progress of post-graduate research, progress of activities against implementation timetable etc.

The quality of the outputs was evaluated through post-training assessments administered by the host country partners, as well as attendance by committee members at a number of training sessions. Assessments showed some excellent feedback on the quality and value of the training provided.

Follow-up questionnaires were given to a number of trainees, to try to evaluate whether they were able to use the new skills and knowledge gained in their work to improve their performance and impact. These questionnaires also demonstrated the intangible benefits of the programme, including the improved linkages and collaboration within and between state, academic and NGO conservation sectors.

7 Finance and administration

7.1 Project expenditure

Item	Approved Budget			Expenditure			TOTAL BUDGET	TOTAL EXPEND
	Y1	Y2	Y3	Y1	Y2	Y3		
UK Salaries								
Project management	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
4 In-country staff	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
6 UK experts	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
<i>Subtotal</i>	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Host Country Salaries								
Partner Organisations	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Specialists / trainers	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
<i>Subtotal</i>	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
UK Partner Costs		XXX	XXX	XXX	XXX	XXX		
Overheads / Office	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
International Travel	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Fieldwork travel and subsistence	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
<i>Subtotal</i>	XXX	XXX	XXX	XXX	XXX	XXX	£ 52,977	XXX
Local Partner Costs		XXX	XXX	XXX	XXX	XXX		XXX
National travel	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Fieldwork and subsistence	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Training Courses	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Research Scholarships	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
<i>Subtotal</i>	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
TOTAL	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

7.2 Additional funds or in-kind contributions secured

While the large co-funding which was anticipated for the project was not secured, and this meant that some project activities had to be reduced or refocused, there was some additional funding secured through small grants and parallel activities, which were able to share some costs, or provide additional support to trainees. This totalled approximately £ XXX.

A good number of in-kind contributions from the partner organisations were gathered together, and this allowed the project to be a success. The partners were generous in providing facilities, equipment, staff and transportation to the project, and this helped greatly. The value of this support is difficult to calculate precisely, but was approximately equivalent to £ XXX.

In addition, FFI's internal resources were used to support additional staff time and other inputs which were needed to complete the work.

7.3 Value of DI funding

Without the generous DI contribution, the project quite simply would have been impossible, and the £ XXX provided by DEFRA's Darwin Initiative was invaluable towards the future of conservation in Tajikistan.

Annex 1 Report of progress and achievements against final project logframe for the life of the project

Project summary	Measurable Indicators	Progress and Achievements April 2009 - March 2012	
<p>Goal: To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</p> <ul style="list-style-type: none"> • The conservation of biological diversity, • The sustainable use of its components, and • The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources 		<p>Capacity was been built through UK expert involvement, for over 200 people involved in training and workshops. Evaluations showed a good level of learning and importance of skills to participants' work in Biodiversity Conservation.</p>	
<p>Purpose (insert original project purpose statement)</p> <p>Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.</p>	<p>(insert original purpose level indicators)</p> <p>Conservation professionals using new skills in their work to improve their performance and impact.</p> <p>Improved linkages and collaboration within and between state, academic and NGO conservation sectors.</p>	<p>(report on progress towards achieving the project purpose, ie the sum of the outputs and assumptions)</p> <p>Excellent progress, was made, with training delivered as planned, and conservation professionals clearly gaining new skills, which are important for their daily work.</p>	
<p>Output 1.</p> <p>Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.</p>	<p>At least 6 teaching modules on relevant conservation topics developed (by year 1), tested and refined (by year 2).</p>	<p>This output was successfully completed, with great results. All six teaching modules were developed and refined during years one and two.</p>	
<p>Activity 1.1</p> <p>Needs assessment to confirm and refine course topics</p>		<p>The Training Needs Assessment was completed in year one of the project, and guided the topics and direction of the further training.</p>	
<p>Activity 1.2</p> <p>UK experts develop outline course modules</p>		<p>UK and international experts developed the course modules, and these were translated into Russian.</p>	
<p>Activity 1.3</p> <p>In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated</p>		<p>Six in-country workshops were held to ensure that the modules are relevant to the Tajik context, and to refine the materials and fine-tune the translation.</p>	
<p>Activity 1.4, etc</p> <p>Modules refined following feedback from first round of training courses</p>		<p>The modules were all refined and refocused following feedback from trainees and specialists after the first round of training</p>	

<p>Output 2. Host country teachers and institutions trained and supported to deliver and manage the developed modules.</p>	<p>2a. At least 12 national trainers trained and able to competently deliver courses by year 2.</p> <p>2b. Courses embedded in host institutions' on-going professional development training programmes by year 3.</p>	<p>The national specialists and trainers were trained and mentored during module development workshops, and through close involvement in the first cycle of module delivery. They then took charge of the courses during the delivery of the second round of the training delivery.</p>
<p>Activity 2.1 Partnerships formalised with host country institutions (MoU and agreed Terms of Reference)</p>		<p>Partnerships were formalised with all three host country partners. Memorandum of Understandings (MoUs) and Terms of Reference for each partner guided the partnerships throughout.</p>
<p>Activity 2.2 National trainers selected, contracted and trained in teaching methodology</p>		<p>National trainers were selected from among the pool of specialists, and contracted, and trained and mentored during module development workshops, and through close involvement in the first cycle of module delivery. They then had a formal exchange of experience, and some training in teaching methodology during Year 3, before they gave the second round of training courses.</p>
<p>Activity 2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)</p>		<p>National trainers' competence is developing through mentoring with the module development workshops, and through close involvement in the first cycle of module delivery.</p>
<p>Activity 2.4 Project co-ordinator works with host institutes to organise and promote courses</p>		<p>The Tajikistan project co-ordinator coordinated activities with the host institutes, and worked in close cooperation with partners, specialists and previous trainees to guide and support almost all project activities.</p>
<p>Output 3. Government & NGO staff trained and making use of relevant new conservation skills.</p>	<p>3a. Over 150 course participants trained.</p> <p>3b. Two cycles of 6 two week courses delivered.</p> <p>3c. Conservation professionals are using their new skills in their work to improve their performance.</p>	<p>Around 188 participants in the courses, and 30 national specialists, were able to develop a number of new skills and gain new knowledge. Evaluations showed good improvements, and also that that these new skills were important for their work in conservation.</p>
<p>Activity 3.1 Participants proactively sourced and selected for first set of courses</p>		<p>The application and selection process was designed and agreed by the PSC and an application form disseminated, with over 250 applications, from which the trainees were selected.</p>
<p>Activity 3.2 Each course run once in Year 2 (led by UK experts) and once in Year 3 (led by Tajik trainers)</p>		<p>All modules were successfully delivered during the project period, with the first round led by UK experts, and the second round led by Tajik trainers.</p>
<p>Output 4. Relevant conservation field research</p>	<p>4a. 5 post-graduate students supported and mentored to conduct high quality</p>	<p>The students were all able to carry out their studies, and disseminate their research, including at an international conference. However, Masters take three</p>

designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).	field research leading to Masters degrees. 4b. Relevant research studies undertaken and results made available to guide future conservation work.	or four years to complete in Tajikistan, and thus they did not complete their studies during the project period, but are expected to do so shortly afterwards.
Activity 4.1 Competitive selection of Masters students for research scholarships		The selection process was completed in Year 2, with five Scholars selected from among around 12 quality candidates.
Activity 4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors		Students were trained and mentored by Tajik specialists and UK experts where appropriate and possible. Links were also fostered between the students and Russian-speaking researchers in several countries.
Activity 4.3 Production of masters theses, research papers and reports		Several research papers have been produced by the students, and they were also able to disseminate their results at the international conference, with both posters and presentations.

Annex 2 Project's final logframe, including criteria and indicators

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Goal: Effective contribution in support of the implementation of the objectives of the Convention on Biological Diversity (CBD), the Convention on Trade in Endangered Species (CITES), and the Convention on the Conservation of Migratory Species (CMS), as well as related targets set by countries rich in biodiversity but constrained in resources.</p>			
<p>Sub-Goal: Improved protection of Tajikistan's biodiversity by enhancing conservation and research skills, and increasing collaboration, thereby supporting the implementation of Article 12 of the CBD and strategic priority trends of the National Biodiversity Strategy and Action Plan (NBSAP).</p>	<p>Improved monitoring of habitats and species.</p> <p>Increased use of participatory methods to involve communities in biodiversity conservation.</p> <p>Improved understanding of Protected Area management.</p> <p>Increased engagement between Government staff and civil society.</p>	<p>Annual National Report on the activities implemented to meet the NBSAP objectives.</p> <p>National Report on Biodiversity Conservation to the CBD Secretariat.</p>	
<p>Purpose Strengthened capacity of NGO and state conservation organisations in modern, collaborative conservation and applied research techniques.</p>	<p>Conservation professionals using new skills in their work to improve their performance and impact.</p> <p>Improved linkages and collaboration within and between state, academic and NGO conservation sectors.</p>	<p>Follow-up questionnaires from course participants.</p> <p>Assessment reports from government, NGOs and community representatives.</p> <p>Organisations' annual activity reports.</p>	<p>Course participants are interested in developing skills and adapting their way of working.</p> <p>Participants' employers allow them to put learning into practice.</p> <p>Government sector willing to engage with NGOs and wider civil society.</p>

<p>Outputs</p> <p>1. Accredited teaching modules on modern conservation policy and practice developed, tested and refined by UK and Tajik specialists.</p>	<p>1. At least 6 teaching modules on relevant conservation topics developed (by year 1), tested and refined (by year 2).</p>	<p>1. Course materials</p>	
<p>2. Host country teachers and institutions trained and supported to deliver and manage the developed modules.</p>	<p>2a. At least 12 national trainers trained and able to competently deliver courses by year 2.</p> <p>2b. Courses embedded in host institutions' on-going professional development training programmes by year 3.</p>	<p>2a. Training records; Evaluation reports of courses given by host country trainers.</p> <p>2b. Host institution literature / course prospectus; Training records.</p>	<p>Host country partners remain committed to implementation throughout life of project and into the long-term.</p>
<p>3. Government & NGO staff trained and making use of relevant new conservation skills.</p>	<p>3a. Over 150 course participants trained.</p> <p>3b. Two cycles of 6 two week courses delivered.</p> <p>3c. Conservation professionals are using their new skills in their work to improve their performance.</p>	<p>3a. Participants attendance records; end-of-course assessment test.</p> <p>3b. Training course reports.</p> <p>3c. Follow-up questionnaires and interviews with course participants.</p>	<p>Cooperation from government and NGOs enabling staff to participate.</p>
<p>4. Relevant conservation field research designed, conducted and disseminated by young Tajik researchers (Darwin Scholars).</p>	<p>4a. 5 post-graduate students supported and mentored to conduct high quality field research leading to Masters degrees.</p> <p>4b. Relevant research studies undertaken and results made available to guide future conservation work.</p>	<p>4a. Masters theses; external evaluation of research.</p> <p>4b. Published research papers; reports sent to appropriate conservation agencies.</p>	

Activities (details in workplan)

- 1.1 Needs assessment to confirm and refine course topics
- 1.2 UK experts develop outline course modules
- 1.3 In-country workshops to ensure modules relevant to Tajikistan; course materials finalised and translated
- 1.4 Modules refined following feedback from first round of training courses
- 2.1 Partnerships formalised with host country institutions (MoU and agreed Terms of Reference)
- 2.2 National trainers selected, contracted and trained in teaching methodology
- 2.3 National trainers' competence in course content assessed and built as necessary (during workshops and first round of courses led by UK experts)
- 2.4 Project co-ordinator works with host institutes to organise and promote courses
- 3.1 Participants proactively sourced and selected for first set of courses
- 3.2 Each course run once in Year 2 (led by UK experts) and once in Year 3 (led by Tajik trainers)
- 4.1 Competitive selection of Masters students for research scholarships
- 4.2 Mentoring of students by UK experts & Tajik specialists/ supervisors
- 4.3 Production of masters theses, research papers and reports

Monitoring activities:

Indicators 1 – 4: Progress towards all output indicators will be monitored by reports from project co-ordinator to the Project Steering Committee (every six months) and regular Steering Committee meetings.

Indicators 2a, 3a, & 4a: Quality of these outputs will be evaluated by project leader and UK experts through assessments in situ and the evaluation questionnaires.

Indicator 3a: Participants' knowledge will be assessed against criteria at end of training module (post-training evaluation test).

Indicator 3c: Follow-up assessments of participants will be conducted by questionnaire or interview six months after the course, to assess relevance and use of newly acquired skills and knowledge.

Indicator 4a & b: Masters theses will be marked and submitted papers peer-reviewed.

Annex 3 Project contribution to Articles under the CBD

Project Contribution to Articles under the Convention on Biological Diversity

Article No./Title	Project %	Article Description
6. General Measures for Conservation & Sustainable Use		Develop national strategies that integrate conservation and sustainable use.
7. Identification and Monitoring		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.
8. In-situ Conservation		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.
9. Ex-situ Conservation		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.
10. Sustainable Use of Components of Biological Diversity		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.
11. Incentive Measures		Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.
12. Research and Training	70	Establish programmes for scientific and technical education in identification, conservation and sustainable use of biodiversity components; promote research contributing to the conservation and sustainable use of biological diversity, particularly in developing countries (in accordance with SBSTTA recommendations).
13. Public Education and Awareness	20	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.
14. Impact Assessment and Minimizing Adverse Impacts		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.
15. Access to Genetic Resources		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.

Article No./Title	Project %	Article Description
16. Access to and Transfer of Technology		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.
17. Exchange of Information	10	Countries shall facilitate information exchange and repatriation including technical scientific and socio-economic research, information on training and surveying programmes and local knowledge
19. Bio-safety Protocol		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.
Other Contribution		Smaller contributions (eg of 5%) or less should be summed and included here.
Total %	100%	Check % = total 100

Annex 4 Standard Measures

Code	Description	Totals (plus additional detail as required)
Training Measures		
1a	Number of people to submit PhD thesis	0
1b	Number of PhD qualifications obtained	0
2	Number of Masters qualifications obtained	4
3	Number of other qualifications obtained	0
4a	Number of undergraduate students receiving training	4
4b	Number of training weeks provided to undergraduate students	4
4c	Number of postgraduate students receiving training (not 1-3 above)	2
4d	Number of training weeks for postgraduate students	4
5	Number of people receiving other forms of long-term (>1yr) training not leading to formal qualification(ie not categories 1-4 above)	0
6a	Number of people receiving other forms of short-term education/training (ie not categories 1-5 above)	218
6b	Number of training weeks not leading to formal qualification	14
7	Number of types of training materials produced for use by host country(s)	6
Research Measures		
8	Number of weeks spent by UK project staff on project work in host country(s)	44
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	0
10	Number of formal documents produced to assist work related to species identification, classification and recording.	3
11a	Number of papers published or accepted for publication in peer reviewed journals	4
11b	Number of papers published or accepted for publication elsewhere	10
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country	0
12b	Number of computer-based databases enhanced (containing species/genetic	0

Code	Description	Totals (plus additional detail as required)
	information) and handed over to host country	
13a	Number of species reference collections established and handed over to host country(s)	0
13b	Number of species reference collections enhanced and handed over to host country(s)	0
Dissemination Measures		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	1
14b	Number of conferences/seminars/ workshops attended at which findings from Darwin project work will be presented/ disseminated.	4
15a	Number of national press releases or publicity articles in host country(s)	2
15b	Number of local press releases or publicity articles in host country(s)	1
15c	Number of national press releases or publicity articles in UK	1
15d	Number of local press releases or publicity articles in UK	2
16a	Number of issues of newsletters produced in the host country(s)	2
16b	Estimated circulation of each newsletter in the host country(s)	150
16c	Estimated circulation of each newsletter in the UK	3000
17a	Number of dissemination networks established	1
17b	Number of dissemination networks enhanced or extended	0
18a	Number of national TV programmes/features in host country(s)	1
18b	Number of national TV programme/features in the UK	0
18c	Number of local TV programme/features in host country	0
18d	Number of local TV programme features in the UK	0
19a	Number of national radio interviews/features in host country(s)	0
19b	Number of national radio interviews/features in the UK	0
19c	Number of local radio interviews/features in host country (s)	0
19d	Number of local radio interviews/features in the	0

Code	Description	Totals (plus additional detail as required)
	UK	
Physical Measures		
20	Estimated value (£s) of physical assets handed over to host country(s)	XXX
21	Number of permanent educational/training/research facilities or organisation established	XXX
22	Number of permanent field plots established	XXX
23	Value of additional resources raised for project	XXX
Other Measures used by the project and not currently including in DI standard measures		
	International Conference organised in host country	XXX
	Darwin initiative newsletter story	XXX

Annex 5 Darwin Contacts

Ref No	17 - 013
Project Title	Building capacity and resilience within the conservation sector in Tajikistan
UK Leader Details	
Name	Alex Diment
Role within Darwin Project	Project Leader
Address	Fauna & Flora International, Jupiter House, Station Rd, Cambridge, CB1 2JD
Phone	
Email	
Other UK Contact (if relevant)	
Name	Paul Hotham
Role within Darwin Project	Regional Director
Address	Fauna & Flora International, Jupiter House, Station Rd, Cambridge, CB1 2JD
Phone	
Email	
Partner 1	
Name	Dr Abdusattor Saidov
Organisation	Institute of Zoology and Parasitology, National Academy of Sciences of the Republic of Tajikistan
Role within Darwin Project	Partner representative, National Scientific coordinator and PSC member
Address	Institute of Zoology and Parasitology, 734025 Dushanbe
Email	