

CEPF Final Project Completion Report

Organization Legal Name:	University Of The South Pacific
Project Title:	Developing Conservation Champions: Community-Based Conservation Management Course
Grant Number:	65819
CEPF Region:	East Melanesian Islands
Strategic Direction:	4 Increase local, national and regional capacity to conserve biodiversity through catalyzing civil society partnerships
Grant Amount:	\$154,933.00
Project Dates:	October 01, 2015 - June 30, 2017
Date of Report:	March 07, 2018

Implementation Partners

List each partner and explain how they were involved in the project

- 1. University of the South Pacific (USP) was the grant applicant and provided overall coordination and management of the project. USP recruited trainers from BirdLife International and FLMMA to deliver certain components of the Phase 1 training (see below). Other USP staff also delivered the Biodiversity Data collection and Conservation Planning components of the Phase 1 training.**
- 2. BirdLife International - provided training on the following topics: Resource Management Planning and Monitoring, Socioeconomic situations analysis**
- 3. Fiji Locally Managed Marine Areas (FLMMA) - provided training on the following topics:**
 - the principles of participation and the basis of prevailing Community Conservation Areas in the South Pacific*
 - the tools available for implementing participatory projects*
 - processes of Community Based Adaptive Management and relevance to different national settings*
 - the role of traditional governance and tenure in designing appropriate government and non-government*
- 4. Solomon Islands Community Conservation Partnership (SICCP) was the in-country partner responsible for logistical planning (travel, venues, materials etc), and in-country project management and support.**

Conservation Impacts

Summarize the overall impact of your project, describing how your project has contributed to the implementation of the CEPF ecosystem profile

Discussions with participants has given the impression that, as in previous PICCCs that they have new knowledge and confidence that they will put to use at their work sites. The partnering of USP with SICCP has allowed skills also to be passed on the SICCP and it is hoped in the near future that SICCP would reprise the course as main facilitator with some USP assistance.

Planned Long-term Impacts - 3+ years (as stated in the approved proposal)

Impact Description	Impact Summary
1 To build and improve the capacity of conservation practitioners, including community representatives, government technical officers, NGO technical officers and training personnel, in the management of community-based conservation projects for the sustainable conservation and management of natural resources.	The participants in the course did represent a wide range of stakeholders, and their management capacity in the area of community-based conservation projects as significantly strengthened in the course of the PICCC.
2 To develop critical thinking for achieving widespread natural resource management and sustainable community livelihoods in Pacific Island countries.	Critical thinking was a key skill that the workshop facilitators made sure to incorporate into the training sessions. Discussions with the participants and the review of their projects demonstrated that they had successfully applied their professional knowledge and skills to analyze and interpret conservation issues, implement planning and evaluation and had the ability to self-assess and reflect.

Planned Short-term Impacts - 1 to 3 years (as stated in the approved proposal)

Impact Description	Impact Summary
1 By the end of the course participants will have the confidence to apply personal professional skills to benefit community activities.	Discussions with participants, and their responses to the course evaluation survey has demonstrated that they have new knowledge and confidence that they put to use at their work sites.
2 By the end of the course participants will be confident in their abilities to initiate and develop community participation and planning skills.	Community participation and planning skills were a core component of the training course. Students were trained in the Participatory Learning and Action toolkit, and how to effectively use it. Responses to the course evaluation survey showed that these tools were ones that students found especially useful.
3 By the end of the course participants will understand and identify key issues regarding the implications of governance when developing or supporting community benefits.	Students were given training on a variety of governance issues, including the role of traditional governance and tenure in designing appropriate government and non-government support to communities.
4 By the end of the course participants will	One of the students carried out an assessment of

have developed the ability to critically assess community projects and identify future opportunities.	conservation projects as part of their Phase 2 work - analysing mangrove conservation projects in an area of new Island Province (PNG). Another student applied critical assessment to developing a capacity development plan to ensure appropriate capacity levels on environmental issues for the Solomon Islands Environmental Law Association members.
5 By the end of the course participants will understand, and develop the capacity to initiate and develop strategic planning	In the 3rd week of Phase 1, participants were given training on management planning, including how to create a management plan and the types of information necessary for effective management planning. Several students projects that they worked on during Phase 2 were to do with the development of Environmental Management Plans - for the Lake Letas Community Conservation Area (Vanuatu), the Dravail Community Conservation Area (Vanuatu), the Tawatawa Conservation Area (Solomon Is), Chubikopi Community (Solomon Is), and the Los Negros - Agro Industry resource Centre (PNG). Another student developed a Sustainable Resource Management and Community Livelihood Strategy for Kolonbagara Island (Solomons).
6 By the end of the course participants will better understand, and be able to put into practice, the concepts of natural resource management, conservation and tools for developing alternative livelihoods.	The list of projects the students worked on during the course demonstrates that they were able to put into practice the concepts of natural resource management, conservation and tools for developing alternative livelihoods.

Describe the success or challenges of the project toward achieving its short-term and long-term impact objectives

Overall the project was succesful in achieving its projected impacts. The participants' increased skill-level and confidence, as well as the networks they have established throughout the course, will raise capacity on both an individual as well as as an insitutional level, in their respective work sites.

Were there any unexpected impacts (positive or negative)?

This third phase of the PICCC was attended by 15 of the original 17 participants in Phase 1 and who had carried out a project at their work site using management tools used in Phase 1 and submitted a preliminary report on their work. The participant return rate was the highest ever experienced for a PICCC as participants tend to drop out for a variety of reasons (job change, personal or job commitments, lack of interest, inability to complete project). This attests to the commitment of the participants, the good encouragement done by SICCP and the benefits of having a unifying theme such as CEPF which would potentially continue to support participants after the course.

An additional positive impact is that the course has restarted discussions within USP regarding the accreditation of the PICCC. In 2002 USP had approved the PICCC as equivalent to one USP postgraduate course. USP is in the process of changing from a course to a credit-hour system. These



are based on “learning hours” and it is believed that the total learning hours involved in the PICCC could possibly be equivalent to two courses (under the old system) and thus be equivalent to a postgraduate certificate. It is suggested that an independent assessment be performed on this to see how completion of the PICCC (and perhaps additional study) could result in achievement of a postgraduate certificate.

Project Components and Products/Deliverables

Describe the results from each product/deliverable:

Component		Deliverable		
#	Description	#	Description	Results for Deliverable
1	1. Identify and organise participants	1.1	1.1 Final list of participants	Participant list of 17 participants from Vanuatu, Solomons and PNG was confirmed prior to phase 1
1	1. Identify and organise participants	1.2	1.2 Final list of tutors/lecturers	Course facilitators included Hugh Govan, Mark O'Brien, Isoa Korovulavula, Alivereti Naikatini and William Aalbersberg
1	1. Identify and organise participants	1.3	1.3 Course timetable/Agenda	Course timetable was finalised prior to Phase 1.
1	1. Identify and organise participants	1.4	1.4 Safe arrival of participants	All participants arrived safely.
2	2 Finalise course curriculum	2.1	2.1 Curriculum ready for Part 1 of course	Curriculum and training materials were all prepared ready for phase 1.
2	2 Finalise course curriculum	2.2	2.2 Field Trip Identified	Field trips were conducted to the Herbarium and Botanic Garden in Honiara
2	2 Finalise course curriculum	2.3	2.3 Initiate Request for suggestions for Part 2 of course	This was done, and feedback incorporated.
2	2 Finalise course curriculum	2.4	2.4 Agenda for Part 2 organised	Phase 2 course outline was finalised.
3	3 Run Course	3.1	3.1 Press Release available for each participating country	Press coverage was undertaken.
3	3 Run Course	3.2	3.2 Introduce Capacity for Conservation website	This was done during Phase 2.
3	3 Run Course	3.3	3.3 Project Proposals identified for each	The list of project proposals is attached.

			participant	
3	3 Run Course	3.4	3.4 Completed Projects available	Completed projects were submitted to the course facilitator.
4	4 Compliance with CEPF Social Safeguard Policies Monitored and Reported to CEPF.	4.1	4.1 Social assessment for individual projects of course participants submitted to CEPF for prior approval	Each participant prepared and submitted a Social Assessment paper
4	4 Compliance with CEPF Social Safeguard Policies Monitored and Reported to CEPF.	4.2	4.2 Six monthly safeguard monitoring report submitted to CEPF	This was done.
5	5 Review Success of Course	5.1	5.1 Results of post-course questionnaire reported to CEPF	This was done.
6	AMENDMENT JUNE 2017 Project follow-up and grievance resolution	6.1	AMENDMENT June 2017 - Signing a formal agreement between USP and the Uluna-Sutahuri tribe indicating the resolution of the grievance	This was unable to be completed due to ongoing disagreement within the Uluna-Sutahuri regarding the next steps. CEPF has been informed of the issue.

Please describe and submit any tools, products, or methodologies that resulted from this project or contributed to the results.

Attached is the course outline for Phase 1, which can be seen as a methodology for training delivery in this area of expertise.

The course outline also refers to various tools and methodologies that were the focus of the training, eg participatory tools (the PLA toolkit), Pressure-State-Response frameworks, data collection and recording, KBA assessments, IBA processes, SWOT analysis, SMART indicators.

Lessons Learned

Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building.

Consider lessons that would inform:

- Project Design Process (*aspects of the project design that contributed to its success/shortcomings*)
- Project Implementation (*aspects of the project execution that contributed to its success/shortcomings*)
- Describe any other lessons learned relevant to the conservation community

During the capacity building discussion the outputs of the 2015 BIOPAMA Assessment of Pacific Island Needs for Protected Area Managers were discussed. A key recommendation of that report was that competency-based certification of resource managers was needed in the Pacific. The meaning of competency-based certification was discussed and information obtained about the certification program for MPA managers in the Western Indian Ocean (WIO-COMPAS). At least two of the course participants were interested in pursuing such qualification. It was agreed that in the short-term that the WIO-COMPAS program could be used but that the eastern Pacific countries may want to develop their own program. In general, participants agreed that the PICCC gave them the needed competencies required by the WIO-COMPAS program.

Sustainability / Replication

Summarize the success or challenges in ensuring the project will be sustained or replicated, including any unplanned activities that are likely to result in increased sustainability or replicability.

The course was mainly facilitated by Professor Bill Aalbersberg, who had helped design the original course in 2000 and had coordinated/facilitated all previous PICCCs. He was able to share his experience and lessons learned and also provide a focus for the lessons learned. Facilitation was also provided by David Boseto of SICCP, who is working with participants on proposals to be submitted to CEPF in the next funding round. These proposals will focus on follow-on capacity-building identified by the course participants and enhancing networking among the CEPF-supported sites.

Safeguards

If not listed as a separate Project Component and described above, summarize the implementation of any required action related to social, environmental, or pest management safeguards

Participants were requested as part of their projects, to submit a Social Assessment: Indigenous Peoples Report for their project area, as a social safeguard component.

Additional Comments/Recommendations

Use this space to provide any further comments or recommendations in relation to your project or CEPF

Additional Funding

Provide details of any additional funding that supported this project and any funding secured for the project, organization, or the region, as a result of CEPF investment

Total additional funding (US\$)

Type of funding

Please provide a breakdown of additional funding (counterpart funding and in-kind) by source, categorizing each contribution into one of the following categories:

- A Project Co-Financing (other donors or your organization contribute to the direct costs of this project)*
- B Grantee and Partner Leveraging (other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF funded project)*
- C Regional/Portfolio Leveraging (other donors make large investments in a region because of CEPF investment or successes related to this project)*

Information Sharing and CEPF Policy

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final project completion reports are made available on our Web site, www.cepf.net, and publicized in our newsletter and other communications.

1. Please include your full contact details (Name, Organization, Mailing address, Telephone number, E-mail address) below

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