

## CEPF Final Project Completion Report

Instructions to grantees: please complete all fields, and respond to all questions, below.

<b>Organization Legal Name</b>	The University of Queensland
<b>Project Title</b>	Field Training for Solomon Islands Protected Area Managers and Rangers
<b>CEPF GEM No.</b>	65740
<b>Date of Report</b>	20 December 2016

**CEPF Hotspot:** East Melanesian Islands Hotspot

**Strategic Direction: 4.3** Strengthen civil society capacity in conservation management, science and leadership through short-term training courses at domestic academic institutions.

**Grant Amount:** \$93,500.00

**Project Dates:** January 2015 - September 2016

### **1. Implementation Partners for this Project (list each partner and explain how they were involved in the project)**

This training benefited current CEPF site recipients and partners. The organisations and their roles are explained below:

**Ecological Solutions Solomon Islands(ESSI)** – was involved in course delivery. David Boseto presented the aquatic collections methods training. The techniques cited in the theory and practical part of the training were harmonized into the book ‘Solomon Islands Ranger Skills Guide.’ ESSI also assisted in facilitating different discussions during the training, accompanying other trainers and sessions to provide support, and taught the practical sittings held at Visale (West Guadalcanal) in October 2016. ESSI also assisted Alec Hughes (SICCP Marine coordinator) during the marine survey methods training.

**HUTCA (Malaita)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Kahua (Makira)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Kolombangara Island Biodiversity and Conservation Association (KIBCA)** – Ferguson Vagi (KIBCA Coordinator) was a participant as well as a presenter during a Ranger training. Mr Vagi delivering a talk on the experience of the association and the partnership development processes, and final establishment of the protected area above 400 m on the island. KIBCA assisted workshops, summarizing some discussings.

**Lake Tegano (Rennell)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Mararo Community Based Organisation (Malaita)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Ministry of Environment (Solomon Islands Government)** – The ranger training was opened by the Director of Environment, in the Solomon Islands Ministry of Environment, Climate Change, and Disaster Management (MECDM), Mr. Joe Horokou. Staff of MECDM also presented the Protected Area Legislation tool kit, which shows how to navigate the various steps required in the law to areas achieving protected area status.

**Ministry of Tourism** – included a presenter from the tourism bureau, who highlighted the opportunities for birdwatching tourism tours in Solomon Islands. The benefits this tourism niche market would have are landscape and bird or avifauna conservation, particularly in areas of high endemism, providing an alternative to extractive industrial pressures on the forest. Birdwatching is a form of wildlife tourism, and with the country's high levels of avifaunal endemism, it could be a market and avenue that could resource protected areas.

**Oceans Watch (Temotu)** - rangers attended the training, including the first aid training, and contributed towards the overall course discussions.

**Queensland Ranger Association** – assisted in training and organising the Solomon Islands Ranger Association.

**Roviana Conservation Foundation** - rangers attended the training, including the first aid training, and contributed towards the overall course discussions.

**Solomon Host** – is a private tourism consultant company, who's presenter paid attention to the links conservation could make with the tourism market. Particularly in the form of ranger participation in wildlife awareness and community engagement.

**Solomon Islands Community Conservation Partnership (SICCP)** – was the main partner on the ground. SICCP staff provided logistics in terms of transport and accommodation for rangers attendees. SICCP assisted in the course development. Staff (Alec Hughes, marine coordinator; Albert Kwatela, partnership coordinator; Senovevo Maui, Director; Corzirah Posala, Dugong Project coordinator) also presented during the ranger course in October 2015, as well as the follow up trainings held in June 2016.

**Solomon Islands National University (SINU)** – The university hosted the ranger training through the facilitation of Dr Dusty Becker, former dean of the School of Natural Resources and Sciences. Dr Becker also presented case studies of ranger programs and protected area initiatives in other parts of the tropical equatorial belt, that were relevant to the local Solomon Islands context. The first week of the training (October 2016) took place at the SINU conference room. The following week, training was done in the field and at the Solomon Islands Development Trust Building.

**Tawaitana (Makira)** - rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings. Tawaitana rangers have also been withstanding aggressive logging incursions on their sites, and communicated the steps they used to combating these incursions.

**Tetepare Descendants Association (TDA)** – was a participant during the ranger training. They also presented their experience of working in the conservation and management areas on Tetepare. And demonstrated to other rangers the monitoring protocols that they use to observe changes in species such as coconut crabs, etc.

**The Nature Conservancy (TNC)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Thin Green Line** – helped in training and assisted funding in first aid course.

**Tina Hydro Development Project** – had two presenters give a lecture on the Guadalcanal watershed, and it's importance to the upland cloud forest (Mt Popomaneseu). A lawyer from this project spoke about the legal requirements and steps needed to acquire land

for development, citing examples of the hydro project. And the implications this may have on the preservation of landscapes or species. With specific examples, the presenter indicated how best to maneuver about the legal system to achieving conservation outcomes. This could be by creating strong partnerships with industry to achieving specific conservation or management outcomes.

**Uluna Tribe/Mt Popomaneseu (Guadalcanal)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings.

**Wai-Hau (Malaita)** – rangers attended the training, including the first aid training, and contributed towards the overall course discussions and followup trainings. They also presented their experience of working in the conservation and management areas on Malaita, and in monitoring leather back turtles.

**Wildlife Conservation Society** – contributed to funding the ranger training (Marovo/KIBCA (Kolombangara rangers)).

### **Conservation Impacts**

#### **2. Describe how your project has contributed to the implementation of the CEPF investment strategy set out in the ecosystem profile**

This project aligned with CEPF Investment **4.3** Strengthen civil society capacity in conservation management, science and leadership through short-term training courses at domestic academic institutions.

Through SINU's inclusion in facilitating this program, and links between UQ and SINU through a current MOU to encourage collaborative research participation, it is anticipated that aspects of this training may be incorporated into the current teaching modules taught in the Certificate in Environmental Studies course. Given the publication of the ranger manual 'Solomon Islands Ranger Skills Guide' and the 'Solomon Islands Forest Life' book, these resource materials will be made available to SINU's School of Natural Resources.

This training was firmly based on decades of experience in conservation, research and training across the Solomon Islands. For local stake holders like SICCP, ESSI, MCCF, NRDF, TDA, etc, this course offered participants with fundamental analytical and theoretical knowledge to provide conservation and environmental management advice and to make critical decisions in the field.

Follow up trainings were conducted at a number of venues in June 2016. The tools available may be used by organisations to further training in their respective sites.

#### **3. Summarize the overall results/impact of your project**

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

*List each long-term impact from Grant Writer proposal*

Long term impacts as stated in the approved proposal include:

This short-term training course has the potential of being integrated into the current Certificate of Environmental Studies taught at SINU. Or becoming a short vocational course taught during summer schools by SINU that can be of benefit to conservation practitioners, rangers and area managers. In addition to long term relationship between SINU and UQ will ensure that the resources developed as part of this course will continue to be implemented in the range of activities the two institutions conduct into the future.

#### **4. Actual progress toward long-term impacts at completion**

Long term impacts achieved include:

The ranger project (2014-2016) was the first training focused at upskilling rangers, managers, and conservation practitioners in the Solomon Islands. This brought together ranger participants from across the Solomon Islands (Choiseul, Western, Isabel, Malaita, Guadalcanal, Makira, Renbell, and Temotu Province). The training included presentations made by different experts, both from overseas institutions, The Thin Green Line, Queensland Rangers Association, as well as local organisations. Presenters were from the following organisations; SINU, SICCP, ESSI, Pacific Horizons Consultancy, Tina Hydro Project, Ministry of Environment, Climate Change, and Disaster Management, LALSU/SIELA, Kokonut Pasifiki, and KIBCA. With guest lecturers from scientist, Dr John Read, and from private lawyers giving examples of how environmental laws may be applied to provide legal protection to preserving areas. The long term relationship between SINU and UQ has been established, and was beneficial during this training collaboration. For the duration of the Ranger training project, we produced a number of training manuals specifically for conservation and resource management efforts, highlighting various skills and methods for conducting different taxabased surveys. This includes:

- (1) Pikacha, P., Lavery, T., Boseto, D., Sirikolo, M., Pikacha, D Jr., and Pollard, E. (2016). Solomon Islands Ranger Skills Guide. St Lucia, Brisbane, Australia, University of Queensland; and
- (2) Lavery, T., Pikacha, P., and Fisher, D. (2016). Solomon Islands Forest Life. University of Queensland, St Lucia, Brisbane, Australia, University of Queensland.

The later being a vibrant and informative book highlighting the biodiversity of the Solomon Islands in a simple and descriptive way. UQ has ongoing research and training collaborations with SINU, and through these trainings, we endeavour to utilise these instructional manuals for training staff. In so doing to gradually leverage the content of these material into the teaching modules used within the Certificate of Environmental Studies course. Thus ensuring that the resources developed as part of this course will continue to be implemented in a range of activities the two institutions conduct into the future. Furthermore the ranger materials will be used for more training with NGO's and conservation practitioners in 2017.

As a result of the ranger training, a new organisation, Solomon Islands Ranger Association (SIRA) was registered at the end of the course. SIRA has become the overarching organisation that oversees the ranger needs, including training and being the contact in the country to link rangers up with international ranger associations. SIRA is affiliated with the Queensland Ranger Association, and is the first ranger organisation of its kind in the South Pacific Islands.

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

*List each short-term impact from Grant Writer proposal*

## **5. Actual progress toward short-term impacts at completion**

This project successfully drew together a team of experts from various organisations to deliver the ranger training course. Created new contacts with other local community based organisations. Delivered a comprehensive ranger training course (October 2015), with locally appropriate content and examples. This was followed up by a series of follow up trainings (June 2016). The later included; two training programs coinciding in June, and both occurred the week of the World Environment Day. The first occurred in Honiara (8, 9, 10, 13 June) (Fig 1 – 4), as well as field training (14 June) at the Botanical gardens. This training was attended by 12 Rangers from Makira, Isabel, Choiseul, Western and Malaita Provinces. This follow up training was facilitated by Ms. Seno Mauli (SICCP CEO), Steve Dutton (SICCP AVI volunteer), Corzzirah Posala (SICCP Dugong Coordinator) and Remmy Papae (SICCP Marovo field staff). A similar training was hosted at WAIHAU Conservation area (Fig 5 – 8), West AreAre, Malaita Province, facilitated by Patrick Pikacha and assisted by Albert Kwatela (SICCP Partnerships Coordinator). This second training was attended by 27 rangers (26 male, and 1 female), representing 5 organizations Hahorarumu Uru Tribal Conservation Association, WaiHau, Aruilage sustainable Resources Management, BTGAD Conservation and Harisiharai Association, all from Malaita.

## **6. Describe the success or challenges of the project toward achieving its short-term and long-term impacts**

### Success of the project included:

Conducting the ranger training schedule on time, and with content that was relevant to the local perspective. Delivered training that included a sweep of topics. Publication of ranger manual 'Solomon Islands Ranger Skills Guide', a partner book to the 'Solomon Islands Forest Life' book. (see number 4). This can now be used as a tool for further training, and long term monitoring. The next phase in relevant trainings would be to establishing long term monitoring of various taxa (e.g., frogs) at some sites, for example, Kolombangara or Guadalcanal's cloud forest, or Tetepare lowland forest. This to investigate changes in frog diversity and populations given the fluctuations in climate over a long period.

The follow up training on Malaita (6, 7, 8 June, 2016) (Fig 5 – 8) included ranger specific topics, such as, 'Ranger roles', 'Field guiding responsibilities', 'Wildlife management', 'Anti-poaching, approaches and responsibilities'. As well as leadership specific topics, for instance titles included, 'What it is to be a leader', 'Qualities of a leader', 'Roles and responsibilities as a leader'. Additionally there was a beach clean up of (removal of rubbish and plastics) a leather back nesting beach which occurred during the training.



Fig 1. Group photo of the participants at the Ranger Training, SIDT building, New Chinatown (June, 2016).



Fig 2. Rangers interacting and discussing the topic during the workshop facilitated by SICCP Team, June, 2016.



Fig 3. Rangers from Tawatana and Kahua Association, Makira Province, observing forest inventory techniques demonstrated by Mr. M. Sirikolo and Dr. P. Pikacha at Botanical garden, Rove, Honiara.



Fig 4. Day 5 (A) Rangers and participants measuring the size diameter of one of the trees species at botanical garden during tree inventory demonstration led by Mr. Myknee Sirikolo, National Herbarium director, Solomon Islands. (B) Ms. Seno Mauli (SICCP CEO) gave an activity for rangers after a presentation at SIDT Building.



Fig 5. Participants (rangers and managers) from Southern region of Malaita Island that also assisted in the cleanup of the only protected leatherback nesting beach on the island.



Fig 6. Participants, group discussion and presentation during the ranger workshop in Malaita (Photo: A. Kwatela, 2016)



Fig 7. Rangers and elders that attended the workshop during the beach cleanup day. Waste Segregation (June, 2016).



Fig 8. More Tuna tins are washed ashore along this the beach. These impose threats to the leather back turtles, humans and other important animals on the food chain (Wai-Hau, Malaita, June, 2016)

### Challenges

The main challenge for this project was logistics, in transporting rangers from different venues across the Solomon Islands, and accommodating them. Organising different means of transport from canoes, to boats, and planes to get rangers to Honiara was time consuming and a logistical challenge. We would not have been able to achieve this without local support on the ground. Communication was also problematic with email access almost impossible to access in remote areas. The only means of communicating messages to some rangers was through text message, sometimes passed through a secondary party.

A further challenge will be in constantly providing training for rangers, or making the materials, and ranger education ongoing. It was hoped that from this course aspects of the training would be incorporate into current teaching modules at SINU. This seems to be gradual, due to a few factors; (1) lack of communication between the SINU department since the resignation of the dean of the School of Natural Resources, and ranger training committee, (2) SINU capacity to conduct training, and, (3) our capacity to be on the ground to engage continually.

To alleviate this probable setback, prolong the training, and have it filter to the community rangers who need this most we will; (1) systematically distribute the ranger training manual to communities and NGO's that are currently actively engaged in conservation and resource management efforts, (2) opportunistically conduct training of energetic ranger trainers who may educate other rangers and conservation practitioners, (3) renew our engagement with SINU, possibly at the staff training level, to illustrate where the ranger materials may be relevant to teaching and practical aspects of their current courses, (4) reinforce SINU engagement with conservation practitioners through invites to conferences (for example, species forum), shared training, and expedition assignments.

**7. Were there any unexpected impacts (positive or negative)?**

There were no negative impacts, rather challenges in; continuing training, and upskilling rangers in a systematic way, that meets specific ranger needs. An unexpected impact was the general interest by other community organisations who face exploitive industrial challenges on their lands, and who would rather conserve or manage resources in a sustainable way. We continue to be engaged with these communities.

**Project Components and Products/Deliverables**

**Component 1 (as stated in the approved proposal)**

*List each component and product/deliverable from Grant Writer*

**8. Describe the results from Component 1 and each product/deliverable**

Component 1: 1.Design and implement a shortterm vocational training course for protected area managers and rangers in the Solomon Islands

<u>Product/Deliverable</u>	<u>Description</u>
Syllabus and content for short-term training course at Solomon Islands National University (SINU).	A Syllabus has been completed. This includes substantial course and presentation (powerpoint) information provided by participating presenters during the delivery of the training. The information will be lodged in an online site, accessible to trainers, rangers, and conservation managers. We have had difficulties with discussing continuing this training using the SINU's facilities, cooperation. This stems from a number of factors; (1) School of Natural Resources (the relevant school) at SINU have had major changes occur with the dean resignation of the dean, as well as the university VC. The later unfortunately resigned after a student protest turned riotous. The 'Solomon Islands Rangers Skills Guide' has been published and soon to be distributed to rangers and
Between 12 and 17 course participants with increased capacity in protected area establishment, management and monitoring, as demonstrated by comparison of pre- and post-training assessments.	Publication of 'Solomon Islands Indigenous Rangers Skill Guide' is complete. Follow up trainings have been done involving two separate training programs. Twelve rangers were involved in the Honiara training (8, 9, 10, 13, 14 June), and 27 rangers in the Malaita training (6, 7, 8 June, 2016).  We are planning a series of systematic training programs in the coming year through a collaboration with ESSI, SICCP, and the Ministry of Environment. This will be specifically targeting rangers community and field level, to provide survey and technical skills. Scheduled to deliver and disseminate

**9. Repeat point 8 above for each Component in your approved proposal**

Component 2: Develop a standardized biodiversity monitoring protocol for use at conservation areas in the Solomon Islands

<u>Product/Deliverable</u>	<u>Description</u>
Draft monitoring protocol, for submission to government	All the monitoring protocols have been inserted within the newly printed ranger manual. This is particularly so for surveying the Solomon Islands' major taxa's which are; frog, reptiles, mammals, birds, and freshwater fishes. The protocol can then be housed within the ranger manual and be a tool the protected areas effort.

Component 3: Follow up training & course review

<u>Product/Deliverables</u>	<u>Description</u>
Assessment report on training program	These changes were collated and entered into the ranger manual. Training went through a number of edits and fine tuning.
Subgrant agreement with SICCP and quarterly reports	Subgrant financial report has been received, and forwarded to UQ finance.

**10. If you did not complete any component or deliverable, how did this affect the overall impact of the project?**

All the components of the project were delivered. The last being the launch of the ranger manual (September, 2016).

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

The main tool delivered was the ranger manual. Training materials, and presentations collated, and network made with various scientists, conservation practitioners, and experts also resulted from the training.

## Benefits to Communities

### 12. Please describe the communities that have benefited from CEPF support

Please report on the size and characteristics of communities and the benefits that they have received, as a result of CEPF investment. Please provide information for all communities that have benefited **from project start to project completion**.

Community Name	Community Characteristics							Nature of Socioeconomic Benefit												
	Subsistence economy	Small landowners	Indigenous/ ethnic peoples	Pastoralists / nomadic peoples	Recent migrants	Urban communities	Other*	Size of Community				Increased access to clean water	Increased food security	Increased access to energy	Increased access to public services (e.g. health care, education)	Increased resilience to climate change	Improved land tenure	Improved recognition of traditional knowledge	Improved representation and decision-making in governance structures	Improved access to ecosystem services
								50-250 people	251-500 people	501-1,000 people	Over 1,001 people									
KIBCA (Kolombangara Island)											x	Training	Networking	Conservation Awareness	Access to information	Legal advice				
Tetepare											x	Training	Networking	Conservation Awareness	Access to information	Legal advice				
Tawaitana (Makira)								X				Training	Networking	Conservation Awareness	Access to information	Legal advice				
Kahua (Makira)								x				Training	Networking	Conservation Awareness	Access to information	Legal advice				
Wai-Hau											x	Training	Networking	Conservation	Access to	Legal				



## Lessons Learned

### **13. Describe any lessons learned related to organizational development and capacity building.**

#### Organisational development

We realized that even long established organisations like Tetepare, Kolombangara Biodiversity and Conservation Association, needed assistance especially with organizational management, staff and ranger management and upskilling, and networking. Ongoing support through a ranger focused organization or group of organisations in the training of rangers and managers is necessary.

The Solomon Islands Ranger Association (SIRA) developed as a result of the ranger training. An executive team was voted in, and composed of rangers from different community based organisations from the eastern and western Solomon Islands. We learnt that logistically bringing the executive together would be expensive. The alternative option would be to opportunistically meet possibly in Honiara while attending other meetings, where a quorum would ensue, and agendas could be discussed.

#### Capacity Building

As a result of the ranger training program, we realised that there was a marked difference in capabilities and responsibilities of the attendees. Some participants were experienced rangers, involved in conducting systematic surveys, and monitoring (for example, Arnavon and Tetepare rangers), others were new and had never had any form of interaction with scientists, or done any field based assessment. While there were some attendees of our training who were managers and more focused on managing an organisation, tasked with fundraising, and discerning how best to assimilate legislative and legal means to achieving strong conservation outcomes. The later group found the law and legal aspect of these trainings useful, compared to the field based hands on rangers. In future ranger trainings, field based rangers need to be separated from managers, so that specific upskilling is given to each group that target relevant needs.

### **14. Describe any lessons learned related to project Design Process (*aspects of the project design that contributed to its success/shortcomings*)**

We learnt the following lessons during the design phase of the project;

- To delegate technical expertise in tackling specific prerequisites during the development of the ranger based skills manual and training. This included basic protocols for data collection, that is to guide protected area staff in conservation area management.
- To be flexible in designing the course so as to encapsulate various learning modes, for example practical and theory. This would be key to addressing the various needs of rangers.
- Working with local institutions require reflexivity in terms of integrating concepts of the training into current modules of learning. This due to teaching capacity, institutional dynamics (staff changes etc), and funding. Regular interaction and communication is imperative to engage in this conversation, and to slowly assimilate models and conceptions of the ranger training into the university curriculum.

### **15. Describe any lesson learned related to project Implementation (*aspects of the project execution that contributed to its success/shortcomings*)**

The basic protocols taught during this training could be extended to all the attendees. However, the relevance of these practical trainings would suit field based rangers, while the legal, managerial,

leadership and livelihood aspects of the training would area managers. (See no.13). This was a shortcoming in the course. The resolution would be to split the training in the future; (1) to focus on field based survey methods, and ranger based monitoring techniques with field practitioners, (2) and training for management, fundraising, and reporting roles of the conservation manager. This is key in the management and sustainability of conservation area organisations and authorities.

**16. Describe any other lessons learned relevant to the conservation community**

Follow up trainings were done at Zaira (Marovo) (April 2015) by Dr Simon Albert (GPS training), and Wai-Hau (Malaita) (June 2016) that garnered more community interest, particularly from neighbouring tribes. On Malaita there were new tribes that were interested in conserving their lands, whose members attended the training at Wai-Hau. This included the following organisations; Hahorarumu Uru Tribal Conservation Association, Aruilage sustainable Resources Management, BT-GAD Conservation and Harisiharai Association from the south of Malaita.

**Sustainability / Replication**

**17. Summarize the success or challenges in ensuring the project will be sustained or replicated**

The training would be successful if the tools developed during the training would continue to be used in the field. Furthermore, if aspects of the ranger training were incorporated into current teaching courses at SINU, and the university-conservation NGO (practitioner) interaction continue partnering in research, education and training outreach this would build capacity at local level, and sustainability at the institutional plane.

**18. Summarize any unplanned activities that are likely to result in increased sustainability or replicability**

ESSI and SICCP will continue to utilize the resources developed in the ranger training to further trainings within their networks in Western (Zaira, Biche, Chubikopi (all in Marovo), KIBCA, and Tetepare) and Choiseul Province (Mt Maetambe and adjacent areas). We plan to further develop training modules using video tutorials highlighting different survey methods discussed in the ranger book. By video tutorials will we demonstrate how various survey techniques are used in a field setting. This can then be used by rangers to monitor different taxa. We may start with taxa's that have immediate expertise on the ground, like freshwater fishes, frogs, and plants.

**Safeguards**

**19. If not listed as a separate Project Component and described above, summarize the implementation of any required action related to social and environmental safeguards that your project may have triggered**

Not applicable

## Additional Funding

**20. 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**

Donor	Type of Funding*	Amount	Notes
MacArthur	Additional logistics	\$3000USD	Helped with follow up ranger training in Zaira, and Malaita June 2016
Wildlife Conservation Society	Additional logistics	\$6000USD	Paid for extra rangers to participate in training in October 2015
Thin Green Line	Additional training (First Aid)	500USD	Paid for first aid training for 41 participants, October 2015.
Ride and Stride (independent fund by Annie Knapstein)	Additional training	8,000USD	Paid for continuing training through SIRA.

\* Categorize the type of funding as:

- 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)*

## Additional Comments/Recommendations

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

Some of the interactive and lively aspects of the course which are captured in the ranger manual ('Solomon Islands Ranger Skills Guide') include the field survey methods. These could easily be tailored and applied to provide education and training at the broader scale with young children, for example, targeting high school science clubs. In that way, making science more pertinent, localised, increasing interaction with the immediate environment, and understanding and appreciation for insular ecosystems.

Materials for the ranger training are not yet available online. We will attempt to create a page on the ESSI website which we have access to. To host this on the UQ website system will require numerous authorisation channels to pursue, and is time consuming. Given the ranger training relevance to Solomon Islands, it only makes sense that materials are hosted on the ESSI website.

## 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](http://www.cepf.net), and publicized in our newsletter and other communications.

Please include your full contact details below:

- 22. Name: Patrick G Pikacha**
- 23. Organization: University of Queensland**
- 24. Mailing address: St Lucia, Brisbane**
- 25. Telephone number: 0467442530**
- 26. E-mail address: [p.pikacha@uq.edu.au](mailto:p.pikacha@uq.edu.au)**