

CEPF FINAL PROJECT COMPLETION REPORT

Organization Legal Name:	University of Auckland
Project Title:	Training Course for Invasive Plant Prioritization and Management
Date of Report:	31 October, 2013
Report Author and Contact Information	Bill Nagle - w.nagle@auckland.ac.nz Natasha Doherty – n.doherty@auckland.ac.nz

CEPF Region: Polynesia-Micronesia

Strategic Direction: 1: Prevent, control and eradicate invasive species in key biodiversity areas

Grant Amount: \$70,593.00

Project Dates: April 1st 2012 to September 30th 2013

Implementation Partners for this Project (please explain the level of involvement for each partner):

- New Zealand Department of Conservation (NZDOC) – Provision of technical advice with regards to invasive plant management, review of resource kit/training material, development of worked examples for training course and delivery of training as Subject Matter Expert (SME)
- Secretariat of the Pacific Regional Environment Programme (SPREP) – Assistance with the development of tools for the resource kit, training and review material
- Pacific Invasives Learning Network (PILN) - Assistance with identifying participants to attend the training, review of resource kit and training material.

Conservation Impacts

Please explain/describe how your project has contributed to the implementation of the CEPF ecosystem profile.

Invasive species have been identified as a major threat to biodiversity within the Polynesia-Micronesia Region. People within the region have acted upon this with more and more agencies developing and implementing invasive species projects (Strategic Direction 1: Prevent, control and eradicate invasive species in key biodiversity areas).

Projects range from those which are prioritizing species to manage; preparing national invasive species strategies and action plans; to those seeking training in invasive species management techniques; and to those who are undertaking eradications or control programmes against their targeted species.

PILN project “Training Course for Invasive Plant Prioritization and Management” contributed to the development and implementation of invasive plant management projects particularly in the following countries: Cook Islands, Fiji, Niue and Samoa; as an invasive plant management training course was developed and delivered to participants from the these countries.

Please summarize the overall results/impact of your project.

- An Invasive Plant Management Training Course (including a Facilitator's Guide, posters, Access databases, spreadsheets, workbook) developed and delivered to 13 practitioners from four countries.
- A web-based Resource Kit for Invasive Plant Management (contains Guidelines, Templates and Worked Examples) developed and will be available online and free for anyone to use by the end of 2013.
- Two Access databases (1. Pacific Invasive Plant Information Database - contains species information including management; 2. Pacific Invasive Plant Site Database - a project database to easily store, retrieve and analyze project progress) developed to accompany the PII Invasive Plant Management Training Course.
- Two Spreadsheets (1. Country Plant Spreadsheet – contains a country inventory of introduced species and eradication costing's; 2. Team Resource Spreadsheet – contains team skill set, equipment list and annual plan of work) developed to accompany the PII Invasive Plant Management Training Course.

Project Approach (500 words)

An Invasive Plant Management Training Course was developed based on previous PII and NZDoC courses which incorporated the lessons learned from those courses. PII scoped the course with professional training consultants and NZDoC invasive plant specialists. Discussions were also held between PII, SPREP and PILN and country representatives.

As the training was being scoped it became apparent that a Resource Kit to support both the training course and invasive plant management in the Pacific would be necessary. A Resource Kit for Invasive Plant Management was then developed using the framework of the Resource Kit developed by PII for Rodent and Cat Eradications.

To reinforce the training, follow-up, on-site, visits were planned to work directly with practitioners on their projects.

Link to CEPF Investment Strategy

This project contributed primarily to the CEPF Investment *Priority 1.3: Perform research, provide training in management techniques, and develop rapid response capacity against particularly serious invasive species.*

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

To contribute to maximising the effectiveness of the CEPF investment in Strategic Direction 1 for the Polynesia-Micronesia Biodiversity Hotspot

Actual Progress towards Long-term Impacts at Completion:

PII contributed to maximising the effectiveness of the CEPF investment in Strategic Direction 1 by strengthening the capacity of Pacific practitioners in invasive plant management. And by documenting best practice for invasive plant management in the development of a PII Resource Kit for Invasive Plant Management, a tool that is available not only to the people of the Pacific but the wider world as the Resource Kit will be freely available online for anyone to access and use.

Specifically, PII developed a Training Course and a Resource Kit for Invasive Plant Management. The PII Resource Kit for Invasive Plant Management provides a practical guide to assist invasive plant teams (i.e. decision makers, project managers, officers and field crews) to apply informed decision making in the prioritisation, design, development and implementation of an effective invasive plant management programme, thereby, increasing their chances of success.

Resource Kit for Invasive Plant Management homepage

The screenshot shows the homepage of the Pacific Invasives Initiative Resource Kit for Invasive Plant Management. The header features the Pacific Invasives Initiative logo and the title. A navigation menu on the left lists sections like Introduction, The Project Process, and Tools. The main content area includes a large image of people planting a tree, a welcome message, and a 'START HERE' button. Logos for the Critical Ecosystem Partnership Fund, the David and Lucile Packard Foundation, and the Department of Conservation Te Papa Ataturu are displayed at the bottom.

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INTRODUCTION

- About Invasive Plant Management
- About the Resource Kit
- Resource Kit Principles
- The Project Process Overview
- Stakeholder Engagement
- Biosecurity
- Monitoring and Evaluation
- Acknowledgements
- References

THE PROJECT PROCESS

1. Project Selection
2. Feasibility Study
3. Project Design
4. Operational Planning
5. Implementation
6. Sustaining the Project

TOOLS

- Templates
- Guidelines
- Further Information
- Glossary
- Download the Kit

Welcome to the PII Resource Kit for Invasive Plant Management

This kit provides project managers and staff with a practical guide to plan and implement invasive plant management projects [START HERE](#)

If you would like to be added to our mailing list or you would like a free copy of this site on CD ROM, please contact pii@auckland.ac.nz

Logos: CRITICAL ECOSYSTEM PARTNERSHIP FUND, the David & Lucile Packard FOUNDATION, Department of Conservation Te Papa Ataturu, NEW ZEALAND AIE Programme

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

A training course to strengthen the capacity of invasive plant project managers working in the Pacific to prioritize, plan, implement and evaluate their invasive plant management projects is developed and delivered.

Actual Progress towards Short-term Impacts at Completion:

PII prepared and delivered an Invasive Plant Management Training Course that is supported by the Resource Kit for Invasive Plant Management. The Resource Kit contains guidelines, templates and worked examples.

PII held a two week (15-24 May 2012) Invasive Plant Management Training Course in Apia Samoa. The training involved 13 practitioners from the Cook Islands, Fiji, Niue and Samoa. At the completion of training monthly Skype calls were held with participants to provide ongoing support, mentioning and technical advice and assistance for their invasive plant projects. In-country follow-up visits were also completed with a PII staff member travelling to Cook Islands, Fiji and Samoa to provide on-the-ground technical advice and support for the countries invasive plant projects. During the visits, trials were set up

and training provided on the proper application of herbicide, and safety. Trial plots have been monitored with data been sent back to PII for analysis.



Participants and training team at the Invasive Plant Management Training Course, 15-24 May 2012, Apia Samoa (Photo: SPREP)

Please provide the following information where relevant:

Hectares Protected: n/a

Species Conserved: n/a

Corridors Created: n/a

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

PII has successfully achieved its short term objective; it has strengthened the capacity and increased the confidence of several practitioners and agencies in invasive plant management. As a result of the training: a feasibility study for invasive plant management has been completed (for Monuriki, Fiji); trials have been undertaken to determine best management techniques (for Mauke, Cook Islands; Yada Taba/Sigatoka Sand Dunes National Park, Fiji; Mt Vaea, Samoa); data is now been collected, stored and analyzed (for Mauke, Cook Islands (see below); Yadua Taba/Sigatoka Sand Dunes National Park, Fiji; Mt Vaea, Samoa) and practitioners are now more confident to approach PII for support and advice.

This project has also successfully completed its long-term objective as a training course has been developed which is well documented (training materials: facilitators guide, power point presentations, posters). The structure of the course and training material make it possible for an experienced facilitator and subject matter expert in invasive plant management in the Pacific to deliver the course. The course will also be updated as best practice material/information becomes available.

The approach to invasive plant projects developed by PII has been successfully used on the island of Mauke to manage red passionfruit (*Passiflora rubra*) with successful control established and the possibility of eradication now apparent.



Red passionfruit (*Passiflora rubra*) smothering forest on the island of Mauke prior to treatment operations (L) and seedling (arrowed R) surveillance after treatment. (Photos: Basilio Kaokao (L), Bill Nagle (R))

Were there any unexpected impacts (positive or negative)?

The PII Resource Kit for Invasive Plant Management

The Invasive Plant Management Training Course has built on previous PII and NZDoC Weed Courses. As the review of the original course and development of the new course proceeded, it became apparent that the amount of information that would be available to participants would best be organized into a resource kit hence the development of the PII Resource Kit for Invasive Plant Management.

The Resource Kit contains: a summary table of the Stages and Steps of the PII Project Process for Invasive Plant Management; an overview of each Stage; a description of the Steps in each Stage; templates of project documents; worked examples of project documents; guidelines to assist with many aspects of invasive plant management; a glossary, a list of references and information on where they can find more information on invasive plant management.

Project Components

Project Components: *Please report on results by project component. Reporting should reference specific products/deliverables from the approved project design and other relevant information.*

Component 1 Planned: *To complete an Invasive Plant Management Training Course for Pacific Countries and deliver the training course in Samoa.*

Component 1 Actual at Completion:

PII has developed an Invasive Plant Management Training Course. The training course is based on best practice and progresses through the six-stage PII Project Process (Project Selection, Feasibility Study, Project Design, Operational planning, Implementation, Sustaining the Project) to assist with: prioritizing the most serious invasive plants for action; prioritizing valued sites for invasive plant management; designing and implementing invasive plant management projects.

The training course is participatory, is based on active learning principles and uses a team approach so that the project team understands both operational and management connections. The sharing of knowledge and skills between programme and project managers and field workers is more likely to lead

to successful projects. This gives confidence and motivation to participants in relation to their invasive plant projects.

A two week (15-24 May 2012) Invasive Plant Management Training Course was held in Apia Samoa. The choice of participants to attend the training was made by country agencies. Thirteen participants from six different agencies in four countries attended the training:

- Cook Islands; National Environment Service (2 participants)
- Fiji; National Trust of Fiji, (3 participants)
- Niue; Department of Agriculture, Forestry and Fisheries, Department of Environment, (2 participants)
- Samoa; Ministry of Natural Resources & Environment (Division of Environment & Conservation, Division of Forestry). (6 participants)

PII is currently in discussions with Palau with the possibility of running the course there in 2014.

Component 2 Planned: *To provide on-going mentoring to course participants (i.e. via Skype, email, telephone) and through follow up visits to the participating countries (Samoa x 2 (Environment and Forestry), Cook Islands and Niue)*

Component 2 Actual at Completion:

At the completion of the training each team committed to actions they would complete within six months and monthly Skype conferences were agreed to as a means of checking on progress towards those actions. Monthly Skype calls were held with participants from the Cook Islands and Fiji; slow internet access and office restrictions unfortunately meant that Samoa and Niue were unable to join in on Skype conferences. Technical support and advice though was provided to everyone via email and phone.

Follow-up in-country visits were completed with participants from the Cook Islands, Fiji and Samoa teams. Follow-up visits included: visits to project sites; providing training on the correct application of herbicide; safety requirements when applying herbicide; demonstrating the different techniques to control the targeted invasive plants; setting up trials to determine the most effective control method; attending technical meetings for specific projects; and reviewing of project documents.

As a result of the training relationships were strengthened with individual participants, this gave them the confidence to approach PII more often asking for assistance to review their project documents or just to run ideas past us – seeking our opinion and feedback.

Component 3 Planned: *To review and refine the Resource Kit for Invasive Plant Management*

Component 3 Actual at Completion:

The PII Resource Kit for Invasive Plant Management has been reviewed to incorporate changes resulting from the training and development of an access database. The Resource Kit will be freely available online by the end of 2013.

Component 4 Planned: *To investigate the production of media outreach/virtual tour of PII's roles through CEPF and other donors in providing technical support throughout the region.*

Component 4 Actual at Completion:

Discussions showed that a professional production would be beyond the capacity of PII at this time. However, the awareness of the need for such a media tool now informs PII's work.

Were any components unrealized? If so, how has this affected the overall impact of the project?

No.

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

1. Invasive Plant Management Training Material:

- Facilitators Guide
- Power point presentation
- Posters
 - Ground rules poster
 - Principles poster
 - Feasibility study poster
 - What is in the resource kit poster
 - Summary of project selection stage
 - Decision tree poster (Deciding Species-Led and Site-Led Priorities)
 - Worked example Conclusions – Issues and recommendations poster
 - Project process
 - Summary of project process
 - Learning Outcomes poster
 - Stage 1 Project Selection poster stage/steps
 - Stage 2 Feasibility Study Stage/Steps
 - Stage 3 Project Design Stage/Steps
 - Stage 4 Operational Planning Stage/Steps
 - Stage 5 Implementation Stage/Steps
 - Stage 6 Sustaining the Project Stage/Steps
- Country Plant Spreadsheet
- Team Resource Spreadsheet
- Pacific Invasive Plant Information Database
- Pacific Invasive Plant Site Database

2. PII Resource Kit for Invasive Plant Management:

Contains:

- Introduction
 - About Invasive Plant Management
 - About the Resource Kit
 - Resource Kit Principles
 - The Project Process Overview
 - Stakeholder Engagement
 - Biosecurity
 - Monitoring and Evaluation
 - Acknowledgement
 - References
- The Project Process
 - Stage 1: Project Selection
 - Stage 2: Feasibility Study
 - Stage 3: Project Design
 - Stage 4: Operational Planning
 - Stage 5: Implementation

Stage 6: Sustaining the Project

- Tools
 - Templates
 - Guidelines
 - Sources of further Information
 - Glossary

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 projects designed or implemented by your organization or others, as well as lessons that might be considered by the global conservation community.

Project Design Process: (aspects of the project design that contributed to its success/shortcomings)

This project was successful in building the invasive plant management training course as it built on lessons learned from previous PII and NZDoC training courses. And it followed the structure of the PII Resource Kit for Rodent and Cat Eradications, therefore, it had a well-established model to follow.

Project Implementation: (aspects of the project execution that contributed to its success/shortcomings)

Other lessons learned relevant to conservation community:

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 the CEPF investment in this project.

Donor	Type of Funding*	Amount	Notes
New Zealand Government's Aid Programme	A	\$US88,200	
PII	A	\$US42,400	Staff Time (Oversight, content development and review, facilitation and technical input to training course, logistics)
NZDOC	A	\$US27,300	Staff Time (Technical advice, review of material, development of training example and delivery of training as SME)
SPREP	A	\$US15,000	Staff Time (Development of tools, review) and travel

***Additional funding should be reported using 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.)*

Sustainability/Replicability

Summarize the success or challenge in achieving planned sustainability or replicability of project components or results.

Both the Training Course and the Resource Kit can be used repeatedly. The Training Course can be customized to meet specific agency needs.

Summarize any unplanned sustainability or replicability achieved.

Safeguard Policy Assessment

Provide a summary of the implementation of any required action toward the environmental and social safeguard policies within the project.

Additional Comments/Recommendations

No

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.

Please include your full contact details below:

Name: Souad Boudjelas

Organization name: Pacific Invasives Initiative

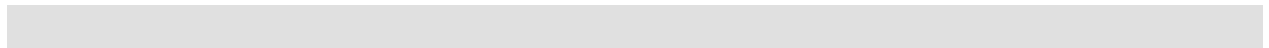
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*****If your grant has an end date other than JUNE 30, please complete the tables on the following pages*****



Performance Tracking Report Addendum

CEPF Global Targets

(Enter Grant Term)

Provide a numerical amount and brief description of the results achieved by your grant.
Please respond to only those questions that are relevant to your project.

Project Results	Is this question relevant?	If yes, provide your numerical response for results achieved during the annual period.	Provide your numerical response for project from inception of CEPF support to date.	Describe the principal results achieved from July 1, 2007 to June 30, 2008. (Attach annexes if necessary)
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.	n/a			
2. How many hectares of new and/or expanded protected areas did your project help establish through a legal declaration or community agreement?	n/a			
3. Did your project strengthen biodiversity conservation and/or natural resources management inside a key biodiversity area identified in the CEPF ecosystem profile? If so, please indicate how many hectares.	n/a			
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.	Yes	3ha	3ha	
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.	n/a			

If you answered yes to question 5, please complete the following table

Table 1. Socioeconomic Benefits to Target Communities

Please complete this table if your project provided concrete socioeconomic benefits to local communities. List the name of each community in column one. In the subsequent columns under Community Characteristics and Nature of Socioeconomic Benefit, place an X in all relevant boxes. In the bottom row, provide the totals of the Xs for each column.

Name of Community	Community Characteristics							Nature of Socioeconomic Benefit														
	Small landowners	Subsistence economy	Indigenous/ ethnic peoples	Pastoralists/nomadic peoples	Recent migrants	Urban communities	Communities falling below the poverty rate	Other	Increased Income due to:					Improved tenure in land or other natural resource due to titling, reduction of colonization, etc.	Reduced risk of natural disasters (fires, landslides, flooding, etc)	More secure sources of energy	Increased access to public services, such as education, health, or credit	Improved use of traditional knowledge for environmental management	More participatory decision-making due to strengthened civil society and governance.	Other		
									Adoption of sustainable natural resources management practices	Ecotourism revenues	Park management activities	Payment for environmental services	Increased food security due to the adoption of sustainable fishing, hunting, or agricultural practices								More secure access to water resources	
Total																						

If you marked "Other", please provide detail on the nature of the Community Characteristic and Socioeconomic Benefit: