

The Rufford Small Grants Foundation – Final Report



Grant Recipient Details

Your name	Chris Poonian
Project title	Island Coastal Academy Network (I-CAN), Western Indian Ocean- Internationally-Accredited Capacity-Building for Sustainable Coastal Biodiversity Conservation
RSG reference	I.178
Reporting period	January 2009 - December 2011
Amount of grant	£49,970
Your email address	chris@c-3.org.uk
Date of this report	21 st December 2011

1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this

Objective	Not achieved	Partially achieved	Fully achieved	Comments
<p>To develop internationally-accredited tailor-made BTEC courses in (1) Tropical Coastal Zone Management and (2) Sustainable Tourism and (3) Community Based Organization (CBO) management</p>		<p>X</p>		<p>Course development has been slowed by political unrest in two of the project countries, which affected the stakeholder consultation process. As a result of these issues, two courses, in Tropical Coastal Zone Management and Tropical Coastal Monitoring Methods, have been fully developed. The third course, Conservation Leadership, is currently under development and due to be completed by the end of February 2012. The original CBO management course is included within this latter course as it was determined through stakeholder consultation that in fact the focus should be in developing skills of leaders who manage CBOs as well as other government organizations. Sustainable tourism was included in an Ecotourism module within the Tropical Coastal Zone Management course as a result of stakeholder consensus and after market research into the demand for courses in Ecotourism across all three countries. International accreditation with BTEC was not deemed to be feasible, due to the high costs of accreditation and student certification. Furthermore engaging with Edexcel in order to get the courses and centre underway proved slow. Instead, the course has been accredited by ASDAN, a similar, vocational course accreditation system to BTEC with a shorter and more efficient processing system. The courses are still equivalent to British AS-levels and UCAS points can still be attributed to them.</p>

<p>To establish an Academy to serve as a regional centre for marine training and research</p>			<p>X</p>	<p>The primary node for the course was moved from Mauritius to Madagascar because of prohibitively high costs of establishing a financially sustainable course in the increasingly expensive Republic of Mauritius. A strong presence was established in each target country to promote the Academy and full teaching facilities were set up in Madagascar in collaboration with the University of Antsirananana. Facilities include: a newly renovated classroom, an extensive library, field research equipment, furniture, digital projection and media facilities. We also decided to increase the number of computers at the facility due to demand for the course.</p>
<p>To deliver the courses to local, regional and international students</p>			<p>X</p>	<p>The first course was delivered to Malagasy students in 2011. It was extremely well-received by all participating organisations, lecturers and the students themselves. Course delivery was refined following an in-depth evaluation of the level of understanding and success of lecturers during this first course. A minimum of two courses per year, ideally four per year, are planned for Malagasy and International students from 2012 with recruitment underway for the first which takes place in April. Scholarships for regional students come into effect in 2012.</p>
<p>To impact marine conservation efforts at the regional level through a network of coastal zone managers in the Western Indian Ocean</p>			<p>X</p>	<p>An interactive website has been set up at www.coastal-academy.org. The website includes a members' portal for interaction between Academy students with access to an extensive digital reference database. Alumni from the course have given very positive feedback and feel that they are now well-equipped for promoting and implementing marine conservation and management initiatives in their local areas.</p>

<p>To train a network of BTEC trainers</p>		<p>X</p>		<p>Six bilingual regional trainers have been trained in Madagascar to deliver the courses including ASDAN assessment and reporting.</p>
<p>To ensure long-term financial sustainability</p>			<p>X</p>	<p>Corporate partnerships have been established with local aquaculture and fishery companies which offer free tours of their facilities and factories and provide guest lecturing on the course. Income from courses this year is estimated to be a minimum of 38,000GBP and projected to rise in 2013 to at least double the amount. University lecturers in the UK are also engaged in negotiations over tailor-made field courses run through the Coastal Academy for their students from summer 2012 onwards, which will provide further income. Initial corporate partnerships with companies in the UK and Europe are currently being finalised and solicitation of new funding partnerships is being conducted on a continual basis through emails, phone calls and visits to businesses on a weekly basis through 2012.</p>

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

The Coastal Academy project was an ambitious and logistically challenging initiative and faced numerous trials in its implementation. The primary issues that resulted in the project taking 50% longer than planned included:

Political instability – The recent Coup d'état in Madagascar (March 2009) resulted in changeover, instability, funding overhauls and staff strikes at partner institutions which resulted in delays to the finalization of the course content and implementation. All prior planning meetings held with heads of various government agencies to progress the project (CNRO, CNRE, MNP, Department of Environment) had to be rescheduled with new individuals appointed by the new President, who were mostly unfamiliar with the project due to lack of handover and had greater concerns on their minds coming into new office. In effect the consultations stage began anew six months after the Coup d'état, delaying the consultation stage by 9 months. Fortunately, as a result of the strong links that we had already established throughout the region, we were able to overcome these delays and re-establish relationships where necessary, liaising with other colleagues who had retained their jobs, albeit at a lower level, within the respective institutions.

Increase in student fees in the UK - despite nation-wide protests in the UK in November 2010, university tuition fees came into effect in September 2011. Already one year into our project, we were forced to completely rethink our business plan, because the sustainability of the Coastal Academy depends on income from international students, predominantly British, and the fees increase was likely to result in a significant decrease in willingness to pay for overseas training, especially prior to or after completing a degree in the UK. To deal with these issues we decided to discontinue with the costly BTEC accreditation and two-month courses at 2000GBP/head, and set up an option for shorter, specific courses which could be completed in a fortnight and cost as little as 495GBP. The maximum cost for a one month course was set at 795GBP and the students would be required to cover their own food and accommodation costs on top of the course fee.

3. Briefly describe the three most important outcomes of your project.

OUTCOME 1: Effective course content and unparalleled teaching facilities

Two courses were launched from September 2011:

- Certificate in Tropical Marine and Coastal Ecosystem Management
- Certificate in Tropical Marine and Coastal Ecosystem Monitoring Methods

The Conservation Leadership course is almost complete and will launch in 2012.

The Academy has provided training for:

- 1) Malagasy natural science graduates at the University of Antsiranana (expanding to other Universities in 2012)
- 2) Government park rangers (Madagascar National Parks, MNP) at their field office in Sahamalaza, a national marine and terrestrial protected area (Plans to train further MNP rangers in January 2012 in Nosy Hara Marine Park)
- 3) International and Malagasy students conducting MSc and BSc thesis research through the Academy, a new option created since the original proposal was written and launched from 2010

Examples of theses produced:

Patric (2010) ETUDE DE LA PECHERIE A VOHEMAR. Memoir pour l'obtention du diplôme Licence Professionnelle, PAMaL - Préservation et Aménagement des Milieux Marin et Littoral, Département Sciences de la Nature et de l'Environnement, Faculté des Sciences, Université d'Antsiranana. 37p

Tombo A (2010) ETUDE DE LA STATUT DE DUGONG A VOHEMAR. Memoir pour l'obtention du diplôme Licence Professionnelle, PAMaL - Préservation et Aménagement des Milieux Marin et Littoral, Département Sciences de la Nature et de l'Environnement, Faculté des Sciences, Université d'Antsiranana. 28pp

Franciscos PZ (2010) L'ANALYSE DE L'ASSOCIATION FLORISTIQUE DES HERBIERS MARINS A VOHEMAR. Memoir pour l'obtention du diplôme Licence Professionnelle, PAMaL - Préservation et Aménagement des Milieux Marin et Littoral, Département Sciences de la Nature et de l'Environnement, Faculté des Sciences, Université d'Antsiranana.35p

Training of trainers:

Six national and regional trainers were trained in delivery of the management and monitoring courses:

- Management - Dr Doris, Dr Joamana, Dr Amelia, M Raminosa (Postgraduate qualifications in natural and marine sciences)
- Monitoring – M Leandre, M Raherindray (BSc degrees in natural science)

In total six staff were trained in delivery of the ASDAN qualification and the various coastal habitat monitoring methods.



Students completing a group assignment on marine protected area management

Tropical Marine and Coastal Ecosystem Management

The Coastal Academy course in Tropical Marine and Coastal Ecosystem Management consists of 32 lectures divided into four core units:

1. Tropical Marine and Coastal Ecosystems:

- Provides an ecological overview of the major ecosystems found around the Madagascar coastline
- Describes threats to which these ecosystems are exposed
- Introduces species identification necessary for monitoring in the Western Indian Ocean region.

2. Human Dimensions of Marine and Coastal Ecosystems:

- Highlights the importance of human activities within marine systems
- Describes the impacts and effects these can have on the marine and coastal environment.
- Topics include tourism in the coastal zone, fisheries and their environmental impacts, aquaculture, climate change and socio-economic considerations.



Students gather biometric data from reef fish at the local market, Antsirana

3. Sustainable Management of Marine and Coastal Ecosystems:

- Identifies and introduces measures employed to mitigate anthropogenic impacts on marine and coastal ecosystems
- Topics include ecosystem restoration, ecotourism and marine protected areas, with reference to local and international case studies.

4. Monitoring methods in marine and coastal ecosystems:

- Introduces the practical techniques needed to carry out ecological and socio-economic monitoring
- Teaches internationally-recognised methods including SocMon, ReefCheck and SeagrassWatch.
- Accompanied by a number of field trips to give students the opportunity to practice the skills learned in the classroom.
- Field trips reinforce and consolidate the theory covered in the lectures, ensuring that students fully understand the methodologies and are confident in their application.
- Guest lecturers from various professional backgrounds allow students to gain a valuable insight into the practical applications of the subjects covered in the course.
- Collaborating lecturers assist with the delivery of the course; currently these are from local universities but there are also a number of international academic partnerships in development.

- Beyond core lectures, students have a busy schedule that includes a variety of activities, discussions and assignments beyond the core lectures and field trips.
- Students are encouraged to participate actively, to ask questions and to discuss experiences.
- Compulsory assignments range from written essays to group presentations, and are designed to promote independent research and the development of different practical activities, from awareness raising campaigns to experimental design.
- Assignments are designed to tie in with and stretch students beyond the requirements for the ASDAN Environmental Award, that all successful students are offered.

Tropical Marine and Coastal Ecosystem Monitoring Methods:

- Can be taken to complement and enhance the skills gained and training received on the month-long course, or as a stand-alone unit.
- Two-week course offering in-depth training and certification in the internationally-recognised methodologies of SeagrassWatch, Reef Check and MangroveWatch.
- Provides invaluable field experience and develops the skills and capacities to design and effectuate practical monitoring of vulnerable and threatened ecosystems.
- Prior to the beginning of the courses, students have the opportunity to connect with one another and to access materials and resources via the student portal of the Coastal Academy website.

Delivery of the first course at the Coastal Academy

Week 1:

- The course began with a morning of introductory lectures from the head of biology at UNA and course coordinator, M Raminosoa.
- The first series of lectures was on mangrove and seagrass ecology, species identification and threats to these vulnerable ecosystems
- These classes were then complemented by a day-long field trip to Ambolobozokely, approximately 50km from Antsiranana.
- Students departed early morning and began by practising species identification and using the different field equipment
- They then set up a monitoring experiment in order to carry out species inventories and measurements.
- After the trip, students were asked to design their own experiments in groups to present to the class.

- Other assignments from the first week included a group assignment to create an informative poster on a subject of their choice that was to be presented on the final day of the course, as well as an individual assignment to write a newspaper article in order to communicate to the newspaper's audience an important environmental issue of the student's choice, and means by which the readers could make changes to their everyday lives in order to mitigate this problem.

Week 2:

- The second week began with students' presentations of their own hypothetical mangrove monitoring experiments, each of which was followed by a feedback and question and answer session with the other students.
- The next set of lectures provided a detailed overview of fisheries including types of fisheries, environmental issues and measures to promote sustainability.
- Students completed two assignments relative to these lectures.
- The first of these was an individual essay on the state of fisheries in Madagascar and recommendations for sustainability, for which they undertook their own research including visiting the local fisheries office.
- The second assignment was a group presentation in which they followed a 'planning, implementation and evaluation' procedure taught in a separate lecture in order to design their own awareness-raising campaign on environmental issues related to fisheries.
- Other lectures during this week covered Marine Protected Areas, focussing on their design, management and effectiveness, and an essay was set on indicators of effectiveness in Madagascar's Marine Protected Areas.
- Finally, the students attended a series of lectures on ecotourism following which they held a discussion on local examples of ecotourism and were introduced to the concept of green-washing.

Week 3:

- The final week of the course focussed on socio-economic aspects of ecosystem management.
- All the students were members of the natural and environmental sciences department at the University of Antsirananana and thus this aspect of the course is extremely important in exposing them to the importance and methods of a multi-disciplinary approach to environmental management.
- Students were introduced to the different means of valuing ecosystems, and their economic and social importance to different stakeholders.
- They also attended lectures on research methods, and were encouraged to consider the sometimes controversial or difficult aspects of these methods in a group discussion.

- The students consolidated this with a trip to the fish market of Antsiranana, where they interviewed market sellers on the origins, methods of catching and values of their fish, and practiced measuring and weighing different fish.
- Back in the classroom, they analysed the data collected and discussed its implications and significance, as well as considering the difficulties they had encountered and lessons learned on communication methods with different survey subjects.
- The course was concluded by student presentations of posters that they had been assigned to create at the beginning of the course, and certificates were awarded to all who had successfully completed the course, before lunch was provided for students and staff.



Students give a presentation to their class based on their group research assignment

Summary:

- This first course has provided invaluable feedback and evaluation from both students and lecturers, to ensure that the academic level is appropriate and that the course responds to the needs and interests of the students for whom it is intended.
- The feedback was used to refine the course content and assignments
- Key points included ensuring students had access to books and references beyond core hours, and internet connection troubleshooting for lecturers, and ensuring that there were more practical elements to each section

of the course as students found these to be extremely useful and enjoyable elements of the course, given their degree courses were almost solely theoretical in nature.

- The success of this first course amongst local students is an extremely positive indicator for the success of the Coastal Academy's international launch in March 2012.



A proud student shows off his certificate outside the Coastal Academy teaching facility

Feedback from students:

“I have gained a much more in-depth knowledge on the marine environment, and this course will help me to protect the environment in the future.”

“The most important thing that I have gained from this programme is a deeper knowledge on managing marine protected areas and it will help me both protect the environment and in my career.”

“This training course will really help me find a job in the environmental field.”

"The Coastal Academy has really helped me develop my skills through practical experience and training.

"This course has given me much more detailed knowledge on mangroves, and will help me in the future ensure the management of the Diana region."

"My favourite part of the programme was on marine protected areas; the course will help me in the future by improving my ability to manage a marine protected area."

"I think this training course will help me forever."

"I applied for this course to gain practical experience, to deepen my understanding and to be able to tackle life's difficulties. It will help me realise my dream of a marine conservation project."

OUTCOME 2: Increased collaboration between UK and Western Indian Ocean institutions

In the last quarter of 2011 contact was made with over 100 universities to explore opportunities for partnership with regards to visiting lecturers and recruitment of students to the courses. A new opportunity of offering field courses to Universities has emerged with several lecturers requesting this service to be facilitated by the Coastal Academy for 2012. This is a niche not previously identified by the market research at the start of the project. Previous options for field trips were in Australia and south-East Asia but lecturers are looking for new exciting opportunities for themselves and their students. This will be facilitated through the Coastal Academy and a partnership programme developed whereby local and regional students join the international students' field course at minimal cost. Meetings to organise the details of such scheme are scheduled for early January in the UK with follow-up meetings where necessary later on in the year.

Corporate partnerships -the following list includes corporate sponsors already involved in the partnership scheme to date. A further 14 companies are to be approached in the UK and 18 in Madagascar for sponsorship in the first half of January 2012

- Fresh Export
- OSO
- Aquamen
- Refrigepeche
- Crustapeche
- Madagascar Touring
- Freight Transport Limited
- Madagascar Oil Limited
- OMNIS (Office des Mines Nationales et des
- SMPS - Société Malgache des Pétroles Shell
- Ilay Tours Madagascar
- Hoegh: SDV Shipping Madagascar

- Oxygene diving centre
 - UNIMA
 - Thunnus Overseas Group
 - Air Austral
- Industries Stratégiques)
- Cortez Travel
 - Baobab
 - Ortours
 - Air Madagascar
- Autotrans
 - AUXIMAD
 - CMA-CGM
 - The Colbert hotel
 - Cactus Tours
 - ASISTEN Travel

Sponsorship provided includes marine research equipment, field trips to aquaculture ventures, in-kind lecturing by tourism companies and informative tours for students at fish processing plants.

Certification and Affiliation – certification was researched further and following long delays by Edexcel to get the centre accreditation and course accreditation underway as well as communications problems experienced in combination with the expense of flying out an independent verifier each year, other course accreditations were evaluated. It appeared the best course possible for local and regional students was the Environmental Award offered by ASDAN. This was of an appropriate level in order for each student to pass regardless of their academic background and also led to an internationally recognised standard (equivalent to an AS-level). Local partners were consulted about the proposed change and were happy to accept it so it went ahead in the third quarter of 2011 with training delivered to trainers over skype and official centre registration. It was apparent that regional partners were mostly interested in the fact that the qualification was recognised in the UK and held UCAS points rather than the level of student it was aimed at or mode of assessment.

We are also planning to offer the new CoPE through Environmental Managing and Monitoring level 3 is equivalent to a British AS level (70 UCAS points) and suitable for over 16s in the UK. It is perfectly adaptable to our courses in terms of assessment and involves developing professional skills such as time management, oral presentations, portfolios etc. which students in the region do not have access to even during their university level courses. It requires attendance of a training course in the UK for one of our trainers in 2012.

In addition, to ensure credibility in terms of monitoring methods being taught, strategic alliances were formed with the following non-governmental bodies:

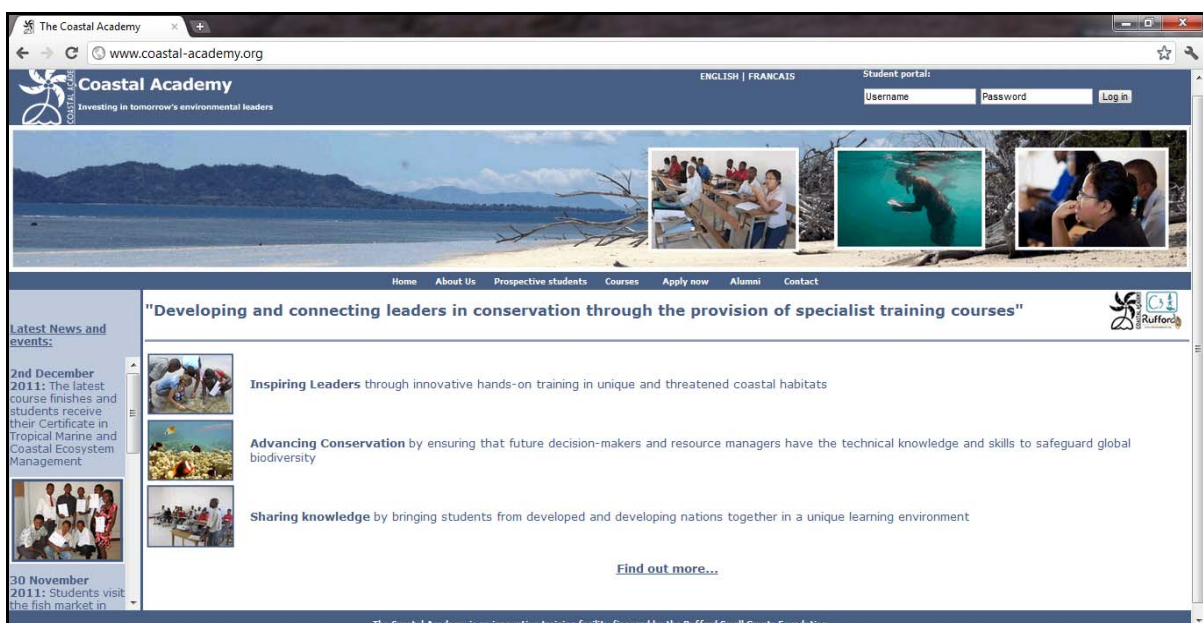
- Reefcheck (USA)
- Seagrass Watch (Australia)
- Mangrove Watch (Australia)

The Coastal Academy is now a registered centre for delivery of courses in the above internationally-standardised methods. The logos from these bodies are included in the final certificate awarded to course participants on completing the qualification.



Students practice Reef check survey methods in turbid waters

OUTCOME 3: Effective website and marketing campaign to ensure sustainability



Website

We developed a fully interactive website at www.coastal-academy.org and are currently working on fulfilling the requirements to change to an academic (.ac.uk) address. This website allows current and alumni students to log in and access a database of over 3000 relevant electronic references and books as well as all the course lectures and notes in French and English. We ultimately hope that a large proportion of the course will be entirely deliverable online, allowing more students from Comoros and Mauritius and further afield to participate.

Marketing materials and campaign

Local marketing – television and radio adverts were created and broadcast internationally in August 2011 to raise awareness about the Coastal Academy. Flyers were created and distributed at the three largest universities in Madagascar, Mauritius and Comoros. Lecturers also promoted the course to their own students but at the same time, given demand they played a role in the selection process to ensure only the most motivated and capable students would be offered places. They emphasized that this would enable the course to retain its perceived high value and ensure little or no drop-outs.

International marketing - Design of materials was completed in June 2011 and printing and distribution was effected between September 2011 and January 2012. 1000 glossy colour flyers were created and posted as well as taken in person to universities and distributed to potential applicants, lecturers and posted on notice boards in North America, Europe and the UK. A tour of 25 universities was conducted in the UK and 12 companies approached about our corporate partnerships scheme. In Madagascar, the three major universities were approached in person and 18 corporations with face-to-face meetings held between September 2010 and January 2012. Corporate sponsorship has been successful but the drive continues as new partners will be needed year on year. As general awareness about the initiative grows it will be easier to engage with further regional and international corporations. Many of the partnerships have been developed based on our existing reputation amongst universities both regionally and in Europe and North America in addition to proven our track record delivering environmental education, research and conservation in diverse parts of the world.

Careers fairs and centres at Universities

Aside from UK we targeted 112 universities in Australia, Europe and North America by direct marketing with electronic flyers and emails to relevant heads of departments at Universities. We plan to send a representative to careers fairs held traditionally in May and June in the UK.

4. Briefly describe the involvement of local communities and how they have benefited from the project (if relevant).

Although local communities stand to benefit indirectly from these courses through engagement with better equipped conservation staff, the course participants can also be considered members of the local communities. The University of Antsiranana and the University of Comoros have been asking for more marine training courses since we started working with them in 2006. The initiation of the Coastal Academy has now fulfilled that wish and has exceeded expectations as now it is developing further services beyond just courses and supporting their postgraduate students' research as well as providing them invaluable access to training from European lecturers and the chance to study alongside students from all over the world, thus broadening their until-now limited horizons. All of the training emphasizes the importance of including local communities, with a strong social component, communicating science and designing effective outreach programmes.

5. Are there any plans to continue this work?

2012 courses

Given the slow start to the project the target number of students has been increased for the first year. Given the courses started in September 2011, by end of August 2012 40 international students will have completed courses at the Coastal Academy and 45 local and regional students. This excludes students completing their MSc thesis through the Academy or those subscribed to dedicated field courses with visiting lecturers. The international scholarships will come online in 2012 and expansion of training to include Mauritian and Comorian students.

Furthermore, the success of the initiative is being closely monitored and the potential expansion of the Coastal Academy initiative to Fiji, in partnership with the University of South Pacific and Philippines in partnership with the University of the Western Philippines is to be researched in 2012 for potential launch in late 2013. This will depend on quarterly evaluations of the business plan and success against the project's key performance indicators.

6. How do you plan to share the results of your work with others?

- Regular updates posted on the website and through the alumni network
- Reporting to the quarterly Madagascar Marine NGO roundtable meetings
- Attendance at international conferences, university presentations and open days
- Local publicity in newspapers and television

- A dedicated side event and presentation at the next Western Indian Ocean Marine Science Association's symposium in 2013

7. Timescale: Over what period was the RSG used? How does this compare to the anticipated or actual length of the project?

The establishment of the Coastal Academy took three years, and we still have much work to do to develop the regional network through 2012. Our original timescale of 2 years was overly optimistic considering the instable nature of the countries we were working in and the massive scope of the project.



Dr Amelie teaching at the Coastal Academy

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.

Item	Budgeted Amount	Actual Amount	Difference	Comments
EdExcel centre registration costs	4000	445	-3555	ASDAN centre registration and registration fees for 50 students
EdExcel Evaluation visit (3)	4200	1000	-3200	Evaluation visit by Coastal Academy Coordinator
Hire of diving facilities	2160	0	-2160	
Shipping from Europe (misc. items)	1500	0	-1500	All equipment was shipped with project staff
Snorkel Equipment (30)	1390	0	-1390	Donated by Oxygene Scuba UK
MQA registration costs	1000	0	-1000	The primary node was established in Madagascar
Reference library	2000	2000	0	
Marketing	2400	2350	-50	
Digital projector (3)	560	560	0	
Laptop for fieldwork (3)	300	300	0	
Bank charges	200	200	0	
Laboratory equipment	460	520	60	
Media centre facilities	1000	1200	200	
Field survey equipment	1000	1250	250	
International flights	4600	4893	293	
Student desktop computers (18) - Computer Aid refurbished	840	1100	260	20 Laptop computers secured instead to avoid high shipping and customs charges
Stationery	660	1260	600	

Internet & telephone	1500	2200	700	Includes website maintenance costs
Node Coordinators (x3) per diem	6000	6750	750	Project extended 1 year longer than planned and includes salaries for regional trainers
Rental of Premises (Madagascar)	1680	3760	2080	Project extended 1 year longer than planned
Rental of premises (Mauritius)	2760	4320	1560	Rental rates increased rapidly 2007-2010
Rental of premises (Comoros)	2760	3762	1002	Project extended 1 year longer than planned
Centre renovation	0	2350	2350	Lecture hall at University of Antsiranana required considerable renovation and refitting
Project Manager per diem	7000	9750	2750	Project extended 1 year longer than planned
TOTAL	49970	49970		

9. Looking ahead, what do you feel are the important next steps?

- In January 2012 meetings with the following bodies are scheduled to seek affiliation through their approval of the course materials and contribution by means of lecturers and advertising to their members: Royal Geographical Society, Society for Conservation Biology, Marine Biological Association, Zoological Society of London, Society for Biology
- We plan to finalize agreements with international universities to organize field courses for British and Quebecois undergraduate students at the Coastal Academy
- Conservation Leadership Course is in the development stage to launch in June 2012.
- Developing more opportunities and funding for students from Mauritius and Comoros.

10. Did you use the RSGF logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?

Yes, anything produced in association with the project including letters and reports all credit the donor visibly.

The logo is visible on:

- The training centres and offices
- The Coastal Academy website
- All presentations, handouts and other teaching materials
- 1000 hard copy posters delivered to academic institutions throughout north America Europe and the UK and electronic versions sent to universities in Europe, USA and Australia
- Presentations to corporate partners and potential partners
- Presentations to MSc students
- Presentations to lecturers at universities in the WIO region and developed world

- Reports and letters to potential donors, academic partners, guest lecturers and other stakeholders

11. Any other comments?

- Thank you to all of the partners, sponsors, students, and of course, the Rufford Small Grants Foundation for making the Coastal Academy an enduring success for building marine conservation capacity in the western Indian Ocean Islands.
- Please ask if any further information, photographs or examples of teaching materials are required.
- We are happy to send a representative to meet the Rufford Board of Trustees in the UK to give a presentation with further information and photos from the project from January 2012
- We have learnt some key lessons along the way but are glad that despite the great, and in some cases, unexpected challenges that arose throughout the project, they proved surmountable and the Coastal Academy can be deemed a success and has led to new training opportunities and partnerships which were not originally identified in the initial proposal.
- We will continue to develop the Coastal Academy as a sustainable, innovative and adaptable model for capacity building in marine and coastal management over the coming years despite the fact the initial project funding has finished

12. I agree to this report being published on the Rufford Small Grants website

Signed (or print name)

