ADB

Technical Assistance Consultant's Report

Project Number: R-PATA 7753: Strengthening Coastal and Marine Resources Management in the Coral Triangle of the Pacific (Phase 2)

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Strengthening Environment Governance and Regional Learning

(Financed by the ADB/GEF)

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For the Asian Development Bank

Asian Development Bank

ACRONYMS

ADB	-	Asian Development Bank
ELA	-	Environmental Law Association
BMP	-	best management practices
CEPF	-	Critical Ecosystem Partnership Fund
CTI	-	Coral Triangle Initiative
CTSP	-	Coral Triangle Support Program
CBRM	-	community based resource management
EBFM	-	ecosystem-based fisheries management
EIA	-	environmental impact assessment
FELA	-	Fiji Environmental Law Association
FLMMA	-	Fiji Locally Managed Marine Areas Network
ICM	-	integrated coastal management
IUCN	-	International Union for Conservation of Nature
LALSU	-	Landowners Advocacy and Legal Unit
LTN	-	Learning and Training Network
MECDM		Ministry of Environment, Climate Change, Disaster
	-	Management and Meteorology
MFMR	-	Ministry of Fisheries and Marine Resources
MPA	-	marine protected area
NCC	-	National Coordinating Committee
NPMU	-	National Program Management Unit
PaNEL	-	Pacific Network for Environmental Law
PNGCLMA	-	PNG Centre for Locally Managed Areas
PNGLTN	-	PNG Learning and Training Network
PIRT	-	Pacific Islands Roundtable for Nature Conservation
PMC	-	program management consultant
SLELC	-	Senior Legal Expert and Law Coordinator
SLET	-	Senior Legal Expert for Timor-Leste
SIELA	-	Solomon Islands Environmental Law Association
SILMMA	-	Solomon Islands Locally Managed Marine Areas Network
TNC	-	The Nature Conservancy
VELA	-	Vanuatu Environmental Law Association
WCS	-	Wildlife Conservation Society

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EXECUTIVE SUMMARY

This is the Final Project Report for the R-PATA 7753 Strengthening Coastal and Marine Resources Management in the Coral Triangle of the Pacific (Phase 2) and covers the activities of the Regional Law and Learning components that were implemented by the Consultant, International Union for Conservation of Nature (IUCN).

A.   Law Component

The law component focused on strengthening environmental laws in the 5 project countries—Fiji, Papua New Guinea, Solomon Islands, Timor-Leste, and Vanuatu. The law project carried out activities relating to: Strengthening of Environmental Law through Capacity Building (Capacity Development) and Strengthening of Environmental Law through Institutional Strengthening (Environmental Law Associations).

This component successfully established the Vanuatu Environmental Law Association (VELA), revived and strengthened the Solomon Islands Environmental Law Association (SIELA), and assisted the Papua New Guinea Environmental Law Working Group in the formal registration of the Papua New Guinea Environmental Law Association (PELA).

In all five countries, training and awareness programs were conducted related to coastal and resource management, which targeted public and private lawyers and enforcement and judicial officers.

These included capacity building workshops on particular legal and conservation issues in each country: mangrove management and a national environment policy in Vanuatu; fisheries governance and environmental law in Solomon Islands; mangrove rehabilitation, ocean and coastal policies, bêche-de-mer fishery governance, and protected areas in Papua New Guinea; reducing emissions from deforestation and forest degradation (REDD), biodiversity conservation, and integrated coastal management tools; and environmental law training in Timor-Leste.

Environmental law associations (ELAs) were established in PNG, Solomon Islands, and Vanuatu. The ELAs are multidisciplinary organizations that provide a forum for all professionals and others with an interest in natural resource management, environmental science, and the law. Each ELA is unique in terms of its structure as outlined in the respective constitutions; however; the focus is promoting the rule of law in environmental and natural resource matters in their respective countries. Through their strategic plans formulated under this Project, the ELAs in PNG, Solomon Islands, and Vanuatu will be able to contribute to strengthening environmental governance in their respective countries. Regional networking and learning was established through the Pacific Network for Environmental Law (PaNEL) and through a two-day workshop on lessons learned for the Project.

The law component created linkages between professionals interested in strengthening environmental law and coastal and marine resources management in project countries and other professionals/organizations/projects in the region in various national and regional meetings and fora and by partnering and creating synergies with other projects. Noteworthy was a Funding Opportunities meeting for the environmental law associations of Fiji, Solomon Islands, and Vanuatu, and the environmental law working group of PNG, where for instance, the Solomon Islands Environment Law Association was granted $80,000 for two years by the Critical Ecosystems Partnership Fund to appoint a Coordinator and implement its strategic plan.

Several knowledge products were made, including training materials on Environmental Law in Timor-Leste (in Portuguese); fact sheets on ICM Regulatory Roadmap for Decision Makers and communities, respectively, in Fiji; Report on Solomon Islands Capacity Development on Environmental Law; and strategic plans for the Papua New Guinea and Solomon Islands ELAs.

B.   Learning Component

The learning component became active at the regional and country inception meetings, in planning with the countries and developing work plans and engagement. This also involved networking with national networks, such as the Fiji Locally Managed Marine Areas Network (LMMA); PNG Learning and Training Network; Solomon Islands LMMA; Timor-Leste Coral Triangle Support Partnership (CTSP), and the Indonesia LMMA which was building capacity in local communities in Timor-Leste; and Vanuatu nongovernment organizations.

The key outputs in the countries were increased participation of practitioners in developing national best management practices. For example, the conservation officers' manual in Fiji was developed with support from key coastal and natural resource management partners, including the Institute of Applied Science of the University of the South Pacific, Wildlife Conservation Society, World Wildlife Fund, and government sectors to contribute to the manual.

At the regional level, IUCN convened two regional learning meetings to coincide with the Pacific Nature Conservation Roundtable meetings in 2014 and 2015. These were very beneficial for the countries to discuss similar challenges and lessons to take back and integrate into national environmental law implementation strategies and share with their implementing partners.

Three learning manuals were produced: *iTaukei Affairs Conservation Handbook*, a conservation manual for Fiji government officers dealing with environment management and conservation; the *Code of Good Practice in Community Conservation and Resource Management in Papua New Guinea*, a guide to nongovernment and community-based organizations, government officials, and community leaders as they engage with communities so that practitioners follow a standard approach based on lessons learned and good practices; and *Lessons from Mararo Community Based Organization, East 'Are'are, Solomon Islands*, which presents a case study on local approaches to promoting spread of community-based resource management from village to village. A related product in Timor-Leste was planned and will be completed by IUCN under other projects.

I. INTRODUCTION

A. Background of Regional Law and Learning Component in the Project Countries

1. This report is the final project report of the International Union for Conservation of Nature (IUCN) for the regional technical assistance on Strengthening Coastal and Marine Resources Management in the Coral Triangle of the Pacific (Phase 2) funded by the Asian Development Bank (ADB) and Global Environment Facility (GEF). The report covers the activities of the regional law and learning components implemented by IUCN. IUCN Oceania Regional Office signed a Contract for Consultant's Services (Contract No: COSO/41-702) with ADB on 29 September 2011 for the implementation of these components of the technical assistance with a revised completion date of September 2015.[1] (Appendix 1).

B. Summary of Overall Implementation

2. The overall implementation of the IUCN component (herein called the project) was led by the IUCN team leader, who changed 3 times during the project life. This did not affect implementation greatly but some consequent changes in the law component were a challenge. IUCN ensured that the capacity of the experts maintained a high level and standard of implementation.

3. Implementation was also supported by the professional IUCN finance and administration staff, which ensured that IUCN met ADB procurement requirements. The IUCN technical project management team provided technical support where required. This support was not accounted for but was of great cost to IUCN to ensure successful implementation of the project.

C. Institutional Arrangements

4. The institutional arrangements for the project followed the IUCN Oceania Regional Office (ORO) management structure and institutional arrangement. The IUCN project team established linkages with the program management consultant (FCG ANZDEC) and maintained linkages and developed collaborations with country project coordinators, environment focal points, and nongovernment organization (NGO) project partners throughout the life of the project. IUCN met with the technical assistance review team and provided inputs in March 2014. IUCN met with the program management consultant Team Leader/Regional Program Manager in Fiji in March 2015. The learning component worked closely with the National Program Management Units (NPMUs) and coordinators, and the national networks to plan country activities.

5. The Lessons Learned meeting held in Suva in July 2015 included all coordinators of the NPMUs from each of the project countries, including representatives from FCG ANZDEC and the WorldFish Center. FCG ANZDEC collaborated with IUCN and the Vanuatu Department of Environment Protection and Conservation (DEPC) on a training event that focused on environmental impact assessment (EIA) processes and understanding Vanuatu's responsibilities under multilateral environmental agreements, and in which FCG ANZDEC would provide technical capacity and IUCN the funding. Unfortunately, the Vanuatu DEPC cancelled the training. IUCN collaborated with the Solomon Islands Environmental Law Association (SIELA), whose chairperson acted as a resource person for the development of the Vanuatu

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[1] Original completion date was April 2014.

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Environmental Law Association (VELA) strategic plan. The Senior Legal Expert and Law Coordinator (SLELC) travelled to Port Vila to conduct the one-day meeting.

II.   OUTPUTS

6.   The IUCN was required to deliver the outputs outlined in the project contract. Each component implemented by the Consultant has clear outputs and deliverables which this Final Report addresses. This section outlines the outputs for the Regional Law Component and the Regional Learning Component.

A.   <u>Regional Law Component Outputs</u>

(i)   Terms of Reference

7.   The Terms of Reference for the Law project were intended to achieve the following:

Objective 1*: Strengthen environmental governance through supporting the establishment and operations of environmental law associations.*
- Deliverable 1: Environmental law associations established or strengthened in the project countries.

Objective 2: *Strengthen Environmental Law for improved management of coastal and marine resources.*
- Deliverable 2: Raised stakeholder awareness of environmental law and improved capacity of public and private lawyers, enforcement and judicial officers in administering, implementing and enforcing environmental law;
- Deliverable 3: Technical expertise and assistance provided to project countries' governments to support the development of environmental law and policy, including for sustainable coastal and marine resources management
- Deliverable 4: Countries linked to regional/international environmental law and conservation networks.

(ii)   Composition of Law Project Team

8.   The Law Project Team position of Senior Legal Expert and Law Coordinator (SLELC) was filled by the following:

Ms. Christine Trenorden, former Environmental Law Programme Coordinator for IUCN's Environmental Law Programme, who left IUCN at the end of January 2014

Ms. Patricia Parkinson, former Senior Environmental Legal Officer for IUCN's Environmental Law Programme, who left IUCN at the end of May 2014

Mrs. Maria-Goreti Muavesi, the current Acting-Senior Environmental Legal Officer who took over the Project as the Senior Legal Expert and Law Coordinator in November 2014 upon ADB's endorsement and continued to the end of the Project.

9.   In addition, **Ms. Patricia Moore**, was contracted by IUCN as the Senior Legal Expert and Trainer for Timor-Leste (SLET). The SLET completed her tasks in September 2014 and a Final Report was submitted on October 2014 (Appendix 2).

(iii)   Methodology

10.   At the commencement of the project, inception meetings were undertaken in each country, led by the SLELC. An Inception Report was produced and submitted to ADB (Appendix 3). The aim of the inception meetings was to help identify what outcomes and deliverables of the law component of the project were relevant in the context of each country and could be implemented.

11.   A work plan was devised for all five countries to guide their implementation of the project. As required by the contract with ADB, IUCN had to submit, apart from the Inception Report, a Mid-Term Report which was submitted in April 2013 for 1 April 2012–January 2013. At the completion date of the Contract on 30 April 2014, IUCN requested a no-cost extension of the contract, at which time it submitted an Interim Report that outlined the progress of the implementation and the outstanding activities. It also requested the change in personnel for the law project from Ms. Patricia Parkinson to Mrs. Maria-Goreti Muavesi. The extension and endorsement of personnel were approved in November 2014; however, at this time, the SLELC was on maternity leave and could not commence implementation of the project until she returned to the office at the end of January 2015.

12.   In Timor-Leste, IUCN was responsible for the financial services required to implement the project, while the technical inputs were provided by the SLELC. This ensured that IUCN was aware of the implementation of the project and its progress.

13.   The SLELC was responsible for implementing all activities relating to Fiji, Papua New Guinea, Solomon Islands, and Vanuatu and collaborated with the environment departments in each country, in particular the NPMUs.[2] These coordinators were IUCN's main contacts for the capacity building part of the law component.

14.   The collaboration with the environment departments allowed the SLELC to gain access to lawyers through their respective bar associations for the establishment of environmental law associations (ELAs). Fiji and Solomon Islands had established ELAs but SIELA required strengthening while the Fiji ELA was successfully in operation and did not require any assistance as it was a fully-fledged organization.

15.   PNG and Vanuatu did not have environmental law associations although in PNG a similar organization, the Centre for Environmental Law and Community Rights, or CELCOR, was in operation but was facing some difficulties to stay afloat due to lack of funding. A law working group was established in PNG, Solomon Islands, and Vanuatu to assist in the formation, strengthening, and establishment of the environmental law associations. The Law Working Groups became the main contact for IUCN in all activities relating to the establishment of the environmental law associations.

16.   Where there were synergies, both the law working groups and the coordinators were approached by IUCN for collaboration and this was evident in both achieving the objectives and all deliverables of the law component.

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[2] The NPMU Coordinators were Ms. Agnetha Vavekaramui and Ms. Ethel Francis of the Solomon Islands Ministry of Environment, Climate Change and Disaster Management; Ms. Mafa Wilson of the Fiji Department of Environment; Mr. Reginald Tabi and Mr. Molu Bulu of the Vanuatu Department of Environment Protection and Conservation; and Ms. Lois Nakmai of the Papua New Guinea Department of Environment Protection and Conservation.

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17.   The SLELC undertook a mission in February and May 2015 to PNG, Solomon Islands, and Vanuatu for individual and joint planning meetings with their respective ELA Working Groups to revise the work plan and identify activities that were realistic for implementation within a 6-month period before the closure of the project in September 2015 (Appendix 4).

(iv)   Country Reports

18.   Following are the activities that were implemented under each project country in the following order: Solomon Islands, PNG, Timor-Leste, Vanuatu, and Fiji.

(a) Solomon Islands

19.   A SIELA Taskforce was set up when the SLELC conducted a mission in October 2013 to strengthen the defunct SIELA.[3] The SIELA was initially set up in 2009 but was not functioning as expected. The Taskforce was mandated to finalize the constitution, which required extending the membership to nonlawyers and defining the specific roles of SIELA to ensure that it was not similar to the Landowners Advocacy and Legal Unit (LALSU).

20.   On 1 December 2014, the SIELA was formally revived with a new constitution and a new executive committee voted into office, with a diverse membership called the Green Council (Appendix 5).

21.   The SLELC conducted a mission on 23–24 February 2015 to Honiara, Solomon Islands (Appendix 6). Due to a hold on all activities for nine months, the need arose to reengage with the stakeholders and complete all activities in Solomon Islands. Individual and joint planning meetings were held with SIELA, Ministry of Environment, Climate Change, Disaster Management and Meteorology (MECDM), and the NPMU Coordinator to revise the work plan and identify activities that were realistic for implementation within the 6-month period before the closure of the project in September 2015.

22.   The following activities were agreed on at the joint planning meeting:

- Objective 1: Deliverable 1 on the establishment of the environmental law association. The activities to be implemented included a) development of SIELA Strategic Plan 2015-2018; b) publication and printing of SIELA Strategic Plan; c) public launching of SIELA; and d) technical assistance in finding funding opportunities for SIELA.

- Objective 2: Deliverables 2 and 3 on capacity building for private and public lawyers, enforcement and judicial officers. The activity to be implemented was a needs assessment on capacity building in environmental law in the Solomon Islands and the production of a Report on the Solomon Islands Capacity Development for Environmental Law.

- Objective 2: Deliverable 4 on countries' linkages to regional/international environmental law and conservation networks. SIELA was to send a representative to the regional meetings in Suva, Fiji, in July 2015.

23.   On 3–4 June 2015, IUCN assisted SIELA in holding a strategic planning meeting for the plan's development covering July 2015–July 2018. The planning meeting was facilitated by an

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[3] Interim Report 1 February 2013–30 April 2014, paragraph 21, p.10.

Australian volunteer working with LALSU (Emily Long) and made possible through funding from ADB (Appendix 7).

22.   SIELA submitted its approved strategic plan for 2016–2018 to IUCN on 10 August 2015 (Appendix 8). Unfortunately, the SIELA Strategic Plan was not printed as expected due to time constraints faced by IUCN and SIELA and therefore there was no public launching. The final layout and design of the SIELA Strategic Plan was only received on the eve of project closure. However, SIELA recently received funding from the Critical Ecosystem Partnership Fund (CEPF) and can pay for the printing costs and fund the public launching of SIELA. IUCN is willing to provide the technical assistance required in completing these activities beyond the life of the project.

23.   Representing SIELA, its Chairperson, Ms. Senoveva Mauli, participated in four regional meetings in Suva, Fiji:

- Lessons Learned meeting (7–8 July 2015). The meeting gave an opportunity for the SIELA to update everyone on the formation of SIELA, to share the challenges and lessons it faced and learned during the life of the project and to network with the ELA representatives from Fiji, PNG, and Vanuatu as well as the NPMU Coordinators.
- Pacific Islands Roundtable (PIRT) meeting (9–10 July 2015). The meeting gave SIELA an opportunity to hear from conservation experts from the international and Oceania perspectives, to network with them, and share in what the PIRT is all about. The Chairperson officially became a member of the Pacific Network for Environmental Law (PaNEL) after the formal establishment of the new regional network on environmental law.
- IUCN Oceania Regional Council Forum (13-15 July 2015). The meeting was an opportunity for SIELA to link up with the World Commission on Environmental Law (WCEL), IUCN Commission on Environmental, Economic and Social Policy (CEESP), and IUCN Oceania regional members who attended the meeting and to be a part of the side event hosted by the chairperson of WCEL. This allowed the sharing of information and lessons in the Oceania region on environmental law (Appendix 9).
- Funding Opportunities Meeting (13 July 2015). The meeting was an opportunity for SIELA to learn funding opportunities from donors that would best suit the organization. Presentations were made by CEPF, US Embassy, and United States Agency for International Development (USAID) for the Pacific-American Climate Fund (PACAM); and UNDP for small grants. Before the meeting, SIELA had secured funding from CEPF and after the meeting submitted an application to USAID for PACAM Funds. SIELA was requested by USAID to submit a full proposal in October 2015.

24.   IUCN conducted a capacity-building workshop with presentations on fisheries governance challenges and the legal challenges (with The Nature Conservancy [TNC] work) in Solomon Islands, and LALSU and Environmental Law.

25.   In September 2015, in collaboration with MECDM, Ministry of Fisheries and Marine Resources (MFMR), and SIELA, IUCN conducted a capacity needs assessment on environmental law and reported its findings in a report titled *Solomon Islands Capacity Development on Environmental Law*. It was aimed at assisting MECDM, MFMR, and SIELA identity future training and awareness needs for all levels of community and/or stakeholders on environmental and natural resources law in the Solomon Islands.

(b) Papua New Guinea

26.   The PNG Environmental Law Working Group was set up when SLELC conducted a mission in August 2013 to help strengthen environmental law in PNG and work toward formal establishment of the PNG ELA (PELA).[4]

27.   A mission was conducted by SLELC on 28–29 May 2015 to Port Moresby (Appendix 10). Due to a hold on all activities for nine months, the need arose to re-engage with the stakeholders and complete all activities in PNG. Individual and joint planning meetings were held with the NPMU Coordinator, Ms. Lois Nakmai, and the PNG Law Working Group to revise the work plan and identify activities that were realistic for implementation within the 6-month period before the closure of the technical assistance in September 2015.

28.   The following activities were agreed at the joint planning meeting:

- Objective 1: Deliverable 1 on the establishment of the environmental law association. The activities to be implemented included a) development of PNG Environmental Law Association Strategic Plan 2015–2018, b) publication and printing of PELA Strategic Plan, c) public launching of PELA, and d) technical assistance in finding funding opportunities for PELA.
- Objective 2: Deliverables 2 and 3 on capacity building for private and public lawyers, enforcement and judicial officers. The PNG Law Working Group and the NPMU Coordinator advised that work on the protected areas policy and draft instructions for the legislation were currently underway and that the Law Working Group would continue to support this activity, which was funded through UNDP.
- Objective 2: Deliverable 4 on countries' linkages to regional/international environmental law and conservation networks. The PNG Law Working Group would send a representative to the regional meetings in Suva, Fiji in July 2015.

29.   Following approval of ADB in August 2015 to provide financial assistance to the PNG Environmental Law Working Group for the registration of PELA, an application to the Registrar of Charitable Organisations was submitted on 7 September 2015. On 24 September 2015, IUCN was notified that the office of the Registrar had accepted the application and now required PELA to advertise its intention of becoming a charitable organization. PELA was advertised in the "The National" newspaper on 1 October 2015 and was to wait for one month from the date of the advertisement when the Certificate of Registration would be issued.

30.   The PNG Law Working Group, without any financial assistance from the project, held a meeting and developed the PELA Strategic Plan 2016–2019 (Appendix 11).

31.   The Chairperson of the PNG Environmental Law Working Group, Ms. Tamalis Akus, represented the Law Working Group at 4 regional meetings by invitation, in Suva:

- Lessons Learned meeting (7–8 July 2015). The meeting gave an opportunity for the PNG Environmental Law Working Group to update everyone on the formation of PELA, to share the challenges and lessons it faced and learned during the life of the project and to network with the other ELA representatives from Fiji, Solomon Islands, and Vanuatu, as well as the NPMU coordinators.

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[4] Interim Report 1 February 2013–30 April 2014, paragraph 23, p. 11.

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- PIRT meeting (9–10 July 2015). The meeting gave the PNG Environmental Law Working Group an opportunity to hear from conservation experts from international and Oceania perspectives, to network with them, and share in what the roundtable is all about. The Chairperson officially became a member of PaNEL after the formal establishment of the new regional network on environmental law.
- IUCN Oceania Regional Council Forum (13–15 July 2015). The meeting was an opportunity for the PNG Environmental Law Working Group to link up with WCEL, CEESP, and IUCN Oceania regional members who attended the IUCN Oceania Regional Council Forum, and to be a part of the side event hosted by the Chairperson of WCEL, which allowed the sharing of information and lessons in the Oceania region on environmental law.
- Funding Opportunities meeting (13 July 2015). The meeting was an opportunity for the PNG Law Working Group to learn from the donors funding opportunities that would best suit the organization. Following this meeting, the PNG Environmental Law Working Group applied for funding with the CEPF for PELA and will be considered once the Certificate of Registration of FELA is issued and submitted to CEPF.

32.   IUCN had conducted a capacity building workshop in August 2013 on various issues, including work undertaken in PNG under the mangrove rehabilitation for sustainably-managed healthy forests, bêche-de-mer decentralized governance, and challenges on ocean and coastal policies in PNG through an ocean policy where both private and public lawyers from PNG were present. A capacity building workshop on Protected Areas Legislation for PNG was conducted in April 2014, in which both private and public lawyers were also present. International and comparative law for protected areas was among the presentations during the workshop where key international and regional legal instruments relating to protected areas and development of protected area policy and law in the Cook Islands, Fiji, and Solomon Islands were shared with the participants.

33.   No capacity building training or assessment was conducted between January and September 2015 in PNG for reasons explained earlier.

(c) Timor-Leste

34.   It was not possible to set up an environmental law association in Timor-Leste so the focus of the law project was on implementing activities related to Objective 2: Deliverables 2 and 3.

35.   The SLET implemented the Timor-Leste law project in September 2014 in collaboration with the Legal Training Centre (LTC) under the Ministry of Justice by developing training materials on environmental law and holding (i) a two-day training course on 22–23 September 2014 to a group that included trainee magistrates, public defenders, and private practice lawyers, and (ii) one-day training course on 24 September 2014 for judges, prosecutors, public defenders, and trainees in the LTC's program for notaries. The SLET's Final Report for the Timor-Leste law project outlines the implementation of all activities.

36.   IUCN collaborated with the SLET and Ms. Eliana Silva Pereira of LTC to create user-friendly course material out of the training materials developed and used at the Timor-Leste training course on environmental law for future environmental law courses. The LTC produced a knowledge product on the course materials. However, due to time constraints and the large amount of material, IUCN could only develop a first draft in Portuguese. The SLET and the LTC

had the opportunity to review the layout and design but there was not enough time to provide a thorough review as some terms were difficult to translate into Portuguese (Appendix 12).

37.   The SLET attended the three regional meetings in Suva, Fiji:

- Lessons Learned meeting (7–8 July 2015). The meeting was an opportunity for the SLET to share with everyone the law project in Timor-Leste, in particular the challenges and the lessons learned during its implementation.
- PIRT meeting (9–10 July 2015). The SLET was given the opportunity to meet with experts and be a part of the formal establishment of the PaNEL. Although the SLET is technically from the Asian region, as she is based in Bangkok, she became a member of PaNEL with the hope of sharing best practice in environmental law from Asia.
- IUCN Oceania Regional Council Forum (13–15 July 2015). The meeting was an opportunity for the SLET to link up with experts from the Oceania region, WCEL, CEESP, and IUCN Oceania regional members who attended the forum, and take part in the side event hosted by the Chair of the WCEL, which allowed the sharing of information and lessons in the Oceania region on environmental law.

(d) Vanuatu

38.   An Interim Executive Committee of the Vanuatu Environment Law Association (VELA) was set up in June 2012 to finalize the VELA Constitution and work towards the formal registration of VELA as a charitable organization.[5] On 27 November 2014, VELA was formally established through its registration with the Registrar of Charitable Trusts and announced through an article published in the Vanuatu Daily Post. An executive committee was formed with Colin Leo appointed as chairperson (Appendix 13).

39.   A mission was conducted by the SLELC on 26–27 February to Port Vila, Vanuatu (Appendix 14). Due to the hold on all activities for nine months, the need arose to reengage with the stakeholders and complete all activities in Vanuatu. Individual and joint planning meetings were held with the NPMU Coordinator, Mr. Molu Bulu; Acting Director of the Department of Environment Protection and Conservation (DEPC), Mr. Trinison Tari; and the VELA executive committee. A joint planning meeting was held to revise the work plan and identify activities that were realistic for implementation within the 6-month period before the closure of the project in September 2015.

40.   The following activities were agreed on at the joint planning meeting:

- Objective 1: Deliverable 1 on the establishment of the environmental law association. The activities to be implemented included a) development of VELA Strategic Plan 2016–2018, b) publication and printing of the VELA Strategic Plan, c) public launching of VELA, and d) technical assistance in finding funding opportunities for VELA.
- Objective 2: Deliverables 2 and 3 on capacity building for private and public lawyers and enforcement and judicial officers. Discussions with the DEPC identified the need for awareness training for both private and public lawyers in understanding multilateral environmental agreements, in particular those to which

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[5] Interim Report 1 February 2013–30 April 2014, paragraph 17, p. 9.

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Vanuatu is a party; and the EIA Process as per the Vanuatu Environment Protection and Conservation Act.

- Objective 2: Deliverable 4 on countries' linkages to regional/international environmental law and conservation networks. The VELA would send a representative to the regional meetings held in Suva, Fiji in July 2015.

41. During the mission in February 2015, VELA agreed that the public launch would only take place once the VELA Strategic Plan was ready for membership and public consumption. The printing of the Strategic Plan and public launching of VELA were not undertaken because the plan was still in its development stage.

42. On 25 July 2015, IUCN collaborated with SIELA Chairperson, Ms. Senoveva Mauli, and facilitated a successful one-day strategic planning meeting for the development of the VELA Strategic Plan 2016–2018. Unfortunately, due to constraints beyond its control, VELA is still in the process of drafting its strategic plan. A draft strategy was expected to be completed by August 2015. There is no full-time staff of VELA dedicated to the drafting of the strategic plan. However, IUCN was able to assist VELA by providing an outline of its strategic plan to which VELA would provide the relevant information, most of which was discussed at the planning meeting. IUCN will continue to assist VELA in developing its strategic plan beyond the life of the project (Appendix 15).

43. During the Vanuatu law project implementation, the SLELC noticed that VELA was not known to many in Vanuatu, in particular, organizations that VELA itself had identified during its strategic planning meeting as potential collaborators. The mission in July allowed the SLELC to introduce the VELA Chairperson to these organizations. With the assistance of the NPMU Coordinator, appointments were made and meetings were held with the Department of Water Resources, Department of Mines and Minerals, Department of Forestry, GIZ Vanuatu, Vanuatu Environmental Science Society, Department of Agriculture, USP Emalus Campus Law School, and Live and Learn.

44. The Chairperson of VELA, Mr. Colin Leo, represented VELA in four regional meetings by invitation in Suva, Fiji:

- Lessons Learned Meeting (7–8 July 2015). The meeting gave an opportunity for the VELA to update the participants on the formation of VELA, to share the challenges and lessons learned from during the life of the project and to network with the other ELA representatives from Fiji, PNG, and Solomon Islands as well as the NPMU coordinators.
- PIRT meeting (9–10 July 2015). The meeting linked VELA with conservation organizations as its current executive committee is made up of lawyers only. The Chairperson officially became a member of the PaNEL after the formal establishment of the new regional network on environmental law in the region.
- IUCN Oceania Regional Council Forum (13–15 July 2015). The meeting was an opportunity for VELA to link with the WCEL, CEESP, and IUCN Oceania regional members who attended the forum as well as an opportunity to see how regional and international forums are held.
- Funding Opportunities meeting (13 July 2015). The meeting was an opportunity for VELA to learn funding opportunities from donors that would best suit the organization. Following this meeting, VELA was encouraged to apply for funding with the CEPF in August. Unfortunately, CEPF Regional Implementation Team

confirmed that VELA did not submit an application for funding. VELA was also part of the side event hosted by the Chairperson of the WCEL, which allowed the sharing of information and lessons in the Oceania region on environmental law.

45.   The IUCN conducted a capacity building workshop in November 2013 on mangroves management in Vanuatu for climate adaptation and livelihood, which also included a presentation on the draft National Environment Policy where both public and private lawyers were present. A presentation on the establishment of VELA at the South Pacific lawyers inaugural conference was also made in Port Vila.

46.   The IUCN collaborated with the DEPC and the PMC to hold a training event on EIA processes and understanding Vanuatu's responsibilities under multilateral environmental agreements. The SLELC would provide technical support with funding from IUCN. The training was supposed to be scheduled on 14–15 September 2015. Unfortunately, due to miscommunication between IUCN and DEPC regarding the content and focus of the training, the Acting-Director of the DEPC cancelled the training.

(e) Fiji

47.   The Fiji Environmental Law Association (FELA) was established before the commencement of the project and did not require the project's assistance in its establishment. Therefore, the focus of the law project in Fiji was on Objective 2: Deliverables 2, 3, and 4.

48.   IUCN provided technical advice as and when required during the life of the project. Most notably, IUCN provided presentations on continuing legal education seminars organized by FELA. IUCN collaborated with FELA on the delivery of continuing legal education for lawyers with two seminar presentations on REDD+, Fiji's REDD+ Policy and Associated Benefits to Biodiversity Conservation, the Nagoya Protocol to the Convention on Biological Diversity (CBD) on Access and Benefit Sharing, and the benefits for biodiversity conservation. A presentation was conducted at the National Learning Symposium in Suva on 20–21 February 2015 on legal and institutional tools for integrated coastal management (ICM), including lessons for Fiji from the best practice case study of New Zealand. A presentation on regulatory roadmaps for ICM governance was conducted at the ICM Planning and Training Workshop on 13–15 May 2013; three draft ICM regulatory roadmaps developed as part of the project were introduced. During January to September 2015, IUCN continued to work on finalizing the ICM regulatory roadmaps, although the ICM committee had not met since the national symposium in May 2014.

49.   The development of these ICM regulatory roadmaps was intended to support the work of the ICM committee in particular, the ICM plan. The draft roadmaps were presented at the ICM Planning and Training Workshop hosted by the Department of Environment and University of the South Pacific on 13–15 May 2014 in Suva. The objectives of the roadmaps were as follows:

- ICM Roadmap for Decision Makers: a practical tool for decision makers to clarify coastal management and governance by focusing on the statutory bodies' roles, regulatory processes, and interactions. It will encourage coordination between statutory bodies in order to contribute to integrated decision making, which is a key characteristic of ICM (Appendix 16).

- ICM Roadmap for Developers: a practical tool for developers, which aims to clarify the different processes and respective approval bodies in order to achieve sustainable development activities in the coastal zone. It will help developers to

understand their rights and duties for developing coastal activities, and the stakeholders and statutory agencies they should interact with in order to reach integrated, effective, and sustainable management of Fijian coasts (Appendix 17).

- ICM Roadmap for Communities: a practical tool for local communities, especially customary resource owners; it aims to clarify their role in coastal management, understand their rights and responsibilities in the coastal zone, and identify the stakeholders and statutory agencies they should interact with in order to reach integrated, effective, and sustainable management of Fijian coasts (Appendix 18).

50.   The roadmaps underwent a number of reviews and were revised following the ICM National Symposium in 2014. Feedback on the draft from the Department of Environment was not obtained until IUCN was invited to present an update on the regulatory roadmap on 29 September 2015 at the ICM Meeting. At this meeting, the ICM Committee agreed to review the roadmaps and endorse the draft at the next ICM meeting which is likely to take place in the 4th quarter of 2015.

51.   The FELA Coordinator, Mrs. Kiji Vukikomoala, represented FELA in four regional meetings in Suva:

- Lessons Learned meeting (7–8 July 2015). The meeting was an opportunity for the ELAs of PNG, Solomon Islands, and Vanuatu to learn about FELA operations and services to the general public, and also for FELA to link up with the other ELAs.
- PIRT meeting (9–10 July 2015). The coordinator officially became a member of the PaNEL after the formal establishment of the new regional network on environmental law. FELA is an established organization in Fiji and is well known to the conservation community. The meeting presented an opportunity to link up with PIRT members from the region.
- IUCN Oceania Regional Council Forum (13–15 July 2015). The Chairperson of FELA attended this meeting on behalf of the coordinator and had the opportunity to be a part of the side event hosted by the Chairperson of the WCEL, and which allowed the sharing of information and lessons in the Oceania region on environmental law.
- Funding Opportunities meeting (13 July 2015). The Chairman of FELA attended this meeting on behalf of the coordinator and had the opportunity to advise the other ELA representatives present on making good choices for funding opportunities.

(v)   Regional Report

52.   Under the law project, Objective 2 Deliverable 4 focuses on country linkages to regional and international environmental law and conservation. IUCN organized the participation of each country NPMU coordinator, government representatives, and ELA representatives to be part of four meetings held in Suva, Fiji in July 2015.

53.   Two of these meetings, Lessons Learned and PIRT were attended by all invited participants including the SLET. The Lessons Learned meeting gave an opportunity for all the partners, NPMU coordinators, government representatives, and ELA representatives to share lessons learned from the project (Appendix 19). The other two meetings were attended by the

ELA representatives and the SLET; the WCEL Chairperson held a side event that focused on trends and challenges of environmental law in Oceania. Another meeting allowed the ELA representatives to hear from donors on the opportunities for funding. They included CEPF, UNDP Small Grants, New South Wales Environment Defender's Office, US Embassy, and USAID PACAM Funds. Following this meeting, SIELA applied for PACAM Funds and PELA applied for CEPF Funds.

(vi)   Knowledge Products

54.   The law project had hoped to produce the seven knowledge products such as (i) Regulatory Roadmap for Local Communities; (ii) Regulatory Roadmap for Decision Makers; (iii) Regulatory Roadmap for Developers; (iv) Training Material on Environmental Law in Timor-Leste (Portuguese); (v) Solomon Islands Environmental Law Association Strategic Plan; (vi) Papua New Guinea Environmental Law Association Strategic Plan; and (vii) Solomon Islands Capacity Development on Environmental Law. However, time is insufficient to complete the layout and the design in accordance with the ADB Publication Guidelines and to have the products reviewed by each country, ELA, IUCN Headquarters, and ADB.

B.   Regional Learning Component

55.   The regional learning component involved capturing lessons learned and best practices and production of selected manuals and case studies to be promoted across the five participating countries and in the region. IUCN as chair of the regional environment roundtable under this technical assistance worked with each country to develop an agreed timeline and format for the regional learning program and facilitation of regional learning. The project compiled reports on the findings of each roundtable forum on regional learning and how these should be reflected in future work planning where appropriate. As best practices were identified, IUCN collated ICM best management practice (BMP) guidelines in the form of manual and case studies for dissemination to participating countries for improved practices in coastal management.

56.   The terms of reference for the learning component were:

a.   Develop a learning framework with the Coral Triangle Pacific project countries (with timeline and format) in coastal and marine resources management, climate adaptation, and environmental law.
b.   Provide annual regional roundtable exchanges to identify BMPs, lessons learned, successes, achievements, and constraints.
c.   Synthesize and disseminate lessons learned to provincial and national governments.
d.   Develop for Coral Triangle Pacific project countries a manual of best practices and lessons learned in coastal and marine resources management, climate adaptation, and environmental law.

57.   The specific deliverables under this component were:

a.   *BMP and learning framework in ecosystem-based management, climate adaptation, and environmental law* to guide countries capture their BMPs and lessons learned in line with their project or work program and measures of success factors or indicators

b. *Country annual BMP and lessons learned report and presentations* produced as part of the annual regional roundtable meetings and exchanges to feed into the lessons learned manual

c. *Coral Triangle Pacific project countries best practices and lessons learned manual* produced as the final product to capture all the facilitated learning and lessons learned in ecosystem-based management, climate adaptation, and environment law

d. *A web page* designed to ensure all products and lessons learned are readily available and easily accessed

e. *Policy brief* describing BMPs and lessons learned targeting leaders and policy makers

f. *BMPs and lessons learned products*, such as guides, stories, and cases studies.

(i) Composition of Team

58. The Learning Component Team consisted of the following and supported by the IUCN Oceania Technical and Finance and Administration team:

Taholo Kami – Learning Component Advisor will continue to provide guidance specifically on the Pacific Islands Roundtable regional learning and other regional linkages with IUCN work, such as in mangroves, protected areas, and commissions.

Etika Qica – Learning Coordinator will continue to lead the component in coordinating $$specific activities, and linkages with country training coordinators, the natural resource expert, and other learning networks, such as the locally managed marine areas network and the broader Coral Triangle Initiative (CTI).

Dr. Hugh Govan – Natural Resource Management Expert will start working on the manual in 2013 and other policy papers as part of promoting lessons learned and best management practices.

(ii) Methodology

59. The methodology for the component was initially planned to have a systematic learning framework but due to the different levels and timings of the country activities, the method was adjusted to work more closely with individual countries and document lessons following their own process and timings. The methodology included regional learning where the countries were brought together to share lessons and develop regional policy lessons.

(iii) **Outputs**

60. The learning component outputs are outlined below, with relevant verifications referenced.

Output 1: BMP and Learning Framework in Ecosystem-based Management, climate adaptation and environmental law to guide countries capture their BMPs and lessons learned in line with their project or work program conceptual framework and measures of success factors or indicators.

61. IUCN conducted country-level lesson learning meetings and workshops in the five countries to discuss the regional framework, but since they were at their different stages of

implementation it was agreed during the country visits and consultations that the IUCN component will work with individual countries in developing best practices and lesson learning products. The country and regional lesson learning also provided some guidance to other countries that were at the initial stages of planning and designing their project. IUCN also worked with NPMUs to discuss the importance of including best practices in the design phase of their project.

62.   The lesson learning work plans were discussed with the countries and most of the work was planned to start when countries began to implement their project. The countries were assisted to develop their own learning products with assistance from the IUCN Learning Component team. For instance, Fiji and PNG were supported to develop manuals to capture BMPs in coastal and natural resource management. The Solomon Islands, Timor-Leste, and Vanuatu agreed that IUCN would follow their progress of implementation, then work with them on capturing BMPs and lessons learned.

63.   IUCN worked with local coastal management learning networks, such as Fiji Locally Managed Marine Areas (FLMMA), PNG Learning and Training Network (PNGLTN), and Solomon Islands Locally Managed Marine Areas (SILMMA). They take different approaches in collecting lessons learned and IUCN worked with them to produce their country-specific lessons and best practice products, such as manuals and case studies.

(a) Learning Workshops and Meetings

- **Regional TA Inception Workshop** (November, 2011). The Learning Coordinator, Mr Etika Rupeni, and the Natural Resource Coordinator, Dr. Hugh Govan with the IUCN team attended the meeting and presented the component objectives and activities. The meeting also provided the opportunity to get inputs from the country representatives, international experts, PMC, and ADB.

- **Timor-Leste Inception Meeting** (17 February 2012). The learning component was presented and recommendations were made to the stakeholders on how they can integrate the learning component into the Timor-Leste country work plans and outputs. The following were presented during the inception meeting:

  (i) Under Output 1, Capabilities of national and local institutions strengthened for sustainable marine resource management, the learning component proposed to compile BMPs to guide development of policies to support the planned policy enactment and regulatory reforms.
  (ii) Under Output 2, Coastal communities experienced in ecosystem-based management and climate adaptation, it was recommended to compile current local, national, and regional BMPs in ICM and ecosystem-based fisheries management that can be replicated and demonstrated in Atauro Island and Batugade.
  (iii) For Output 3 on Climate change resilience of coastal ecosystems enhanced, the aim was to provide some regional 'exchanges' or 'look and learn' activities across the 5 countries. The learning component also established contacts with the CTSP and Habura Foundation, which are two key organizations developing BMPs in ICM and ecosystem-based fisheries management. The learning component also worked with the Indonesia LMMA, which is working with CTSP on community-based management. It is crucial that the regional learning links

well with the Timor Country Training Coordinator to develop a lessons learned and BMP framework.

- **Vanuatu Inception Meetings** (22–24 February 2012). On 22 February, the learning component concept was presented and discussed with the Regional Project Coordinator, the Vanuatu National Project Coordinator, and International Food Policy Research Institution representative to get inputs on how best to discuss the component at the inception meeting on 23 February. It was agreed to align the discussion to their country work plan. The inception meeting took place on 23 Feb 2012 and the learning component was presented and discussed.

- **Solomon Islands National Coordinating Committee Briefing and Introduction of Learning Component** (25–29 June 2012). The CTI National Coordinating Committee (NCC) invited IUCN to present its work plan and seek the NCC's support in carrying out its activities. The project was presented and the NCC endorsed the approach and work plan for both law and learning components and provided inputs. On the learning component, the NCC suggested to closely work with TNC, WorldFish Center, Ministry of Fisheries and Marine Resources (MFMR), and SILMMA. A meeting was also convened with practitioners to brainstorm a learning mechanism for the Solomon Islands. It was agreed that a neutral body be set up to assess lessons learned and BMPs coming from the field and practitioners to avoid biases. It was agreed that the learning component would be documented once the project field activities are developed and implementation commences.

- **SILMMA Annual General Meeting** (26–30 November 2012). Representatives from NGOs, government, and communities attended and shared lessons and BMPs. The stakeholders also identified key areas that would be useful to their work. A template developed by IUCN was presented to assist them in capturing and sharing lessons learned. The challenge was to establish a provincial mechanism to share lessons that would assist communities improve their practices. At government or national level, national networks like SILMMA need support to put in place a systematic approach for documentation, storage, and retrieval of lessons.

- **Vanuatu Lesson Learning and Best Management Practices Workshop** (12–18 August 2012). The main objective was to conduct a stakeholder workshop and discuss a 'learning framework' that they have used or develop one based on their experiences. The main stakeholders involved were Live and Learn, MFMR, MECDM, GIZ, communities from Nguna Pele, Peace Corps, Global Environment Facility (GEF) Integrated Watershed Management (IWRM) project, and Wan Smolbag. The Wildlife Conservation Society also attended as part of their scoping mission to establish a program in Vanuatu. The participants gave presentations of lessons learned and identified areas for lesson learning to improve their coastal resource management practices, which will be developed further for documentation purposes. The key areas for learning, based on the GEF IWRM learning areas were (i) stakeholder engagement, (ii) project management, (iii) capacity/performance, (iv) coordination/integration, (v) technical, (vi) political, (vii) sociocultural and (viii) communication. The Learning Coordinator also worked with the Vanuatu country coordinator and training coordinator to share lessons learned from Fiji on the approach and shared Fiji's work plan and budget template as a guide.

- **Timor-Leste Lessons Learning and BMP Workshop** (14-22 October, 2012). The objective of the mission was to conduct a lesson learning workshop on coastal management in Timor-Leste and discuss the establishment of a learning mechanism. The workshop participants also discussed areas in which lessons need to be collected. The organizations that attended included the CTSP team, MFMR, community representatives, and the CTI-funded team from Indonesia, which was conducting a learning exchange in Timor-Leste. The key results of the mission were stakeholder support, lessons captured during the meeting, and key areas identified for lesson learning.

- **PNG Inception Meeting** (23–27 October 2012). The Law and Learning components were presented to the PNG project stakeholders during the inception meeting. It was agreed that the IUCN Learning Component would link with the existing national leaning mechanism managed by the PNG Centre for Locally Managed Areas (PNGCLMA) and the Learning National Committee (LNC). A visit was made to PNGCLMA and TNC to discuss the details of the IUCN Learning Component.

- **Fiji National Best Management Practices Workshop** (4–6 December 2012). The learning component was presented to the FLMMA partners and they have provided inputs to the framework and template for capturing lessons learned. The IUCN Learning Component Coordinator facilitated the learning workshop with representatives from all over Fiji during the FLMMA annual general meeting, and participants worked in groups to collect lessons learned on the following areas: harvest area management and herbivores, opening of tabu area/no take zones, community data collection results and next plan, setting up of provincial natural resource management committees and land management, and turtles conservation. The key result was design of a learning process to guide their learning in specific areas; a database for storage and easy accessibility was planned.

- **Solomon Islands Learning and BMPs on Coastal Management and Ecosystem-based Fisheries** (16 October 2013). The workshop was conducted to bring practitioners together to define best practice guidelines for coastal fisheries management based on past and present approaches, with focus on ADB CTI project approaches at project sites in Isabel and Malaita. Among those invited were TNC, WorldFish Center, Mangrove Ecosystems for Climate Change Adaptation and Livelihoods (MESCAL), and MFMR. The stakeholders reviewed two principles developed for a community in Solomon Islands in 2007 and 2011. They agreed that the 2011 principles were still relevant to maintain the national guidelines. The areas included (i) roles and responsibilities, (ii) relationship between stakeholders, (iii) management approaches, and (iv) best practice guidelines for community-based resource management (CBRM) in the Solomon Islands (Box 1).

- **WorldFish Aquatic Agricultural Systems Lessons Learning workshop, Auki, Malaita** (21–24 October 2013). The learning coordinator attended the WorldFish Center lesson learning workshop where field officers, technical staff, government, and NGOs were invited to share lessons on farming and fishing or aquaculture systems, improving productivity, access to markets, adaptive capacity, policies and institutions, and scaling-up. The ADB CTI project presented a CBRM-based action research model, which includes planning, action, observation, and cross-reflection. The end goals are to improve income, diet, and productivity; increase control of

assets; and to innovate and adapt. The lessons model included making sense of stories, critical learning action reviews, stakeholder reviews, collective theories of change, and other tools and approaches. The workshop was very useful to demonstrate the WorldFish Center's strong lesson learning component as part of the ADB CTI project.

Box 1: Principles for Community-based Resource Management in Solomon Islands
(revised 2011)

1. Roles and Responsibilities
- o Ministry of Fisheries and Marine Resources (MFMR) and Ministry of Environment, Climate Change, Disaster Management and Meteorology are the lead agencies responsible for community-based resource management (CBRM) in Solomon Islands.
- o Organizations working with communities to implement CBRM should consult these ministries to ensure alignment with current national strategies.
- o Organizations should provide both ministries with information about intended workplans and target communities and sites.
- o All nongovernment organizations (NGOs) should work towards having memoranda of agreement or mutually acceptable agreements with the two ministries.
- o Organizations should ensure reporting of project progress back to all responsible bodies (MFMR), Solomon Islands Locally Managed Marine Areas Network (SILMMA), donors, province, and communities).

2. Relations between Stakeholders. Partners should ensure that
- o communities are clear on the intended goals, responsibilities, and likely consequences and that information is shared appropriately and regularly. This may be covered in a written agreement between community and project. Communities will be involved in project design wherever possible;
- o broad and inclusive participation of all stakeholders is facilitated at the community level (women, youth, churches, resource owners, etc.), i.e., the bottom-up approach;
- o consultation and appropriate involvement of provincial government, appropriate national ministries, and NGOs in collaborative partnerships take place;
- o resources such as information, skills, personnel, gear, publications, and reports are shared as much as possible to all levels. Communities should have improved access to information; and
- o existing networks (e.g., SILMMA) are utilized. Networking is a good mechanism for achieving resource sharing and assisting MFMR and MECDM to liaise with different stakeholders.

3. Management Approach. Management should ensure that
- o people, their aspirations, and livelihoods are a central focus;
- o external and broader issues, risks, and long-term implications, including sustainability, are considered;
- o capacity building at all levels plays a central role;
- o mechanisms for monitoring and evaluation (internal and external) are defined;
- o special consideration of land and marine tenure as well traditional and customary values is made;
- o management process is flexible and adaptive; experiences and lessons learned should inform and improve management on a continual basis;
- o management/action plan should be documented and contain agreed information;
- o due regard and support for the present and future legal framework is made; and
- o if possible, fair distribution of CBRM projects in all provinces takes place.

4. General "Best Practice" Guidelines for a CBRM process in Solomon Islands
- o Community must give a genuine expression of interest.
- o Consult all stakeholders at national, provincial, and local level.
- o Effective community awareness and project clarification are made.*
- o Assess community-based problems and situations.
- o Participatory management and action planning should result in a clear and simple management/action plan.
- o Implement and monitor the action plan.
- o Management should be adaptive through monitoring, reporting, and plan review.
- o CBRM is long-term, sustainable, and has an exit strategy.

> * Points for effective community awareness
> - Literacy may be a barrier
> - Exchange visits and hearing from other communities may be most effective
> - Ascertain the preferred language for materials and discussions in the target community
> - Be clear who you are targeting; ensure they are the right people for the project
> - Awareness must be a continuing process
> - Appropriate timing and place are required
> - Awareness for education/information is different from awareness as part of enforcement.

- **PNG ADB-CTI Learning Component Meeting at the Department of Environment and Conservation Marine Station** (27 August 2013). The meeting discussed steps to collect lesson learning activities with stakeholders, such as the PNG Learning and Training Network (PNGLTN). The meeting was attended by SeaWeb, PNGCLMA, and the Department of Environment and Conservation. The main result was an agreement that the learning will be done in collaboration with the PNGLTN both at national and provincial level. PNGLTN has established provincial learning and training networks at provincial level or in provincial hubs with support from WWF, TNC, and the World Conservation Society (WCS). The country component will also support community learning exchanges and training of champions and 'influencers.' The current provincial hubs are at Madang, Manus, Milne Bay, Oro, and West New Britain.

(b) Regional Learning Meetings and Lessons

Output 2: Country Annual BMP and Lesson Learning Report; presentations will be produced as part of the annual regional roundtable meetings and exchanges.

64. The learning component convened and facilitated two regional lesson learning exchanges during the PIRT. PIRT is one of the largest regional nature conservation forums in the Pacific region, with members and partners ranging from international NGOs, regional intergovernmental agencies, and academic institutions, to governments and local community groups.

- **1ST Regional Lesson Learning: 9th Pacific Islands Conference on Nature Conservation and Protected Areas (2–6 December 2013, Suva Fiji).** The 1st regional learning meeting was convened during the 9th Pacific Islands Conference on Nature Conservation; ADB CT Pacific participants were expected to contribute to the regional lesson learning workshop. The project representatives from PNG, Solomon Islands, and Fiji were funded to attend this annual learning; Vanuatu and Timor-Leste could not send any representatives. The project organized a parallel session on *Coral Triangle Pacific: Lessons and Best Management Practices in Coastal and Marine Resource Management.* The meeting results were:

  (i) **IUCN Learning Component.** An overview of the ADB CT Pacific project was presented, outlining the overall objective and the specific learning component. The guest speaker, Mr. Bunker Roy of Barefoot College, India, emphasized the need to link conservation with community development and the role of women as agents of change.
  (ii) **'Lite' Engagement Model in Mararo, Malaita, Solomon Islands.** The 'lite' approach is a model of low community inputs, but with high community project ownership and provision of necessary information for project implementation and sharing. The case study site is in a small population of Mararo in Malaita, where

resources are still intact. The idea was to test a minimum number of village visits (2 or 3) to develop a community resource management plan and then give villagers the information to self-manage their resource management plans. The case study showed that this approach needs strong leadership from communities and a good community facilitator.

(iii) MPA Systems and 5 community MPAs in Gizo. The WWF CTI presented its work in Gizo in Western Province on establishing an MPA network that integrates fisheries, biodiversity, and climate change aspects. The process of MPA establishment included education and awareness, obtaining community commitment, establishing good partnerships, agreeing on good MPA criteria design and protocol, capacity building, and strengthening local governance. Inshore fish aggregating devices (FADs) were also discussed. A national guide to establishing MPAs has been produced to guide and replicate the MPA establishment process. The MPA principles include the following:

- Be inclusive. Include a wide spectrum of partners and stakeholders to encourage commitment and appropriate design/approaches.
- Integrate seascapes, fisheries, and climate change adaptation, as well as threatened species in all aspects of MPA selection, networks, and management.
- Aim for social equity in all interactions, as well as sharing of costs and benefits among stakeholders, and in respecting culture and indigenous heritage of stakeholders.
- Acknowledge and respect national processes of each country in recruiting sites and networks, actions, or reporting.

A presentation on Kimbe Bay integrated coastal management was made, with lessons based on TNC's experience in projects in Manus, Kimbe Bay, Loniu, Lawes, Bupi, and Chepau. The lessons shared were:

- Be less technical.
- Involve all key stakeholders from the start.
- Work under a memoranda of understanding with the government; this is necessary for buy-in; legislation is often necessary where traditional customs are now weak.
- Where traditional customs on resource management are strong, they should be used.
- Work at community pace and respect community norms.
- Build capacity through a network that promotes sharing of lessons learned and good practice tools.
- Be invisible; work through 'influencers,' i.e., people who have authority and make decisions at the community level; communities' concern is about present income and food on the table today, not about the future.

The PNG Learning Training Network (LTN) Model, (Figure 1), was discussed at the meeting. The PNGLTN was established by the CTI NCC in 2011. Community-level discussions take place in 5 provinces, each with a provincial PNGLTN hub established in 2011 and 2012, a PNG Code of Good Practice was developed in 2013, and a community influencers' network was established in

2014 to carry key messages on marine resource management. The hubs are in Madang, Manus, Milne Bay, New Ireland, and West New Britain; they are supported through exchange learning visits, best practice tools and methods, training and capacity building, and coastal community outreach.

Figure 1: PNG Learning Training Network Model
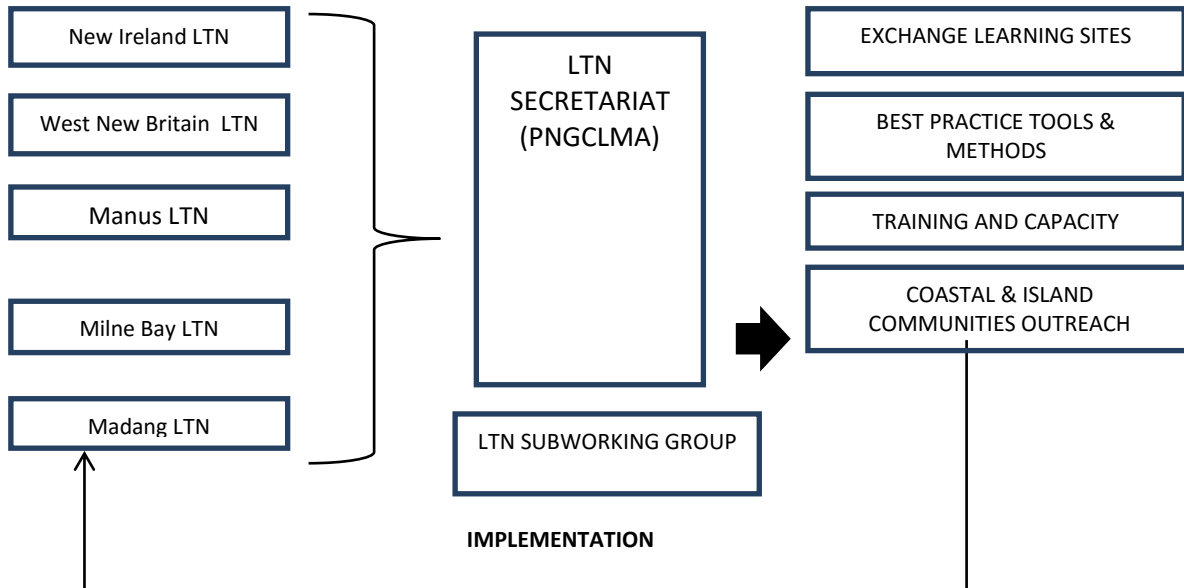
LTN = learning training network, PNGCLMA = Papua New Guinea Locally Managed Areas.

The Nguna Pele community MPA was presented; a highlight was the process of planning and implementing climate adaptation activities. The initiatives were started in 2003 with four communities and now nine communities take part from both Nguna and Pele islands.

65.   The key lessons from the sessions discussed above are:

i.   The need to recognize women as agents for change.
ii.   The need for care in the use of terminology to avoid misperceptions. A point was made regarding the use of the term best *practice*; 'good practice' is what is meant. It was argued that the term limits the effective output of any practice used for projects implemented in Pacific Island countries. The term *conservation* was viewed as an 'NGO word' in Solomon Islands and has been replaced by 'resource management' to make the concept acceptable at the community level.
iii.   The need to visualize the future of important sectors, such as fisheries, in terms of reach and impact. The 'lite' approach is used for awareness purposes.
iv.   A memorandum of understanding was effective for establishment of MPA sites (e.g., in Kimbe Bay and Manus Island in PNG). The MOU made it possible for community enforcement mechanisms to be effective.
v.   Use of local provincial offices for community involvement. The presence of an influencer or community leader was helpful in linking government and communities for the PNGLMMA project. Provincial offices have taken the initiative to set up their own hubs for learning and teaching networks.

vi. The need to involve traditional owners from the beginning of MPA processes in order to avoid conflicts between government and communities, and so that policies benefit communities while maintaining sustainable use of natural resources.

vii. The need for more capacity building activities for community-based projects.

viii. The need to address other activities, such as gravel extraction and improper waste management, in order to prevent exacerbation of negative impacts.

ix. The need to involve government and community at the beginning of project design to ensure enforcement of policies.

x. The linkage between terrestrial and marine resources should be clear from either bottom-up or top-down approaches. Involvement of the local provincial office whenever needed should be considered for implementation of project activities.

- **2nd Regional Lesson Learning: 18th Pacific Islands Round Table for Nature Conservation Annual Meeting, Suva, Fiji (7–8 July 2015).** This brought together the countries and project partners including the University of the South Pacific and the IUCN project team, for their final project presentations, to share lessons, and bring the IUCN Law and Learning component to a close. The meeting was attended by NPMU country representatives from the five countries. The objectives of the lesson learning meeting were: (i) provide updates from each country on project progress, challenges, and lessons; (ii) share lessons and best practices from the 5 countries; and (iii) provide inputs on learning products and publications, and similar information products that will be produced. The country presentations on lessons learned are presented in the following sections.

1.1   Papua New Guinea

66.   The following projects were presented by the NPMU with their outputs, challenges, and lessons: (i) provincial capacity building and provincial coastal management plan development project by TNC, (ii) climate adaptation strategy for Manus by TNC, (iii) Madang district coastal and inland communities climate proofing and sustainable ridge-to-reef resource management project, and (iv) PNG Locally Managed Areas Network project on women's engagement in the Pari Women's Development Association in Manus by the WCS.

67.   The NPMU achievements shared were: (i) NCC is operational, meets on a quarterly basis, and is regularly updated on the progress of the project; (ii) NCC endorsed 4 subprojects in 2013 of which 2 were implemented by TNC—the Manus project by WCS, and the PNGCLMA; (iii) a workshop was conducted in February 2013 in Kimbe to review and finalize the draft Kimbe Bay Marine Management Area subproject proposal by TNC; and (iv) a stakeholders' workshop was conducted in April 2013 to review and endorse the PNG Marine Program 2014–2017. The PNG Marine Program is yet to be approved by the National Executive Council due to changes in the organizational status of the Environment office from a Department to an Authority in March 2015. It was anticipated that approval would be achieved in the 3rd quarter of 2015.

68.   Other activities undertaken were: (i) setting-up the ELA/Environment Law Working Group in April 2014, after a workshop facilitated by the IUCN Oceania office; (ii) recruitment of new national program manager to strengthen the CTI activities in September 2014; (iii) receipt of funding by the PNGCLMA to implement subproject on Documentation of Indigenous LMMA Community Women Engagement Tool in November 2014; (iv) approval of the National Protected Areas Systems Policy by the National Executive Council in December 2014; and (v) receipt of funding by the WCS in January 2015 for the subproject on Strengthening Local

Capacity of Vulnerable Island Communities in Papua New Guinea for an Ecosystem-based Approach to Resource Management.

69.   The challenges in project implementation were: (i) delayed start in implementation due to national elections in 2012 and office relocation; (ii) no clear context to guide development of proposals, (iii) large number of staff changes in ADB, PMC, and NPMU; (iv) delayed project proposal processing due to mid-term review process; (v) lack of institutional capacity; (v) lack of support from national government agencies directly involved with the projects; (vi) lack of a national policy specific to marine management; (vii) lack of clear communication between ADB and thePMC; (viii) difficult and expensive communication network; and (ix) delayed government endorsement/approval, which hindered timely delivery of certain milestones.

70.   Lessons learned are summarized below:

(i)   The importance in the use of a suitable and agreed template for proposal development.
(ii) Clarity in the interpretations/definitions/terminologies, e.g., integrated coastal management vs ridge-to-reef management.
(iii) Sharing relevant information and costs that are essential in developing networks with other donor-funded projects.
(iv) Importance of collaboration with other projects where activities, stakeholders, and pilot sites are the same.
(v)   Regular communication with and between NPMUs and the PMC to share problems and solutions encountered in project implementation.

71.   The two projects presented by PNG as part of their lesson sharing were the; (i) establishment of the PNGLTN and (ii) and implementation of the Code of Good Practice. The PNGLTN was established in 2010 as a national network to capture lessons and BMPs in coastal management, and which developed the Code of Good Practice as a key output.
72.
73.   PNGLTN has grown since its establishment with provincial hubs in East New Britain, Manus, Milne Bay, New Ireland, New West Britain, and Northern provinces. The general principle of learning is based on the 'information flow concept' from national level to influencers and then to communities.

74.   The key lessons presented on the PNGLTN were:

(i)   Strengthening learning at all levels
(ii)   Development of a common set of principles based on lesson learning and good practice, such as a code of conduct to guide learning
(iii)   Building local capacities of leaders or influencers to be champions and to take a sustainability approach in the long term
(iv)   Strengthening the role of government and NGOs as facilitators of community and local processes
(v)   Strengthening networks at all levels as key enabling mechanisms to good governance and natural resource management, while supporting Pacific community cultures and traditions.

75.   The application of the Code of Good Practice was demonstrated in the Pari Women's Development Association. The code shows the successes, beneficial and nonbeneficial actions, and areas of improvement in marine coastal management in PNG. The purpose of the code is

to provide guidance on the standard of behavior for NGOs, community-based organizations, government officials, field practitioners, and community leaders as they engage, plan, and implement activities using various tools and methods for community conservation and resource management. The absence of standards and quality control was a hindrance to the PNG-wide implementation of community conservation and resource management. The code is community focused, reflects the PNG context at all levels, and incorporate traditional knowledge and practice on managing marine resources.

76.   The key lessons presented on the application of the code in Pari were:

   (i)   Focusing on capacity building of influencers; in this case, the women were targeted to be influencers in decision making.
   (ii)   Engaging communities; in this case, data gathering by women was crucial to give them the voice to present information and a voice in decision making.
   (iii)   Working with the established government system for sustainability.

1.2   Fiji

77.   The Fiji component was aligned to the national climate change policy, integrated coastal management framework, mangrove management plan, green growth framework, environment management act, fisheries act, national biodiversity strategy and action plan, and solid waste management strategy.

78.   The project was implemented in Ra Province, one of the largest provinces in Fiji, with 9 coastal districts, close to 45 villages with a population of 27,000, and total coastal area of 1,341 square kilometers. The main environmental issues are gravel extraction, unsustainable land use, overfishing, poaching, burning, waste management, impact of tourism development, and poor waste water management. To address these, the project carried out (i) strengthening capacity at national and provincial levels, (ii) application of best practices in ecosystem-based management and climate change adaptation, and (iii) effective project management.

79.   The key project achievements were: (i) formulation of the Ra ICM plan, (ii) revival of work on the national ICM plan, (iii) establishment of the Provincial ICM committee, (iv) strengthening of partnership and collaboration, (v) institutional strengthening programs (e.g. communication, education and public Awareness of the Ramsar Convention[6]), and (vi) bottom-up approach to planning and management as well as participation at national and regional forums.

80.   The key lessons shared were:

   (i)   There needs to be consistency in project management rather than constant changing of donor policies on engagement and priorities that ultimately affected partner engagements.
   (ii)   Capacity building should be sufficiently funded to ensure successful implementation of projects.

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[6] Formally, the **Convention on Wetlands of International Importance, especially as Waterfowl Habitat**, and is an international treaty for the conservation and sustainable utilization of wetlands, recognizing the fundamental ecological functions of wetlands and their economic, cultural, scientific, and recreational value. It is named after the city of Ramsar in Iran, where the Convention was signed in 1971. https://en.wikipedia.org/wiki/Ramsar_Convention.

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(iii)   More resources should be channeled to support provincial and community implementation.

(iv)   Community implementation of the project is a must.

(v)   Best practice guides are crucial to replicate best practices, both in Fiji and the region.

1.3 Solomon Islands

81.   The project funded were improved coastal management in Isabel Province by TNC, and improved coastal management by the WorldFish Center and the MECDM in Malaita Province. The main achievements from these activities were:

(i)   Isabel province

- Provincial conservation plan
- Establishment of six MPAs
- Mangrove restoration site
- Increased awareness and capacity at provincial level
- Secured memorandum of agreements between government and mining companies
- Coastal solid waste management training with MECDM as part of its ongoing national waste program

(ii)   Malaita Province

- Fisheries ordinance
- Conservation plan
- Establishment of two MPAs
- Increased awareness and capacity at provincial level

82.   The main challenges faced were lack of capacity of local NGOs, procurement processes, and the tedious approval process. A key strength was the support of the CTI NCC which ensured alignment of the proposals with the Solomon Islands National Plan of Action. Also, strong partnership with the national and provincial governments was crucial to the success of the activities.

83.   The national best practices in Solomon Islands have been well documented over the years through such publications as (i) Towards Integrated Island Management: lessons from Lau, Malaita, for the implementation of a national approach to resources management in Solomon Islands, (ii) principles for best practice for CBRM in Solomon Islands, (iii) Community-based Marine Resource Management in Solomon Islands: A Facilitators Guide, (iv) engaging women and men in community-based resource management processes in Solomon Islands, and (v) lessons from implementing, adapting, and sustaining community-based adaptive marine resource management.

84.   The following principles on integrated resource management are being observed in Solomon Islands.

(i)   An integrated resource management design, as shown below:
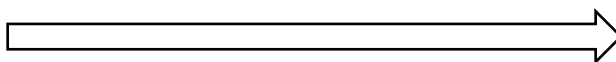
Build community-based approaches
Aim for local management wherever possible. Involve provincial government and, only where necessary, central government in management

- Provide information
- Avoid the creation of unrealistic dependencies
- Motivations

Incorporate broad social and ecosystem perspectives (including an ecosystem approach to fisheries management)
Management approaches need to be as inclusive as possible of the many direct and indirect community interactions with the wider social and natural environment.

- Build partnerships and networks
- Coverage of resource management and sustainable development issues

Aim for cost effectiveness and a simple design to ensure sustainability
For the long-term, approaches need to be cost effective and able to be adopted by government departments within the context of foreseeable long-term staffing, capacity and budgetary constraints.

- Simple and understandable design of management
- Determine cost-effective inputs with minimum burden on time and staff resources
- Integrating management planning services into government budgets, policy, and institutions
- Physically decentralize the institutions providing key management planning services.

(ii)   Sustainable natural resource management

- *Enhance cost effectiveness*. Greater emphasis on cost effectiveness of operations and community-based approaches, including the consolidation of delivery for community support through one ministry or joint system.
- *All of government joint service delivery*. Prioritize collaboration and cost sharing across government sectors to achieve community-level delivery of services.
- *Coordinate operations from the province*. Careful consideration of the decentralization of key roles and budget headings to the provincial level while providing some of the more costly services centrally.
- *Strategic nested implementation*. Strategic support of the community-based approach in key areas, with the development of much less resource-intensive support to most other communities.
- *Greater role of information and media*. Greatly increased attention to the types of information, education, and means of delivery most likely to support sustainable management in noncore sites.
- *Phased decentralization*. Roles are to be gradually decentralized, with provincial government developing capacity and responsibility and, together with central government, assuming more of the responsibilities currently handled by NGOs.

- *Geographically staggered*. A phased or staggered approach to implementation in provinces to avoid overburdening the system and allow opportunities for refining approaches.

(iii) Community participation

- Clarify and articulate goals.
- Notify appropriate government ministries.
- Engagement should follow a genuine community expression of interest.
- Identify previous related activities in the community.
- Review existing information on target communities and surrounding environments.
- Talk to key people and draw on local knowledge.
- Compile all available information and share with your team.
- Give prior notification and confirmation of visits.

(iv) First face contact with communities

- Hold a community meeting to explain and agree on purpose and extent of roles in the CBRM process.
- Discuss with leaders and resource owners to better understand why they have requested assistance.
- Formulate partnership agreement through a memorandum of understanding with community leaders.
- Undertake scoping and diagnosis to understand the socioeconomic issues in the community.

(v) Implementation in practice

- Tabus are the most commonly used rule applied to resource use, but additional measures may be required to improve resource sustainability.
- Monitoring activities must be simple, reliable, and cost-effective, and have community interest.
- Management spanning multiple villages may have advantages, but specific management rules and governance arrangements may, in many cases, be best developed to the village level.
- Community-to-community exchange is popular and can be effective for promoting CBRM.

(vi) Adaptive management

- Rules, norms, and processes in a written management plan tend to differ from those that are actually implemented, due to failed implementation or enforcement or the need for more flexibility than originally anticipated.
- Changes or shocks at the village level can interfere with management, particularly if they are unanticipated.
- Issues related to resource ownership can arise at any time, and may stall management efforts if unresolved.

(vii)   Sustaining management

- The ability to enforce rules varies amongst communities.
- Innovative approaches may improve broader involvement in decision making.
- In some communities, approaches for empowerment and strengthening governance may help sustain CBRM.
- There are important roles for the government to play in supporting CBRM.
- Communities have competing priorities that can affect their ability to implement or sustain CBRM.

(viii)   Engaging men and women in the CBRM process

- Utilize a strong male champion to gain support for women's involvement in decision making.
- Involve strong female champions throughout the process of CBRM.
- Involve both women and men throughout the process and engagement.
- Use well-respected existing local networks.
- Build the capacity of women to gain confidence in themselves.
- Give public and global recognition of women and their work.
- Provide targeted communications material.
- Support access to information.
- Provide opportunity for leadership.

85.   In summary, it is important to continue to better understand and improve resource management during its practical application. CBRM goals and plans must be community driven to strengthen ownership. Consultations with all stakeholders at national, provincial, and local levels to utilize existing networks and to build networks are also crucial, along with effective community awareness and project clarification. Participatory management and action planning resulting in a clear and simple management/action plan should be encouraged.

86.   A key lesson learned is to build on local arrangements that are already in place, and use and build the capacity of both men and women on local and traditional knowledge. Application of adaptive management at all project levels—monitoring, reporting and plan review—should be strengthened. Stronger emphasis should be made in improving governance, which frequently involves compromise between long- and short-term strategies.

1.4   Timor-Leste

87.   The priority activities presented were: (i) establishment of an MPA in Vila Village on Atauro and in Batugade village in Balibo, (ii) coastal habitat mapping of the north coast, and (iii) support to Climate Change Center, under the Directorate General for Environment, Ministry of Commerce, Industry and Environment.

88.   The achievements presented were:

- Community and government agreement on the establishment of MPAs in Iha Suco Vila and Iha Suco Batugade in September and October 2012.
- Establishment of an integrated information and education campaign and public awareness at Atauro and Balibo.

- Strong commitments from surrounding communities to support MPAs with local NGOS, such as Roman Luan in Vila, Atauro; and Balibo Ba Oin in Batugade, Balibo as local partners committed to supporting communities, the MPA Management Council, and government in managing MPAs in the future.
- Strengthened capacity in such areas as MPA establishment at government and NGO levels, biological and socioeconomic surveys, mapping, and national policy formulation and traditional laws.
- Coastal habitat mapping of the north coast to assist in the designing of MPAs.
- Increased awareness on environment law in all districts, especially in environmental base laws, pollution control laws, licensing laws, and biodiversity law.

89.   The lessons shared by Timor-Leste were:

- Communication and collaboration between agencies and NGOs, NPMU, PMC, government institutions, donors, and communities
- Securing community participation through memorandum of agreement and increasing awareness to gain community support.
- Ownership and commitment through strengthening of MPA committees and structure to ensure strong ongoing engagements, decision making, and information sharing.
- Securing legal frameworks in the establishment of MPAs with strong community support.

1.5   Vanuatu

90.   The presentation made by Vanuatu was mainly on the projects in Vunausi and Nguna Pele, but few achievements or lessons were presented because the NPMU coordinator was still new to the work. The key achievement presented was the IUCN Environment Law Association work which was reported by the Law component.

(c) Lessons Learned Manuals

Output 3: CT Pacific project countries best practices and lessons learned manual will be produced as the final product to capture all the facilitated learning and lessons learned under the ecosystem-based management, climate adaptation, and environment law.

91.   The documentation of best practices was done at country level and according to the achievements of country projects. The manuals produced were assisted through the process, design, and production by IUCN. IUCN supported the countries in discussing and agreeing on the best practices that need to be included in the manuals and the target audiences. Engagement of the NPMUs, government, and NGOs was secured to ensure long-term buy-in and to support existing manuals developed in-country.

92.   The table below shows the manuals produced by the respective countries:

Country/Title	Description
Papua New Guinea	The Code of Good Practice is a guide to nongovernment and community-based organizations, government officials, and
Code of Good Practice in Community Conservation and Resource	community leaders as they engage with communities so that practitioners follow a standard approach based on lessons

Management in Papua New Guinea (Appendix 20)	learned and good practices. The code will guide practitioners in different aspects such as (i) community engagement, (ii) planning, (iii) implementation, (iv) policy and governance, and (v) cross-cutting issues.
Fiji

iTaukei Affairs Conservation Handbook (Appendix 21) | The conservation handbook is a manual for government officers dealing with environmental management and conservation and covers such areas as (i) coastal and nearshore marine ecosystems, (ii) offshore and deepwater resources, (iii) freshwater ecosystems, (iv) forest resources management, and (v) agriculture. The manual also guides practitioners and users on institutional arrangements that one should recognize in implementing resource management such as the 'vanua' or traditional systems, and to work with existing natural resource community networks such as the natural resource management committees. |
| Solomon Islands

Local approaches to promoting spread of community-based resource management from village to village: Lessons from Mararo Community-Based Organization, East 'Are'are, Solomon Islands (Appendix 22) | The case study presents lessons learned from Mararo in the context of increasing effective coastal management based on best practices and lessons learned. It presents some key lessons in such areas as (i) village level approaches, (ii) supporting local activists, (iii) suitable information tools, (iv) next steps in project interventions, and (v) strengthening provincial networks. |
| Timor-Leste | The planned product for Timor-Leste was an MPA information guide but due to time constraints this was not developed. The Timor-Leste coordinator has been engaged by the regional Protected Areas Working Group, where assistance on this can be sought. |
| Vanuatu | The product planned for Vanuatu was to work with the law component to develop its environment impact assessment brochure but the workshop to develop this was put on hold by the government and the product was not completed. IUCN will work with the government under other projects to continue the support needed. |

Output 4: A web page will be designed to ensure all products and lessons learned are readily available and easily accessed.

93. The outputs, such as manuals and case studies, will be widely distributed to the participating countries and locally distributed as printed copies to participating countries. The manuals will also be uploaded to designated websites by ADB and IUCN.

Output 5: Policy brief describing BMPs and lessons learned, targeting leaders and policy makers.

94. The policy brief is still in draft form to be submitted as part of this final report to capture the lessons learned and that countries can use to develop their country policy briefs.

Output 6: Best management practices and lesson learning products such as guides, stories, and cases studies.

95. This output was achieved under output 5.

III. LESSONS LEARNED

A. Law Component

96. The law project faced many challenges during implementation. These challenges include the following:

(i) High turnover of the SLELC which led to activities being put on hold until ADB endorsed the new SLELCs. The lesson learned by IUCN from this challenge is to ensure that human resources within IUCN, particularly those who are leading a project, should be retained for the duration of a project, especially a project that is funded by ADB.

(ii) For the processing of two new SLELCs, the activities requiring budget approval from ADB had to be put on hold for 6 months before Ms. Patricia Parkinson was endorsed and another 6 months before Mrs. Maria-Goreti Muavesi was endorsed. The lesson learned echoes that in item (i) above where there is a need to retain project lead experts so that implementers do not go through periods without implementation. Another lesson learned by IUCN is to ensure that when applying for a variation of contract—in this instance where a new project expert was to be endorsed—there is a need to ensure that all relevant documentation is filed and that all information submitted is correct. This could lessen the turnaround time for ADB approval.

(iii) Proper planning is necessary to prevent delays in the approval of activities by ADB. Notwithstanding, it is recognized that there were instances where logistics had to be organized at the last minute because the focal points in the project countries approved activities at the last minute.

(iv) Proper concept planning in the scope, required expertise, and context of countries are needed to ensure their effective and timely implementation of activities. In the present case, a no-cost extension meant additional costs for IUCN for legal experts' time. The project should have been given an initial contract period of 5 years.

B. Learning Component

97. The learning component faced the challenge of working according to the pace of the implementing countries, with the result that the achievement of the goals varied from one country to another. The key lessons under this component are:

(i) Lessons and best practices are best defined by countries rather than at regional level.

(ii) National learning networks, such the PNG Learning network and FLMMA, are the best facilitators because they have national and local linkages to ensure that lessons are widely disseminated and applied.

(iii) There is value in regional level learning; individual countries must be well resourced and well linked through national coordination.

(iv) Developing best management practice manuals is a real need in order to disseminate information in a more organized manner to reach targeted audiences.

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(v)   There is a great need to support lesson learning with mentoring, specific training, and awareness campaigns.

(vi)   Experts, communities, government officials, and NGO practitioners together provide a good platform for learning and making agreements on best management practices.

(vii)   There was unrealistic reliance on capacity of local NGOs and other organizations to work on developing complex projects within the funding scope of ADB.

(viii) Monitoring and reporting did not detect some successes or breakthroughs. There might be a need for extra technical capacity to pinpoint these but each project should have its own simple monitoring and evaluation framework and reporting templates.

(ix)   Sustainability of the results depends on appropriate development of governance and legal frameworks and tools.

(x)   The mentoring approach in environment law needs to be strengthened.

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