



Submit by Monday 3 December 2012

DARWIN INITIATIVE APPLICATION FOR GRANT FOR ROUND 19: STAGE 2

Please read the Guidance Notes before completing this form. Where no word limits are given, the size of the box is a guide to the amount of information required.

Information to be extracted to the database is highlighted blue.

ELIGIBILITY

1. Name and address of organisation (NB: Notification of results will be by post and email to the Project Leader)

Name: St Helena National Trust (SHNT)	Address: Broadway House, Jamestown, St Helena, South Atlantic Ocean, STHL 1ZZ
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2. Stage 1 reference and Project title

(max 10 words)

2157: Creating Community Forests to Enhance Biodiversity and Provide Educational Activities

3. Project dates, duration and total Darwin Initiative Grant requested, matched funding

Proposed start date: October 2013 Duration of project: 3 years End date: Sept 2016

Darwin request	2013/14	2014/15	2015/16	2016/17	Total
	£	£	£	£	£

Proposed (confirmed and unconfirmed) matched funding as percentage of total Project cost: 41%

4. Define the outcome of the project. This should be a repetition of Question 24, Outcome Statement.

(max 100 words)

To create three financially and ecologically sustainable Community Forests to be enjoyed and appreciated by islanders and tourists alike; ensuring the future existence of key island biodiversity and environmental knowledge by creating a self sustaining carbon sequestration project, outdoor classrooms for alternative education and Social Enterprise providing benefits to local livelihoods.

5. Country(ies)

Which eligible host country(ies) will your project be working in. You may copy and paste this table if you need to provide details of more than four countries.

Country 1: St Helena	Country 2:
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6. Biodiversity Conventions

Which of the three conventions supported by the Darwin Initiative will your project be supporting? Note: projects supporting more than one convention will not achieve a higher scoring

Convention On Biological Diversity (CBD)	<input checked="" type="checkbox"/> Yes/No
Convention on Migratory Species (CMS)	Yes/No <input checked="" type="checkbox"/>
Convention on International Trade in Endangered Species (CITES)	Yes/No <input checked="" type="checkbox"/>

6b. Biodiversity Conventions

Please detail how your project will contribute to the objectives of the convention(s) your project is targeting. You may wish to refer to Articles or Programmes of Work here. Note: No additional significance will be ascribed for projects that report contributions to more than one convention

(Max 200 words)

The project will contribute significantly to the CBD by supporting the attainment of conservation objectives under the following articles:

8 'In-situ Conservation' (specifically: a & b (establishment and management of Protected Areas); c (creation of habitat stepping stones); d (protection of ecosystems); f (restoration of ecosystems); h (invasive species control)

9 'Ex-situ Conservation' (specifically: c (best practice on species reintroduction); e (build on previous conservation work)

10 'Sustainable Use of Components of Biological Diversity' (specifically: d (engage local populations); e (facilitate stakeholder cooperation in conservation action)

12 'Research and Training' (specifically: a (education and training); b (research contributing to conservation delivery)

13 'Public Education and Awareness' (a (promotion of conservation); b (education & awareness)

16 'Access To and Transfer of Technology', 17 'Exchange of Information' and 18 'Technical and Scientific Cooperation' (through new best practice, website, masters qualification and training).

As part of the project we will hold events to celebrate the United Nations Decade on Biodiversity.

Is any liaison proposed with the CBD/CITES/CMS focal point in the host country?

Yes No if yes, please give details:

The CBD/CITES/CMS focal point is employed within Saint Helena Governments (SHG) Environmental Management Directorate (EMD). This project has support from EMD.

7. Principals in project. Please identify and provide a one page CV for each of these named individuals. You may copy and paste this table if you need to provide details of more personnel or more than one project partner.

Details	Project Leader	Project Partner 1 - Main	Project Partner 2
Surname	Wolfe	Nikki	Various please see section 10
Forename (s)	Adam	Chapman	
Post held	Director	Manager of Conservation for Environmental Manager Directorate (EMD)	
Institution (if different to above)		St Helena Government (SHG)	
Department		EMD	
Telephone			
Email			

8. Has your organisation received funding under the Darwin Initiative before? If so, please provide details of the most recent (up to 6 examples).

Reference No	Project Leader	Title
18-020	Jamie Roberts	Increasing local Capacity to conserve St Helena's threatened native biodiversity (1 st Oct 2010 – 30 th Sept 2013)
19-029	Richard Smith	Laying the Foundations for Invertebrate Conservation on St Helena (31 Mar 2012 – 31 Mar 2015)
EIDCF004	Richard Smith	Laying the Foundations for Invertebrate Conservation on St Helena (Scoping Grant)

9a. IF YOU ANSWERED 'NO' TO QUESTION 8 please complete Question 9,

9b. Provide detail of 3 contracts previously held by your institution that demonstrate your credibility as a research organisation and provide track record relevant to the project proposed. These contacts should have been held in the last 5 years and be of a similar size to the grant requested in your Darwin application.

9c. Describe briefly the aims, activities and achievements of your organisation. (Large institutions please note that this should describe your unit or department)

10. Please list all the partners involved (including the Lead Institution) and explain their roles and responsibilities in the project. Describe the extent of their involvement at all stages, including project development. This section should illustrate the capacity of partners to be involved in the project. Please provide written evidence of partnerships. Please copy/delete boxes for more or fewer partnerships.

<p>Lead institution and website:</p> <p>St Helena National Trust (SHNT)</p> <p>www.nationaltrust.org.sh</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>The SHNT’s aim is to promote the management and protection of St Helena’s natural and cultural heritage assets. This includes:</p> <ul style="list-style-type: none"> • working to conserve threatened endemic species and to restore the native habitats of St Helena. • raising awareness and engaging the local population in practical conservation. <p>The SHNT wishes to build on the successes of Darwin Initiative project (18-020) over the past three years. This project has been carried out in close collaboration with local and international stakeholders and the results will be progressed to ensure conservation on the island has an economically sustainable future on St Helena.</p> <p>The SHNT will be the Lead Partner for this project and be responsible for project management, financial management, coordination of partner input, awareness raising and outreach, and monitoring and evaluation. In addition to an experienced Director and Trust team, the capacity of the Trust to run this project will be increased by the expertise of the key project personnel, strong Government support, and the ongoing participation of two world-leading conservation organisations.</p> <p>169</p>
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<p>Partner Name and website where available:</p> <p>Environmental Management Directorate (EMD)</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>The role of EMD is 'to be the focus of environmental management for the St. Helena Government through the creation and implementation of policy and regulation, and the provision of advice, underpinned by a clear, transparent, research-led evidence-base; supported by systematic monitoring and evaluation and a comprehensive communications and stakeholder engagement strategy.</p> <p>EMD has 9 strategic objectives outlined in its strategic plan – all activities are focussed on delivery of these objectives – these include implementing a £1.3 million waste management plan, developing environmental policy and law, and marine and terrestrial nature conservation</p> <p>EMD is delivering the majority of targets under its strategic plan on time and on budget – this includes the establishment of the directorate, its team and its strategic plan, the creation of a National Environmental Management Plan, Solid Waste Management Strategy, Environmental law, delivering a new waste management system, endemic plant propagation and restoration.</p> <p>EMD's role in this project is to provide technical support and advice through its conservation department and the project's steering group and work in partnership with all SHNT's projects through the Memorandum of Understanding agreed between the two parties.</p> <p>184</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available: Royal Botanic Gardens (RBG), Kew www.kew.org</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>RBG Kew has a very active UK Overseas Territories programme and a long-term commitment to conserving St Helena's unique flora, with current collaborative conservation projects including the OTEP-funded Bastard Gumwood Recovery Project, Mohammed Bin Zayed-funded Large Bellflower (<i>Wahlenbergia linifolia</i>) Genetics Project and the current Darwin funded project 18020: Increasing local capacity to conserve St Helena's threatened native biodiversity (www.kew.org/science-research-data/directory/teams/uk-overseas-territories/index.htm)</p> <p>RBG Kew will provide essential botanical and horticultural expertise and support for critical species conservation, along with providing nursery training to local staff. RBG Kew has been involved in the development of this project, and will help to identify research needs to directly inform conservation action. They will also assist in the delivery of horticultural and site management training. RBG Kew will be closely involved in ongoing monitoring and evaluation, including one visit to the island during the project. RBG Kew will also continue to provide opportunities for St Helenian collaborators to visit Kew for specific training and practical experience.</p> <p>161</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available: Royal Society for the Protection of Birds www.rspb.org.uk</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>The Royal Society for the Protection of Birds has been actively involved in conservation activities on St Helena for more than five years. RSPB works closely with the Trust on projects including Wirebird conservation. RSPB will support the development of best practice in site management, and the development of eco-tourism activities (such as Wirebird tours) that support sustainable conservation on St Helena. The RSPB is also supporting capacity building within the SHNT.</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available:</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p>
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<p>Directorate of Education Head: Colin Moore</p> <p>http://www.sainthelena.gov.sh/pages/educationdepartment.html</p>	<p>The Education Department is fully committed to the raising of educational standards on the island. Alongside of primary and secondary school programmes which are modelled on the UK National Curriculum the department runs an Adult and Vocational Education Scheme (AVES) which promotes life-long learning skills.</p> <p>AVES aspire to achieve a prosperous, peaceful and democratic society, achieved through sustainable economic, environmental and social development leading to a healthy and eventually financial independent St Helena.</p> <p>Their Mission:</p> <p>To inspire generations to undertake a life long voyage of learning and discovery by providing an effective and efficient education programme.</p> <p>Their Vision:</p> <p>We inspire, motivate and develop individuals as we deliver quality, lifelong learning experiences that will enable learners to achieve their full potential and hence make a valuable contribution to our island.</p> <p>AVES are the registered centre for the Diploma in Environmental Conservation and deal with quality assurance, registration and certification.</p> <p>The Education Directorate are fully supportive of the project and will provide the necessary avenues for accessing the schools and teachers for the delivery of all the project's educational activities. They will also provide support on the steering committee and have offered the use of a disused school for the project.</p> <p>199</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available:</p> <p>Enterprise St Helena http://www.investinsthelena.biz</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>Enterprise St Helena (ESH) is the organisation that implements the Sustainable Economic Development Plan 2012/13-2021/22. It takes over from the St Helena Development Agency (SHDA) with a broader remit and wider responsibilities to ensure that local development is focused and strengthened.</p> <p>One of the weaknesses in terms of economic development has been a lack of coordinated and strategic approach. As such ESH has been created to ensure a coherent and consistent approach to development across the island. It will not be a developer, but rather a stakeholder manager. This will allow the organisation to take a more holistic view to development, particularly of less commercial issues such as legacy and whole island benefits.</p> <p>ESH is a Non-Governmental Organisation established under local legislation to promote the growth of the economy of St Helena through the development of existing businesses, and the promotion of the island to new investors and developers. Enterprise St Helena is kindly funded through the Government of St Helena and through the United Kingdom Department for International Development.</p> <p>ESH's role in the project is to help recruit and fund apprentices for the project as part of their traineeship scheme.</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available:</p> <p>SHG's Tourism Directorate http://www.sthelenatourism.com</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>The Tourism Strategy for 2012 – 2016 states “To develop a desirable, sustainable tourist destination and maximise the visitor experience, thus supporting the wider vision for St Helena”</p> <p>The five objectives are:</p> <ul style="list-style-type: none"> • Ensure tourism is mainstreamed throughout government planning and strategies, and supports St Helena Government’s vision and objectives for sustainable economic growth. • Develop and exploit a range of tourism products and experiences that fulfil visitor requirements and maximise revenue, contributing to private sector growth. • Support the tourism sector (including private sector and non-governmental organisations) deliver improvements in standards and range of facilities, as well as capacities and skill sets, and support appropriate government planning and infrastructure. • Deliver appropriate marketing plans to ensure local, visitor, travel industry and investor interest and targets • Guide tourism in all its aspects to be sustainable, managed within capacity implications. <p>The Tourism Directorate aims compliment the project and they have given their full support for the project and the carbon off-setting scheme.</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available:</p> <p>New Horizons Centre The Arch Jamestown Tel:2034 Email: youth@cwimail.sh</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>New Horizons, the only youth club on Saint Helena is open to all people aged 5-21. It is a place where young people can go to meet their friends, make new friends, and learn or try new activities. At the centre based in the main town young people can relax and listen to music or play pool, watch DVD's or enter into the array of activities organised for them by the youth Leader Nick Stevens.</p>
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	<p>New Horizons helps young people understand the world around them and are there to advise young people with their future, to talk about the past and even help them with the present, holding different sessions to educate young people about different topics regarding their health and worries, e.g. contraception. New Horizons are very active in holding charity and fundraising events to raise money for trips overseas and excursions. They also help young people to gain qualifications for their life ahead, e.g. The Duke of Edinburgh award.</p> <p>New Horizon leaders will be trained in Forest Schools and will engage in the Forest Schools provision on a regular basis. They are also partners in the use of Blue Hill School which will become the base for Forest Schools.</p> <p>193</p>
<p>Have you included a Letter of Support from this institution?</p>	<p>Yes</p>

<p>Partner Name and website where available:</p> <p>Civil Society Support Elizabeth Johnson www.sainthelana.gov.sh</p>	<p>Details (including roles and responsibilities and capacity to engage with the project): (max 200 words)</p> <p>Following representations from the Department for International Development (DfID) the Voluntary Services Overseas (VSO) agreed in 2010 to help the recruitment of personnel for Saint Helena. This programme is funded by DfID and as a result of this a Civil Society Support Officer post was created to work with SHG and the Civil Society.</p> <p>During the two year voluntary post, Liz (now in her second year) works with as many civil society, community and voluntary organisations as she can, offering her support to help make them stronger and more effective.</p> <p>Liz has so far established and manages the Saint Helena Youth Parliament to enable consultation with young people and provide an opportunity for young people to make their voices heard.</p> <p>Liz has worked with Forest Schools projects in the UK and will be a key part of the steering group, ensuring the project meets all St Helenian legal and ethical obligations and fulfils all the objectives from the new National Human Rights Action Plan. She will advise on setting up a Social Enterprise and through her links with SHAPE (St Helena's only Social Enterprise) will advise project staff on providing Forest schools provision suitable for SHAPE's special needs</p>
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	clients.
Have you included a Letter of Support from this institution?	Yes
11. Have you provided CVs for the senior team including the Project Leader	Yes

TECHNICAL EXCELLENCE

12. Problem the project is trying to address

Please describe the problem your project is trying to address. For example, what biodiversity and development challenges will the project address? Why are they relevant, for whom? How did you identify these problems?

(Max 200 words)

St Helena has suffered from centuries of exploitation and changes of land-use leaving the island's native ecosystems severely degraded. A large proportion of the island's flora and fauna is now on the brink of extinction, surviving in isolated remnant habitats which are facing significant ongoing threats, particularly rapid encroachment by invasive species and increasing erosion. A new challenge soon to be added to this list is increased tourism generated by the construction of an airport – with the islands main tourist attraction being its stunning landscapes, flora and fauna. Complementing EMD's National Conservation Areas (NCA) work, this project aims to establish 'Community Forests' in high priority biodiversity areas ensuring tourists and local people learn and respect the island's unique global heritage through improved ecological restoration, facilities, interaction, education and social enterprise, benefitting the livelihoods of local people.

The strategic approach taken by this project has been informed by project 18-020 and practical on-island experiences of the last decade, which have demonstrated that habitat-focused restoration, rather than species-led conservation is the key to preserving the unique biodiversity of St Helena. For these potential Community Forests to succeed, the sites established through project 18-020 now need increased community involvement for them to flourish.

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13. Methodology

Describe the methods and approach you will use to achieve your intended outcomes and impact. Provide information on how you will undertake the work (materials and methods) and how you will manage the work (roles and responsibilities, project management tools etc).

(Max 500 words – repeat from Stage 1 **with changes highlighted**)

SHNT's Millennium Forest Project won JNCC's Blue Turtle Award in 2011 for being "One of the most innovative, ambitious and successful large scale habitat restoration projects taking place in the Overseas Territories". 16 Ha of arid, lowland wasteland has been covered by endemic gumwoods, (*Commidendrum robustum*). However, little work

has been conducted to integrate planted trees into a natural, rich ecosystem, and the amenity value of the forest has been little-explored. SHNT plans to greatly develop these aspects, including integrating areas of lost natural habitat for the island's last remaining endemic land bird, the Wirebird (*Charadrius sanctae-helenae*).

SHNT will develop similar models at two sites: (1) Blue Point: mid-altitude woodland of the critically endangered St Helena rosemary (*Phyllica polifolia*), currently with <100 plants in the wild; (2) High Peak: upland cloud forest of black cabbage trees (*Melanodendrum integrifolium*), uniquely important for a range of highly threatened invertebrates, ferns and bryophytes, reduced to a single fragment of <0.3 Ha, without urgent action several inhabitants (e.g. the endemic spiky yellow woodlouse *Pseudolaureola atlantica*) will almost certainly become extinct. To enable management of the woodlands to be self-sustaining, we aim to increase the capacity for sensitive educational and tourism opportunities at all three sites.

SHNT will continue the successful apprenticeship scheme, providing a Diploma in Environmental Conservation to school leavers and young people. Traditionally, conservation has been seen as an unrewarding career for under-achievers, project 18-020 has helped to alter people's perceptions with the third year of the project attracting 14 people to the scheme, as opposed to three in the first year. This will be delivered by a Community Forests Co-ordinator.

Project 18-020 produced a ten year Restoration Management Plan informing restoration targets and management procedures. As the habitats reach three years in age, the success of the approaches used will be evaluated and appraised for future work.

Tree production will be funded by a 'Tourism Passport' – a carbon offsetting scheme run through the Tourism Directorate and "myclimate" (see section 19). All visitors will be enrolled, providing a guaranteed long-term income. Forests will be audited for carbon storage capacity, which a masters student will be recruited to undertake. To increase sustainability, a Social Enterprise will be created with all profits re-invested in the forests. Endemic plants for the Community Forests will be grown at the Millennium Forest by a Nursery Officer (a previous apprentice) employed by the project.

In 2011 14% of 16yr olds achieved five or more GCSEs including English and Maths – much lower than the UK and therefore education is a priority for SHG. A Forest Schools Officer (Martina Peters) will be employed to develop a Forest Schools provision to encourage greater attainment. The visitor centre at the Millennium Forest will be used as an educational facility and a disused school will be transformed into a Forest Schools Centre. A Forest Schools educator from the UK will deliver level three Open College Network training to conservation staff, teachers and Youth workers.

Project Manager Jodie Mills will oversee the project,

14. Outcome

Detail what the expected outcomes of this work will be. The outcome should identify what will change and who will benefit. The outcome should refer to how the project will contribute to reducing poverty while contributing to sustainable development and

management of biodiversity and its products. A summary statement of this outcome should be provided in question 4 and 24.

(Max 250 words)

- Securing three highly threatened biodiversity hotspots – placing them under positive conservation management with increased on-site personnel for protection of endemic species with a sustainable future
- Provide an example of sustainable conservation, achieved through carbon offsetting, sponsored tree planting, guided ecotours and local business development built around forest products. This will also provide a diversity of new job opportunities for the island, boost the local economy, raise the profile of the environment as a valuable local resource and establish a model for how small-scale businesses can benefit from it
- Training of 12 local people to obtain a Diploma in Environmental Conservation – delivering skills in the conservation field which will be relevant to future tourism and other Island economic developments.
- Establish Forest School's as an alternative learning opportunity – enhancing the offer available to all children and young people, with particular reference to engaging and raising the aspirations of disaffected and low achieving students. Sustainability will be through the development of training and mentoring teachers and forest school workers.
- Increased accessible outdoor activities and recreational areas – the creation of nature trails throughout the forests and regular community activities will give St Helenians an incentive to use the Community Forests – most St Helenians have not ventured far from their homes; a quote during a recent interview from a Saint: *"Tourists who have been on the island for 2 hours have seen more of the island than most St Helenians"*

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15a. Is this a new initiative or a development of existing work (funded through any source)? Please give details (Max 200 words):

The project is a new initiative that stems from the successes of Project 18-020. Site restoration has taken place over three years and we now hope to make these areas self sustainable by adopting a carbon off-setting scheme, along with other new initiatives including charcoal production, woodcraft products and honey production by local people.

The major success of Project 18-020 was the development and delivery of a City and Guilds Diploma in Environmental Conservation and we will continue to educate young people through this scheme, along with the island's first Forest School.

Another new initiative as part of the project is Wirebird conservation, following the ethos of a multi, rather than single species conservation approach. The project aims to provide a Wirebird Restoration Area at the Millennium Forest by creating and maintaining five+ adjacent territories of 100m diameter along the southern boundary to Horse Point as prescribed by the NCA proposed boundary. This will be planted with widely-spaced groups of low lying native flora and Gumwoods with the control of invasive species. There are discussions with the Airport contractor Basil Reed to fence the area to provide protected nesting areas for Wirebirds removed from the airport site.

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15b. Are you aware of any other individuals/organisations/ projects carrying out or applying for funding for similar work? Yes No

If yes, please give details explaining similarities and differences, and explaining how your work will be additional to this work and what attempts have been/will be made to co-operate with and learn lessons from such work for mutual benefits:

SHG's Environmental Management Directorate has submitted a bid to the Darwin Initiative to develop management plans for the National Conservation Areas on St Helena. The SHNT has discussed possible overlaps between the two bids and have concluded that the bids actually complement each other rather than double funding similar work. This proposal will augment the other by taking on areas that would not be managed yet, and by giving specialised support to sub-areas of NCAs that require it.

The SHNT have a strong partnership and excellent working relationship with EMD and the resulting outcomes from work achieved with this project will feed directly into the NCA management plans

15c. Are you applying for funding relating to the proposed project from other sources? Yes No

If yes, please give brief details including when you expect to hear the result. Please ensure you include the figures requested in the spreadsheet as Unconfirmed funding.

16. Value for money

Please describe why you consider your application to be good value for money including justification of why the measures you will adopt will secure value for money?

(Max 250 words)

Socio-economic benefits of conserving the natural environment as a basis for eco-tourism has become a focus of key stakeholders and the general public over the past few years. The project aims to foster increased understanding and appreciation of why conservation is a priority for tourism on the island.

The provision of improved access, interpretation, on-site staff presence, eco-tours and events at High Peak, Blue Point and the Millennium Forest will provide enhanced assets for the tourism sector. Through providing positive examples of how biodiversity conservation can underpin sustainable socio-economic development, the project will inform and influence the ongoing development of the Tourism Development Plan and policies on St Helena.

Value for money will be achieved through:

- Carbon offsetting scheme where every tourist pays to plant a tree in the community forests.
- Creating jobs and income for local people through social enterprises including charcoal burning, woodcarving and honey production.
- Training opportunities for local candidates to create genuine long-term capacity within the conservation sector and a sustainable project legacy
- Engaging school children and young people in forest schools to create a passion for the outdoors and the environment, increasing the value of a career in

conservation

- Securing significant matched funding from partners and stakeholders;
- Ensuring collaborative stakeholder involvement preventing unnecessary duplication of effort, maximising existing resources;
- Using volunteers to augment the core project team to deliver project objectives.
- The Forest Schools trainer will come to the island rather than sending candidates overseas

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17. Ethics

Outline your approach to meeting the Darwin Initiative's key principles for research ethics as outlined in the guidance notes.

(Max 300 words)

- The project meets all St Helenian legal and ethical obligations and is fulfilling all the objectives the new National Human Rights Action Plan is asking SHG for. The project considers the needs of the vulnerable members of society; opportunities are open to everyone regardless of gender, sexual orientation, disability, religion, ethnicity and is therefore ethical in terms of the Action Plan.
- The Project aims to employ St Helenians that have progressed from Project 18-020 where possible and will gain the participation of local people through education, events and activities in the Community Forests
- Through project 18-020 we gained vital experience of listening to local knowledge on many aspects of restoration work. The carbon offsetting aspects of the project will require international scientific approaches
- The rights, privacy and safety of people is of paramount importance to the SHNT and policies and procedures are continually being developed within the Trust's governing body to ensure this
- Health and safety is a high priority for staff at the SHNT due to the remote and difficult terrain encountered in some areas of the Community Forests. Risk assessments, radio's, tools talks and personal protective equipment are all part of the daily routine and Health and Safety is also a unit that the apprentices must pass as part of the Diploma. All staff are first aid trained.
- Any project staff conducting research will be peer reviewed and will maintain the independence and integrity of the research process and ensure they maintain an intellectual detachment from any personal convictions relating to the topic of the research.
- All work is focused upon poverty reduction by setting up sustainable forest products and a Social Enterprise, providing job opportunities through training and biodiversity conservation through a carbon offsetting scheme from increased numbers of tourists.

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PATHWAY TO IMPACT

18. Legacy

Please describe what you expect will change as a result of this project with regards to biodiversity conservation/sustainable use and poverty alleviation. For example, what will be the long term benefits (particularly for biodiversity and poor people) of the

project in the host country or region and have you identified any potential problems to achieving these benefits?

(Max 300 words)

Long-term benefits will include significantly increased local capacity for habitat restoration work on St Helena, with a suite of practical skills for effective conservation of the island's unique biodiversity. Finances raised from the carbon off-setting scheme will enable long-term employment for local people who have been trained through the Project's Diploma scheme. Increased site presence will also ensure that an expansion in the numbers of tourists will not have a detrimental effect on the sites' biodiversity and careful monitoring and control methods will be employed.

Identifiable problems include perceived lack of career opportunities and insufficient trainees due to the loss of young people leaving the island to work overseas. With more substantive, rewarding conservation roles on St Helena the chance of retaining skills will increase.

Conservation status of threatened endemics will be significantly improved through the project, and the long-term protection and management of three biodiversity hotspots will be secured. Threats may include an increase in the current level from invasives, and a reduction in conservation resources currently provided by Government.

Social Enterprise will provide a legacy for the island, particularly in honey production which will provide some of the last remaining organic honey in the world, attracting a tourist premium and providing more pollinators for the island's endemic plants.

Potential problems include numbers of tourists visiting the island. Current and forecasted tourism numbers:

- Last full year of figures (2011) show St Helena received 2,177 visitor arrivals.
- Forecasting 6,000 visitor arrivals in the first year of airport operation (2016) increasing to 9,000 (2017), 15,000 (2018), 20,000 (2019), 25,000 (2020) and to the target 30,000 in 2021.

If these targets are met and each tourist pays £10 to plant a tree, conservation will have a sustainable future and more community forests can develop following lessons learnt through this project.

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19. Pathway to poverty alleviation

Please describe how your project will benefit poor people living in low-income countries. Projects are required to show how positive impact on poverty alleviation will be generated from your project in low-income countries. All projects funded under the Darwin Initiative in Round 19 must be compliant with the Overseas Development Assistance criteria as set out by the OECD. The outcomes of your research must at the very least provide insight into issues of importance in achieving poverty alleviation.

(Max 300 words)

In brief the Island is characterised today by:

- a) An aging population;
- b) The migration of working age people for off-shore employment (mainly to Ascension, the Falklands and the UK); and
- c) The challenge to the economy of balancing people's increased expectations (in particular for health care and education/vocational training) with Island revenue

and budgetary support from the UK.

The project will have a direct and indirect impact on the economy and welfare of St Helena:

Direct:

- Households expected to benefit through increased education opportunities with more positive engagement with young people reducing anti-social behaviour and raising skills & aspiration through alternative learning opportunities: 30%
- Households expected to benefit through improved livelihood incomes through the creation of social enterprises within the community forests and increased eco tourism ventures: 3%

Indirect:

- Research on carbon offsetting of endemic trees will give tourists concrete information on their carbon footprint
- More young people educated and trained in conservation work who will stay on island, creating an economically sustainable future for the island, particularly in conservation and eco-tourism
- A greater appreciation and knowledge of conservation on the island and perception that conservation is a rewarding career

Sustainability

The project will become sustainable through a carbon offsetting scheme where tourists will pay to plant trees in the Community Forests. This will be through SHG's tourism department but also through "myclimate" programme (www.myclimate.org) an international initiative with Swiss origins. myclimate is among the world leaders when it comes to voluntary carbon offsetting measures. Science-based and market-oriented, myclimate offers a comprehensive package of services for offsetting. myclimate has established an international network of project partners – one of them being the SHNT. This will provide employment in the Community Forests working with tourists to plant trees and ensure they are well maintained.

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20. Exit strategy

State whether or not the project will reach a stable and sustainable end point. If the project is not discrete, but is part of a progressive approach, give details of the exit strategy and show how relevant activities will be continued to secure the benefits from the project. Where individuals receive advanced training, for example, what will happen should that individual leave?

(Max 200 words)

The project will enable sustainable effective conservation work post-project by capitalising on increased capacity and best practice methods developed through monies raised through the carbon offsetting scheme with increased tourism and airport travel.

Increased capacity will be sustainable through training apprentices and existing conservation staff to form a critical mass of skilled conservation personnel. Skills will be retained through Government involvement and private sector development in

conservation activities on-island, as mentioned in the SHG's new Sustainable Development Plan with support from Government's Enterprise St Helena. New school curriculum activities through Forest Schools and the Diploma will ensure ongoing interested conservation personnel, funded by the carbon offsetting scheme.

A sustainable ecosystem and multi-species approach will become integrated into the work and conservation strategies of the sector ensuring progress is maintained long-term, and achievable with existing resources. Socio-economic evidence compiled by the project will strengthen the case for increased resources for the sector.

Conservation volunteer programmes will be established capitalising on interested locals and longer-term overseas visitors who wish to volunteer while on-island, along with increased eco-tour opportunities for tourists.

External partners RBG Kew and RSPB will continue to provide on-going, technical and administrative support via their core UKOTs programmes.

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HIGHLY DESIRABLE

21. Raising awareness of the potential worth of biodiversity

If your project contains an element of communications, knowledge sharing and/or dissemination please provide a description of your intended audience, how you intend to engage them, what the expected products/materials there will be and what you expect to achieve as a result. For example, are you expecting to directly influence policy in your host country or is your project a community advocacy project to support better management of biodiversity?

(Max 300 words)

The Forest School's programme will create an alternative learning opportunity, enhancing the offer available to children and young people, with particular reference in engaging and raising the aspirations of low achieving students. SHG's Education Directorate's Raising Attainment Partner supports the proposal. A key feature of raising pupil achievement is to ensure that teaching and learning is organised to maximize learning. Closer engagement in school learning, and with a broader social life, can be supported through young people's activity being both enjoyable and challenging. Involvement in Forest School activities enables children to use these learning opportunities to help them evaluate their personal and academic development and to confront difficulties and challenges in an enjoyable and purposeful way.

The young people will be engaged through all of the island's schools, SHAPE and New Horizons. A disused school will be used as a Forest Schools base, along with the Community Forests. The sale of the woodland products that the children make will add to their learning adventure.

Adults will use these areas for producing wood products such as furniture and a traditional charcoal facility created to make the island self sufficient in charcoal. Wood will be supplied from clearance areas for development and windblown trees.

The Community Forests and carbon offsetting scheme will directly influence policy and ensure a continued increase in biodiversity for the islands threatened sites, as well as raising awareness to locals and visitors.

The continuation of the apprenticeship scheme will support better management of biodiversity through a well educated flow of new conservationists. The project will endeavour to attract young people from Ascension Island and Tristan–da-Cuhna to join the apprenticeship scheme to employ a collaborative and multi-disciplinary approach to conserving biodiversity across the territories and to maximise the value of existing limited resources, to achieve practical conservation gains.

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22. Importance of subject focus for this project

If your project is working on an area of biodiversity or biodiversity-development linkages that has had limited attention (both in the Darwin Initiative portfolio and in conservation in general) please give details.

(Max 250 words)

A Carbon offsetting scheme of the endemic plants on St Helena has never been tested before, a masters project will test the carbon sequestration in endemic plants through current partnerships with Reading University or the University of Hertfordshire.

The Forest Schools initiative was set up in Europe and focuses on European species, we will expand the species used to include sub tropical plants and hence expand the Forest Schools ethos worldwide.

Honey production on St Helena will be further researched (particularly bio-security and export licences) with the Senior Veterinary Officer and local Bee Keepers Association as a way of increasing pollinators but also producing a lucrative organic honey market.

The Wirebird as an endemic and endangered species will engender respect and benefit most from appropriate habitat management within an environmental programme based on restored natural vegetation, rather than from a project focussed entirely on a single species. Local livelihoods will also benefit from training to run eco tours centred on the Wirebird and community involvement will become stronger through highlighting the benefits of conservation for the tourism market.

The impact of tourism on the Community Forest sites using counters will be investigated as an add-on to the project in conjunction with EMD. Baseline visitor surveys and numbers need to be calculated and the impact that increased numbers on these highly sensitive sites needs to be monitored to ensure that biodiversity is not affected. Observation and verbal tourism surveys will be undertaken as part of the apprenticeship scheme.

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23. Leverage

a) Secured

Provide details of all funding successfully leveraged (and identified in the Budget) towards the costs of the project, including any income from other public bodies, private sponsorship, donations, trusts, fees or trading activity.

Confirmed:

£15,000 – 3 years rental of Blue Hill Community School leveraged through SHG

£18,000 – 3 years staff time from Director of Education, teaching staff and Adult and

Vocational Educational Service

£54,000 – Volunteers on practical conservation activities and voluntourism (calculated as £50 per day per volunteer)

£35,000 – SHNT fieldwork equipment and 2 vehicles

£2088 – SHNT (through Tourism Directorate contract) footpath maintenance

£13,650 – SHNT Millennium Forest charge hands

£2,400 – Ecological Adviser

£2,400 – EMD Director/Manager

£6,000 – SHNT Director

£2,400 – RSPB

£4,200 - Kew

Total: £155,138

b) Unsecured

Provide details of any matched funding where an application has been submitted, or that you intend applying for during the course of the project. This could include matched funding from the private sector, charitable organisations or other public sector schemes.

Date applied for	Donor organisation	Amount	Comments
April 2013	SHG's Enterprise St Helena	£25,200	Although ESH have pledged their support in principal it cannot be guaranteed until DFID releases the budget for 2013 - 2016

PROJECT MONITORING AND EVALUATION
MEASURING IMPACT

24. LOGICAL FRAMEWORK

Darwin projects will be required to report against their progress towards their expected outputs and outcomes if funded. This section sets out the expected outputs and outcomes of your project, how you expect to measure progress against these and how we can verify this. Further detail is provided in Annex x of the guidance notes which you are encouraged to refer to. The information provided here will be transposed into a logframe should your project be successful in gaining funding from the Darwin Initiative. The use of the logframe is sometimes described in terms of the Logical Framework Approach, which is about applying clear, logical thought when seeking to tackle the complex and ever-changing challenges of poverty and need. In other words, it is about sensible planning.

Impact

The Impact is not intended to be achieved solely by the project. This is a higher-level situation that the project will contribute towards achieving. All Darwin projects are expected to contribute to poverty alleviation and sustainable use of biodiversity and its products.

(Max 100 words)

Young people and disaffected individuals engaged in sustainable positive activities whilst achieving skills and positive attitudes to enhance their own, and their island's, future prospects and development, whilst safeguarding and improving the status of the island's biodiversity and combating climate change. A scientifically backed carbon sequestration project draws positive attention to Saint Helena and credibility to similar projects around the world. Community Forest based social enterprise provides economic and positive environmental management sustainability, empowering local people to make a living from their local resources in an environmentally friendly way.

Outcome

There can only be one Outcome for the project. The Outcome should identify what will change, and who will benefit. The Outcome should refer to how the project will contribute to reducing poverty and contribute to the sustainable use/conservation of biodiversity and its products. This should be a summary statement derived from the answer given to question 14.

(Max 100 words)

Creation of three financially and ecologically sustainable Community Forests ensuring future existence and guardianship of key island biodiversity through environmental awareness and education, social enterprise and entrepreneurs, and carbon sequestration. By using each site as an outdoor classroom for alternative educational experiences, locals and visitors alike of all ages benefit from the array of opportunities offered, including: Forest Schools; inclusive engagement of young people; a Diploma in Conservation; carbon sequestration; and social enterprise through forest products, eco-tours, and voluntourism. The Community Forests will be greatly valued by all as sustainable, locally owned, natural resources of significant benefit to the island.

Measuring outcomes - indicators

Provide detail of what you will measure to assess your progress towards achieving this outcome. You should also be able to state what the change you expect to achieve as a result of this project i.e. the difference between the existing state and the expected end state. You may require multiple indicators to measure the outcome – if you have more than 3 indicators please just insert a row(s).

Indicator 1	Saint Helena Carbon Sequestration Project developed and accredited by end of year 2 with income increased from 0% to 25% of potential (25% = approx £1,000) by end of year 3 as a sustainable annual income through global carbon offsetting partners,
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	contributing to the sustainability of the economic future of the community forests. Income potential is estimated at a minimum of £4,256 (100%) depending on global price of CO2 and sequestration levels of endemic plants.
Indicator 2	A minimum of 5 graduates of the Forest Schools OCN Level 3 certification, equating to a 25% engagement rate of those trained, actively engaged in delivering Forest Schools program by end of year 2, increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship.
Indicator 3	A minimum of 3 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 25% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive management of the environment.
Indicator 4	10 hectares of Community Forest land planted with over 5,000 endemic plants with a survival rate of more than 50% by end of year 3 (Millennium Forest 8ha, Blue Point 1.9ha, High Peak 0.1ha). The three sites' Restoration Plan reviewed at the end of year 2 and year 3 show the sites to be moving towards favourable recovering status and away from degrading.
Indicator 5	40% of "green arrival/departure tax" fees levied on visitors received by SHNT on completion of the airport (end of 2015) as a new sustainable income stream in partnership with SHG and Saint Helena Tourism. Current understanding is £25.00 tax per visitor to be instigated in the next two years.

Verifying outcomes

Identify the source material the Darwin Initiative (and you) can use to verify the indicators provided. These are generally recorded details such as publications, surveys, project notes, reports, tapes, videos etc.

Indicator 1	<p>Masters level project completed and publicised on carbon sequestration ability of Saint Helena target trees, such as gumwood, scrubwood, ebony, rosemary, she cabbage, and dogwood.</p> <p>Articles produced for Tourism Webiste</p> <p>Saint Helena Carbon Sequestration Project registered with Forestry Commission UK http://www.forestry.gov.uk/forestry/INFD-8JUE9T</p>
Indicator 2	<p>Project Annual Reports and End of Project Report showing numbers of school children worked with.</p> <p>The project will carry out knowledge reviews with children in year 1 of the project and year 3 of the project to gauge increase in environmental knowledge.</p> <p>Forest Schools feedback forms for pupils and teachers.</p> <p>Videos from Forest School trainees sent to UK training provider. 8 full trained Forest School providers.</p> <p>Regular articles in local press</p>

Indicator 3	12 diplomas achieved and awarded by City & Guilds www.cityandguilds.com
Indicator 4	Baseline surveys completed in Year 1 of the project compared to follow-up surveys in Years 2 and 3. Project Annual Reports and End of Project Report. Review of Restoration Plans for the three sites – 2015 and 2016
Indicator 5	Participants' feedback forms from forest products training courses. Project Annual Reports and End of Project Report.

Outcome risks and important assumptions

You will need to define the important assumptions, which are critical to the realisation of the *outcome and impact* of the project. It is important at this stage to ensure that these assumptions can be monitored since if these assumptions change, it may prevent you from achieving your expected outcome. If there are more than 3 assumptions please insert a row(s).

Assumption 1	UK Government and SHG projections of post-airport construction tourist numbers are achieved or near achieved
Assumption 2	Project partners, particularly SHG and the Education Directorate, maintain positive participation with the project.
Assumption 3	A sufficient number of Saint Helenians are interested in developing social enterprise initiatives and produce forest crafts.

Outputs

Outputs are the specific, direct deliverables of the project. These will provide the conditions necessary to achieve the Outcome. The logic of the chain from Output to Outcome therefore needs to be clear. If you have more than 3 outputs insert a row(s). It is advised to have less than 6 outputs since this level of detail can be provided at the activity level.

Output 1	Masters degree level project completed on carbon sequestration leading to the registration of Saint Helena Carbon Sequestration Project. Sustainable income stream developed for the community Forests.
Output 2	580 school children (310 Primary, 270 secondary currently registered) worked with through Forest Schools programmes, community forest visits, events, and school-based activities. An increase in environmental awareness and value by the island's youth will be achieved.
Output 3	12 NVQ Level 2 Diplomas in Work-Based Conservation achieved and awarded with specific training in running guided walks and eco tours
Output 4	Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)

Output 5	An array of new sustainable forest products produced and being sold on island (charcoal, honey, crafts). Sustainable financial income stream developed for social enterprises.
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Measuring outputs

Provide detail of what you will measure to assess your progress towards achieving these outputs. You should also be able to state what the change you expect to achieve as a result of this project i.e. the difference between the existing state and the expected end state. You may require multiple indicators to measure each output – if you have more than 3 indicators please just insert a row(s).

Output 1	
Indicator 1	Advertise Masters project year 1. Work in partnership with Masters level student and their academic institute to develop and complete carbon sequestration project in year 2 of project.
Indicator 2	Positive quarterly meetings throughout project with SHG Tourism Directorate to progress and implement carbon sequestration levies on visitors to the island.
Indicator 3	Work in partnership with Carbon Trust to register Saint Helena's Carbon Sequestration Scheme in year 1. Work with myclimate for further advice and support and register with their climate education department with their program "Think globally – Act locally": a climate network for the global youth.

Output 2	
Indicator 1	The island's first Forest Schools programme training planned for November 2013
Indicator 2	Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3
Indicator 3	Numbers of people of all ages recorded attending environmental awareness activities associated with the project, feedback forms handed out, collected and monitored. Improvements acted upon.

Output 3	
Indicator 1	4 NVQ diplomas achieved annually, increasing skills on island.
Indicator 2	75% of apprentices obtain jobs in the conservation or tourism sector
Indicator 3	Training on guided walks and eco-tours produced and delivered yearly for apprentices and locals. Numbers monitored and recorded. Ongoing tourism related positions gained will also be monitored.

Output 4	
Indicator 1	Full compliment of project staff in place
Indicator 2	Monthly work programmes delivering practical works on all three

	Community Forests. Nursery production of endemic plants to increase yearly.
Indicator 3	Monitoring and survey work inputting into the restoration plan reviews show increase in positive management

Output 5	
Indicator 1	Forest products and Honey Production course developed in Year 1
Indicator 2	Forest products and Honey Production course delivered in Year 2 with number of attendees recorded and increasing in Year 3
Indicator 3	New sustainable forest products and flax products produced and available and being sold on island in year 1, increasing year 2 and 3. Honey exported by year 3.

Verifying outputs

Identify the source material the Darwin Initiative (and you) can use to verify the indicators provided. These are generally recorded details such as publications, surveys, project notes, reports, tapes, videos etc.

Indicator 1	Masters Project produced with publication of results
Indicator 2	Forest schools certificates awarded to young people. "How to" guide on Forest Schools in sub tropical regions produced. 8 local people trained in delivering Forest Schools
Indicator 3	NVQ certificates. Mini nature documentaries produced by Diploma students on the islands flora and fauna to give to primary schools in partnership with secondary media studies course. The Diploma apprentices will also produce a regular newsletter and literature for tourists and local people for the project, along with regular newspaper articles.
Indicator 4	Restoration plan reviews and updates and project notes and reports fed into EMD NCA work. Scientific information of what endemics grow best in each community forest produced. Wirebird restoration report on impact of multi species restoration
Indicator 5	Course literature produced in year 1 for: running guided walks, how to deliver an eco tour, Forest products and bee keeping. Best practice guidelines produced for all of the above and How to set up a Social Enterprise on St Helena report produced.

Output risks and important assumptions

You will need to define the important assumptions, which are critical to the realisation of the achievement of your outputs. It is important at this stage to ensure that these assumptions can be monitored since if these assumptions change, it may prevent you from achieving your expected outcome. If there are more than 3 assumptions please insert a row(s).

Assumption 1	A Masters level student can be recruited to deliver the carbon sequestration study in partnership with project staff
Assumption 2	Education Directorate maintain complimentary vision with the project
Assumption 3	Saint Helena maintains City & Guilds accreditation and appropriate trainers and assessors are on island
Assumption 4	Appropriate staff are recruited and complete contracts
Assumption 5	Sustainable forest products and honey are viable and there is enough interest on island

Activities

Define the tasks to be undertaken by the research team to produce the outputs. Activities should be designed in a way that their completion should be sufficient and indicators should not be necessary. Any risks and assumptions should also be taken into account during project design.

Output 1	
Activity 1.1	Advertise Masters project at academic institutions and recruit student
Activity 1.2	Complete Masters project
Activity 1.3	Register Carbon Sequestration Project

Output 2	
Activity 2.1	Recruit Forest Schools Officer
Activity 2.2	Research and develop Forest Schools Programme, including training
Activity 2.3	Deliver Forest Schools Programme

Output 3	
Activity 3.1	Recruit Community Forests Co-ordinator
Activity 3.2	Recruit 12 NVQ apprentices over 3 years
Activity 3.3	Run training programme for conservation apprentices in the Community Forests
Activity 3.4	Deliver education sessions using Darwin Education pack as part of Diploma programme

Output 4	
Activity 4.1	Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries
Activity 4.2	Plant out trees in all three Community Forests

Activity 4.3	Monitor habitat quality and survey all three Community Forests at start and end of project
Activity 4.4	Control invasives at all 3 Community Forests and research and implement best methods for removal
Activity 4.5	Carry out species status evaluation to update IUCN red list
Activity 4.6	Carry out Wirebird habitat restoration and monitoring
Activity 4.7	Set up Wirebird interpretation area
Activity 4.8	Set up steering group committee to meet monthly

Output 5	
Activity 5.1	Research and develop Community Forests courses (including woodland crafts, flax crafts, honey production, delivering eco tours etc)
Activity 5.2	Deliver Forest Products courses
Activity 5.3	Sales of forest products
Activity 5.4	Carry out tourism survey of 3 Community Forests each year
Activity 5.5	Set up, promote and deliver eco-tours and activities at all 3 community forests
Activity 5.6	Promote project to local population and tourists
Activity 5.6	Deliver monthly conservation sessions to local public and tourists
Activity 5.7	Monitoring and evaluation visit by overseas partners
Activity 5.8	Dissemination of Project Results

25. Provide a project implementation timetable that shows the key milestones in project activities. Complete the following table as appropriate to describe the intended workplan for your project.

Activity	No of Months	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1		oct	jan	apr	jul	oct	jan	apr	jul	oct	jan	apr	Jul
1.1 Advertise Masters project at academic institutions and recruit student													
1.2 Complete Masters project and disseminate results													
1.3 Register Carbon Sequestration Project													
Output 2													
2.1 Recruit Forest Schools Officer													
2.2 Research and develop Forest Schools Programme, including training													
2.3 Deliver Forest Schools and education Programme													
Output 3													
3.1 Recruit Community Forests Co-ordinator													
3.2 Recruit 12 NVQ apprentices over 3 years													
3.3 Run training programme for conservation apprentices and volunteers in the Community Forests													
3.4 Deliver education sessions using Darwin Education pack as part of Diploma programme													
Output 4													
4.1 Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries													

4.2	Plant out trees in all three Community Forests													
4.3	Monitor habitat quality and survey all three Community Forests at start and end of project													
4.4	Control invasives at all 3 Community Forests and research and implement best methods for removal													
4.5	Carry out species status evaluation to update IUCN red list													
4.6	Carry out Wirebird habitat restoration and monitoring													
4.7	Set up Wirebird interpretation area													
4.8	Set up steering group committee to meet monthly													
Output 5														
5.1	Research and develop Community Forests courses													
5.2	Deliver Community Forests courses													
5.3	Sales of forest products													
5.4	Carry out tourism survey of 3 Community Forests each year													
5.5	Set up, promote and deliver eco-tours and activities at all 3 community forests													
5.6	Promote project to local population and tourists													
5.7	Deliver monthly conservation sessions to local public and tourists													
5.8	Monitoring and evaluation visit by overseas partner													

26. Project based monitoring and evaluation

Describe, referring to the Indicators above, how the progress of the project will be monitored and evaluated, making reference to who is responsible for the projects monitoring and evaluation. Darwin Initiative projects are expected to be adaptive and you should detail how the monitoring and evaluation will feed into the delivery of the project including its management. Monitoring and evaluation is expected to be built into the project and not an 'add' on. It is as important to measure for negative impacts as it is for positive impact.

(Max 500 words)

It is important that the entire project staff and indeed the organisation as a whole can and must play an active part in recording observations and experiences and collecting any data that may be required to ensure effective monitoring and evaluation is taking place throughout the project.

This will take the form of:

- A university mentor for the Carbon Sequestration Project and succinct and comprehensive plans and objectives for the collection of quantitative data. This information will be used by the Project Manager and mentor to track how the project is proceeding and the quality of service being provided.
- Number of seeds collected, trees grown and location planted will be recorded for the project on current database systems by the Nursery Officer. The trees planted by tourists/locals in the community forests will all have recorded positions using GPS so locations are known in case of follow-up.
- The Forest Schools Officer will capture data on an on-going basis through feedback forms from teachers and young people. Numbers participating on the project will be recorded and any negative or unexpected findings from the surveys will be acted upon. All students will be given a knowledge review paper at the start and end of the project to ascertain what has been learnt. Disaffected students will be monitored carefully with teachers and support staff for changes in behaviour and attitudes towards learning.
- Forest Schools training delivered on island from visiting UK consultant for up to 10 people. Monitoring and Evaluation will continue by the consultant throughout the project through emails/skype sessions and Forest Schools updates.
- The Diploma in Environmental Conservation will be run by the Community Forest Co-ordinator and Project Manager. The City and Guilds Diploma follows stringent monitoring and evaluation by an Assessor (Community Forest Co-ordinator' and/or Project Manager) an Internal Verifier (Project Manager and/or on Island Internal Verifier), an External Verifier (UK based) and a Quality Assurance Co-ordinator (on island through SHG's accredited centre – Adult and Education Vocational Centre).
- Baseline survey's will take place at each of the three Community Forests by the Community Forest Co-ordinator at the beginning and the end of the project to collect data on numbers of endemic and invasive species (including Wirebirds). Annual surveys of the Community Forests showing an increase in positive indicator species and a reduction in negative indicator species completed. The three sites' Restoration Plan, to be reviewed yearly. Feedback from eco-tours will be requested from tourists.
- Numbers participating on courses will be recorded and feedback supplied to identify unintended and planned effects.

All staff will meet weekly and provide written results and feedback at monthly one to one

sessions with the Project Manager to ensure objectives and activities are being met, this will be evaluated by the Project's Steering Group (made up of on island conservation experts, relevant Government representatives and Royal Botanic Gardens, Kew and RSPB) who will use process and formative evaluation to provide guidance and future direction.

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FUNDING AND BUDGET

Please complete the separate Excel spreadsheet which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet.

NB: Please state all costs by financial year (1 April to 31 March) and in GBP. **Budgets submitted in other currencies will not be accepted.** Use current prices – and include anticipated inflation, as appropriate, up to 3% per annum. The Darwin Initiative cannot agree any increase in grants once awarded.

27. Value for Money

Please explain how you worked out your budget and how you will provide value for money through managing a cost effective and efficient project. You should also discuss any significant assumptions you have made when working out your budget.

(max 300 words)

The budget has been informed by spending on Project 18-020 which has followed a cost effective and efficient approach through careful planning and budget control.

Most of the project staff will be recruited on island to reduce transport costs. This will also reduce the issues with overseas recruitment as found in project 18-020 (and in the overseas territories as a whole) and ensure continuity and the sustainability of local knowledge and efficiency. Most of the staff are local people who have progressed through the apprenticeship scheme in project 18-020 onto full time employment. Using local staff will also enable the project to start immediately rather than three-four month lapse for the recruitment period.

The huge partnership support for the project has resulted in a cost effective approach through in-kind and financial support from partners.

The budget assumes that inflation will not rise significantly on the island (currently at 2%) and that shipping of goods will stay within inflation. It also assumes that the government will honour its pledge to charities that import duty will stay at 0%

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FCO NOTIFICATIONS

Please check the box if you think that there are sensitivities that the Foreign and Commonwealth Office will need to be aware of should they want to publicise the project's success in the Darwin competition in the host country.

Please indicate whether you have contacted the local UK embassy or High Commission directly to discuss security issues (see Guidance Notes) and attach details of any advice you have received from them.

Yes (no written advice) **Yes, advice attached** **No**

CERTIFICATION 2013/14

On behalf of the trustees of Saint Helena National Trust
 (*delete as appropriate)

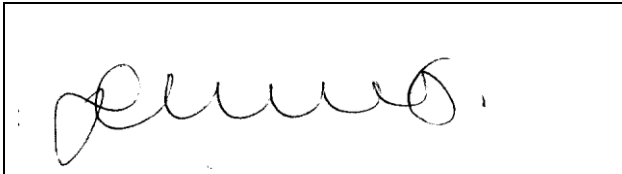
I apply for a grant of **£293,850** in respect of **all expenditure** to be incurred during the lifetime of this project based on the activities and dates specified in the above application.

I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful. (*This form should be signed by an individual authorised by the lead institution to submit applications and sign contracts on their behalf.*)

I enclose CVs for project principals and letters of support. Our most recent audited/independently verified accounts and annual report are also enclosed:

Name (block capitals)	JODIE MILLS
Position in the organisation	DARWIN PROJECT MANAGER

Signed



Date:

28th November 2012

Stage 2 Application - Checklist for submission

	Check
Have you provided actual start and end dates for your project?	Yes
Have you provided your budget based on UK government financial years i.e. 1 April – 31 March and in GBP?	Yes
Have you checked that your budget is complete , correctly adds up and that you have included the correct final total on the top page of the application?	Yes
Has your application been signed by a suitably authorised individual? (clear electronic or scanned signatures are acceptable in the email)	Yes
Have you included a 1 page CV for all the Principals identified at Question 7?	Yes
Have you included a letter of support from the <u>main</u> partner(s) organisations identified at Question 10?	Yes
Have you checked with the FCO in the project country/ies and have you included any evidence of this?	No
Have you included a copy of the last 2 years annual report and accounts for the lead organisation? An electronic link to a website is acceptable.	Yes
Have you read the Guidance Notes?	Yes
Have you checked the Darwin website immediately prior to submission to ensure there are no late updates?	Yes

Once you have answered the questions above, please submit the application, not later than midnight GMT on Monday 3 December 2012 to Darwin-Applications@ltsi.co.uk using the application number (from your Stage 1 feedback letter) and the first few words of the project title **as the subject of your email**. If you are e-mailing supporting documentation separately please include in the subject line an indication of the number of e-mails you are sending (eg whether the e-mail is 1 of 2, 2 of 3 etc). You are not required to send a hard copy.

DATA PROTECTION ACT 1998: Applicants for grant funding must agree to any disclosure or exchange of information supplied on the application form (including the content of a declaration or undertaking) which the Department considers necessary for the administration, evaluation, monitoring and publicising of the Darwin Initiative. Application form data will also be held by contractors dealing with Darwin Initiative monitoring and evaluation. It is the responsibility of applicants to ensure that personal data can be supplied to the Department for the uses described in this paragraph. A completed application form will be taken as an agreement by the applicant and the grant/award recipient also to the following:- putting certain details (ie name, contact details and location of project work) on the Darwin Initiative and Defra websites (details relating to financial awards will not be put on the websites if requested in writing by the grant/award recipient); using personal data for the Darwin Initiative postal circulation list; and sending data to Foreign and Commonwealth Office posts outside the United Kingdom, including posts outside the European Economic Area. Confidential information relating to the project or its results and any personal data may be released on request, including under the Environmental Information Regulations, the code of Practice on Access to Government Information and the Freedom of Information Act 2000.