

Applicant: **Andrianantenaina, Hanitra Nomentsoa**  
Organisation: **Durrell Wildlife Conservation Trust**  
Funding Sought: **£198,225.00**

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# **DIR28CC\1113**

## **Realising the Durban Vision: Strengthening Madagascar's protected area management capacity**

Madagascar's protected area (PA) network was established to conserve the island's unique and threatened biodiversity and fragile ecosystems. However, in many cases, the organisations and their staff responsible for effective PA management lack sufficient training. This project aims to: (i) strengthen the capacity of PA management professionals through training, practical exchange visits and long-term professional development, (ii) establish a national network of PA professionals, and (iii) improve access to PA management information for PA staff through online resources.

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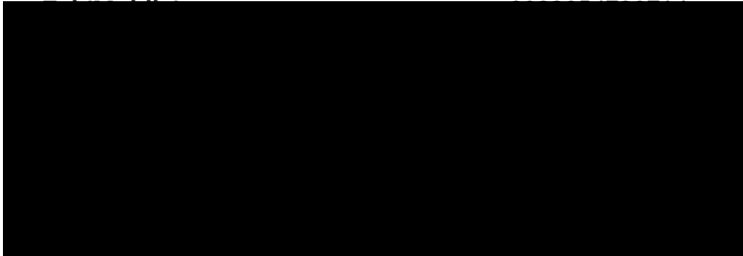
## Section 1 - Contact Details

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### PRIMARY APPLICANT DETAILS

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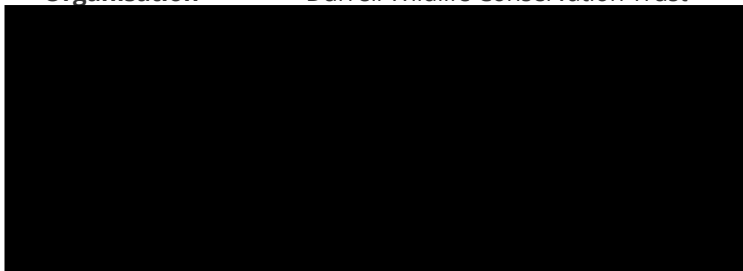
Title Mr  
Name DAVID  
Surname DERAND



### CONTACT DETAILS

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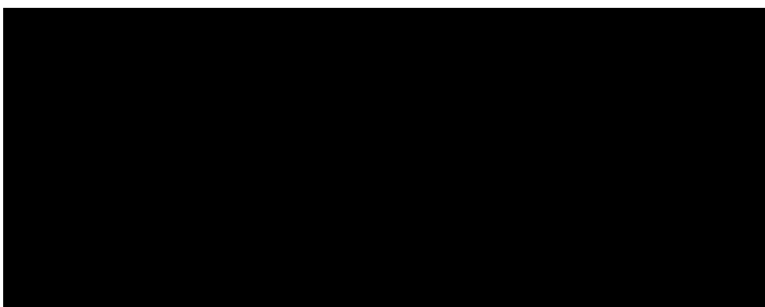
Title Miss  
Name Hanitra Nomentsoa  
Surname Andrianantenaina  
Organisation Durrell Wildlife Conservation Trust



### GMS ORGANISATION

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Type Organisation  
Name Durrell Wildlife Conservation Trust



## Section 2 - Title & Summary

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### Q3. Title:

Realising the Durban Vision: Strengthening Madagascar's protected area management capacity

### Q4. Summary

Please provide a brief summary of your project, its aims, and the key activities you plan on undertaking. Please note that if you are successful, this wording may be used by Defra in communications e.g. as a short description of the

project on the website.

Please write this summary for a non-technical audience.

Madagascar's protected area (PA) network was established to conserve the island's unique and threatened biodiversity and fragile ecosystems. However, in many cases, the organisations and their staff responsible for effective PA management lack sufficient training. This project aims to: (i) strengthen the capacity of PA management professionals through training, practical exchange visits and long-term professional development, (ii) establish a national network of PA professionals, and (iii) improve access to PA management information for PA staff through online resources.

## Section 3 - Title, Dates & Budget Summary

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### Q5. Project Country(ies)

Which eligible host country(ies) will your project be working in? Where there are more than 4 countries that your project will be working in, please add more boxes using the selection option below.

Country 1	Madagascar	Country 2	No Response
Country 3	No Response	Country 4	No Response

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Do you require more fields?

No

### Q6. Project dates

Start date:	End date:	Duration (e.g. 2 years, 3 months):
01 April 2022	31 March 2024	2 years

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### Q7. Budget summary

Year:	2022/23	2023/24	Total request
Amount:	£89,982.00	£108,243.00	£ 198,225.00

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Q8. Proportion of Darwin Initiative budget expected to be expended in eligible countries: %

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Q9a. Do you have matched funding arrangements?

Yes

What matched funding arrangements are proposed?

Durrell Wildlife Conservation Trust (DWCT) will be contributing [REDACTED] to cover the cost of four training scholarships in Jersey (and the associated international return flights Antananarivo-Jersey) and also to cover salary support towards our UK M&E officer and project advisor. [REDACTED] of confirmed matched funding through the Alison Jolly Foundation will contribute towards the Project leader's salary and associated and project costs.

## Q9b. Total confirmed & unconfirmed matched funding (£)



**Q9c. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?**

N/A. All matched funding is confirmed.

## Section 4 - Project need

### Q10. The need that the project is trying to address

**Please describe evidence of the capability and capacity need your project is trying to address with reference to biodiversity conservation and poverty reduction. For example, how have you identified the need? Why should the need be addressed or what will be the value to the country?**

**Please cite the evidence you are using to support your assessment of the need (references can be listed in a separate attached PDF document).**

Terrestrial PAs play a fundamental role in the conservation of biodiversity and ecosystem services. They constitute the main instrument of conservation in Madagascar with a System of Protected Areas currently spanning 115 terrestrial PAs, covering 6.5 million hectares - nearly 90% of Madagascar's PA surface area (LAFA, 2018).

The management of these fragile and threatened ecosystems is extremely challenging, notably with coverage and accessibility problematic in a landscape that is notoriously difficult to navigate (Gardner et al, 2018). For this, Madagascar's Protected Area Management Code provides guidance to delegate the management of these PAs to institutions better positioned. Although 26 institutions now manage PAs across Madagascar, the existence of a delegated manager does not guarantee its effective management. In large part, staff within these institutions are yet to receive formal training and support, with 49% of staff at the managerial level holding less than five years of experience in PA management (LAFA, 2017). To react to the numerous threats affecting their PAs, PA professionals identified a need to be better equipped with the appropriate knowledge and skills, through a network of support that facilitates their professional development. To tackle this issue, between 2017 and 2020 the LAFA Forum, hosted by Wildlife Conservation Society, was created as a national platform and network for people working in terrestrial PAs. Its goal was to improve PA management effectiveness across Madagascar, focusing on the needs of PA managers and technician level staff. A network of 325 members from 52 organisations, spanning 78 PAs was established and during its three years of operations, PA staff attended various thematic training workshops. Here, individuals benefited from exchange visits and annual meetings, facilitating the sharing experiences and lessons learnt.

With an appetite for the re-establishment of a nationwide network of PA professionals, DWCT will build on the successes and lessons learnt from the LAFA Forum. Addressing a long-term need, we will fast-track the professionalisation of Madagascar's PA staff, enabling greater competency, and the use and integration of recognised best practices for more effective management of their respective PA sites. Founded on a compelling evidence base, we will engage a cohort of PA professionals, from managers to technicians across Madagascar in a number of training workshops, covering themes and topics focused on both natural science related capacity and social science skills. Technician staff will benefit from continued professional development covering practical aspects of conservation, whilst benefiting from regional exchange visits, developing practical skills. All staff will benefit from increased access to PA management information, facilitated through an online platform.

Combined, PA site managers and technician-level staff will be better positioned to engage with local communities in the design and implementation of conservation and behaviour change initiatives, ensuring greater representation of and respect for local voices. These interventions will work to improve relationships between local communities and PA management staff. This will not only contribute to reducing economic poverty, but also poverty of formal education, opportunity, and access to key information. When combined, this will contribute to conventional poverty alleviation.

## Section 5 - Darwin Objectives and Conventions

### Q11. Biodiversity Conventions, Treaties and Agreements

**Q11a. Your project must support the commitments of one or more of the agreements listed below.**

**Please indicate which agreement(s) will be supported.**

- Convention on Biological Diversity (CBD)
- Convention on International Trade in Endangered Species (CITES)
- Ramsar Convention on Wetlands (Ramsar)
- United Nations Framework Convention on Climate Change (UNFCCC)

## **Q11b. National and International Policy Alignment**

**Please detail how your project will contribute to national policy (including NBSAPs, NDCs, NAP etc.) and in turn international biodiversity and development conventions, treaties and agreements that the country is a signatory of.**

Project goals and training activities centred around building the capacity of PA professionals, contribute to Madagascar's National Development Plan (NDP) target 5 – to enhance natural capital and build resilience to disaster risks. The project also contributes to their National Biodiversity Strategy and Action Plan's strategic objectives 2 (to recognise and integrate biodiversity values and benefits from sustainable use); 5,14 (protect and restore habitats and ecosystems); 11 (manage PAs more effectively); and 12 (to improve the conservation status of threatened species).

Training on biodiversity and climate change aligns with several national and international priorities (SDG6 6, UNFCCC) by strengthening climate change adaptation (National Policy for Fighting Climate Change). These topics align with Madagascar's National Adaptation Plan to develop income-generating activities less dependent on natural resources and strengthen legislation and policies relating to conservation of degraded ecosystems. Management training for all staff on technical aspects of conservation will benefit efficient management and governance of the forestry sector (Malagasy Forestry Policy).

The project supports CBD targets by promoting sustainable biodiversity use (3), its value and conservation importance (1) and fair and equitable sharing of benefits from natural resources (16) through training focused on ecological monitoring, biodiversity restoration, valuing ecosystem services and forest value chains (11,12,14, Ramsar). Training to enhance PA management practices and competencies is understood, improved upon, widely shared and applied across the Madagascar PA landscape through exchange visits (11,19). Training in improved communication will strengthen work with law enforcement agencies to tackle illegal wildlife trade, supporting CITES commitments, and address a number of SDGs by helping to ensure all men and women involved in PA co-management have the required knowledge and skills to effectively manage the land and its natural resources, and ensure gender equality (1,4,5,12). The project represents a meaningful and consultative partnership between Durrell and MEDD (17).

## **Section 6 - Method, Change Expected, Gender & Exit Strategy**

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### **Q12. Methodology**

**Describe the methods and approach you will use to achieve your intended Outcome and contribute towards your Impact. Provide information on:**

- How have you reflected on and incorporated evidence and lessons learnt from past and present similar activities and projects in the design of this project?
- Justification of your proposed approach, and how you will undertake the work (materials and methods).
- What will be the main activities and where will these take place?
- How you will manage the work (governance, roles and responsibilities, project management tools, risks etc.).
- What practical elements will be included to embed new capabilities?

To achieve our intended outcome of improving PA staff co-management capability, PA professionals will benefit from a range of sustained training and learning experiences, allowing them to develop the competences needed to manage Madagascar's terrestrial PAs more effectively. Through this, we aim to deliver the impact of safeguarding threatened biodiversity whilst providing key ecosystem services and benefits to local communities, thus improving wellbeing and reducing poverty.

We recognise that improving the efficiency of terrestrial PA management depends on many factors, including addressing threats, legislation and governance in the local context, and increasing inputs, such as funding, access to key PA information and resources. This is a significant undertaking; therefore we will partner with MEDD (Ministry of Environment and Sustainable Development) who will support implementation of training and exchange visits (facilitation and logistical organisation, and trainers for some topics). This project will build on ongoing training needs assessments of Madagascar's conservation professionals, conducted by the project lead using the global register of competences for PA practitioners (Appleton, 2016), the global register of competences for threatened species recovery practitioners (Maggs et al, 2021), and Madagascar's first competency standards in the management of PAs (REPC, 2013), taking into account lessons learnt from the LAFA Forum. The project will deliver capacity building for PA staff across seven geographical zones, encompassing the north, west, south-west, south-east and central Madagascar, thus enabling easier access for trainees in rural areas.

Output 1. The project team will develop the capacity of at least 60 PA site managers and directors in managerial competences (project management, leadership, communication, problem solving, fundraising), so they feel more confident to effectively manage the PA they are responsible for. This thematic formal training in managerial competences is expected to have a positive cascading effect on staff at all levels, the organisation managing the PA, and ultimately the wider PA system through the integration of new knowledge, skills and attitudes into management practices.

Output 2. The capacity of at least 240 PA site technicians will be developed through practical peer-to-peer learning with at least six exchange visits in different geographical areas (highlighted above), field demonstrations and on-site practical exercises (e.g. reforestation techniques, ecological monitoring, participatory techniques for engaging local communities, etc.). To help develop their peer-peer network, trainees will also be invited to attend several regional meetings (Cf. Output 4).

Output 3. A Continuing Professional Development (CPD) programme for staff at all levels, blending face-face training in both technical aspects of conservation and transverse practical competencies (e.g. ecological monitoring such as camera trapping, anti-poaching strategies, firefighting, fundraising, engaging local communities, first-aid, etc). CPD training will increase inclusivity by creating a training handbook available in English and French. Two PA staff each year will gain further professional development through a three-month graduate certificate level course at DWCT's headquarters in Jersey, teaching the latest theory and practice of endangered species recovery, and a wide variety of skills in facilitation, management and leadership.

Output 4. Access to key PA management and scientific information for PA staff at all levels will be improved notably through online resources made available via DWCT's online Learning Management System (LMS) and via regular regional meetings and annual meetings coordinated by regional focal points. This is expected to revive and strengthen a professional network of PA staff, facilitating its long-term sustainability through communities where members learn from and support each other, building a synergy between PA staff from different organisations and regions.

This approach will positively contribute to PA decision-making processes, allowing for improved PA management practices and the strengthening of a professional network. Two new members of staff will be recruited within DWCT's Madagascar team: a Project Officer overseeing the project planning and implementation will be supported by a Project Assistant in administrative, logistical and evaluation tasks. The Project Leader will work alongside these two staff members, with the support of Mauritius-based project advisors, and a UK-based conservation knowledge officer to collate and analyse PA information to disseminate through DWCT's LMS. Regional focal points will be volunteer contacts in each geographical area responsible for relaying the exchange of information between PA staff and organising activities in their respective localities. Project activities and impact will be regularly assessed with support from DWCT's UK Monitoring & Evaluation officer. A project advisory committee of Malagasy and international experts from DWCT and MEDD will be established to review project achievements and progress annually. To guarantee the long-term sustainability of the training model and professional network, a fundraising strategy and 5 year-business plan will be developed.

### **Q13. How will you identify participants?**

#### **How did/will you identify and select the participants (individuals and organisations) to benefit from the capability and capacity building activities? What makes these the most suitable participants? How will you ensure that the selection process is fair and transparent?**

DWCT has considerable experience of running training programmes, advertising and managing the candidate selection process, notably since 2013 in the south-west Indian Ocean region. Initially, expressions of interest will be launched to all managers and organisations involved in the management of terrestrial PAs in Madagascar. The seven geographical focal points will support the publication and sharing of information to all concerned in their respective areas of intervention. This call will specify training themes, qualifications required for those wishing to participate and the documents needed for selection. To ensure transparency, the scoring system to justify the selection will be shared with the Training Terms of Reference annexed to the call for expression of interest.

For all staff levels, a pre-selection will be made through the analysis of application documents to see if they respond to the established criteria (motivation, correspondence between the training theme and the applicant's professional role, years of

experience, etc.). Individual interviews will be held for successful candidates to check their motivation, make sure the training theme matches their job profile and specific professional responsibilities, and to better understand the strategy they will adopt to put the training received into practice. Candidates will be ranked according to the scores they obtain, and the top candidates will be selected to participate in each training session, with a waiting list established in case of withdrawal. Amongst all trainees, the two most promising candidates showing the highest levels of motivation to become future conservation leaders, who are sufficiently fluent in English, have the support of their employer, and are committed to return to their place of employment after training, will be selected for a fully funded place on the 3 month 'Durrell Endangered Species Management' (DESMAN) graduate certificate course at DWCT's headquarters in Jersey.

## **Q14. Gender equality**

**All applicants must consider whether and how their project will contribute to reducing inequality between persons of different gender. Explain your understanding of gender equality within the context of your project, and how is it reflected in your plans.**

DWCT is committed to equal opportunities and gender equality across all levels of the organisation including the operation of our regional offices. DWCT's Equal Opportunities Policy recognises our obligations under the Codes of Practice published by the Equality and Human Rights Commission. We are committed to ensuring gender equality throughout all project processes which will be reflected in our recruitment of project staff, open to both male and female candidates equally, and in the design, implementation and monitoring of the project. There will not be any discriminatory conditions placed on any persons that would restrict equality and we will strive to maximise the inclusion of women during training. We will ensure that project monitoring and evaluation tools include gender criteria and indicators. Whilst we are committed to gender equality, an unavoidable aspect of the nature of this work is the current gender imbalance within more senior positions, as previously identified by the LAFA Forum. Whilst we will strive to attain a gender balance where possible (30:70), with more males holding positions at this level, this will be challenging. However, delivering training at multiple levels which have a greater proportion of females will provide more opportunities to help women progress to higher level positions and ensure men are equally consulted in the processes required to reach gender equity. Working with men to address gender inequality is a crucial part of our project.

Our training both in-country through a dedicated module covering gender equality and as part of the DESMAN course will ensure conservation practitioners are aware of gender inequality in their context, understand why it exists and raise their awareness of the issue. Training conservation practitioners in the above will encourage gender inclusive co-design and management of PAs so that they are as effective as possible, benefiting both genders equally.

## **Q15. Change expected**

**Detail the expected changes to in-country capability and capacity will deliver for both biodiversity and poverty reduction. You should identify what will change (the Outcome) and who will benefit a) in the short-term (i.e. during the life of the project) and b) in the long-term (after the project has ended).**

**When talking about how people will benefit, please remember to give details of who will benefit, differences in benefits by gender or other layers of diversity within stakeholders, and the number of beneficiaries expected. The number of communities is insufficient detail – number of households should be the largest unit used.**

In the short-term, at least 300 PA managers and technicians from across Madagascar will receive a range of priority technical, management and leadership training and, based on prior experience, we expect the majority of them to show marked increased levels of skills and knowledge in relevant competences. This will be measured by DWCT's well-developed monitoring and evaluation system that uses both expert-led assessment of attainment as well as self-reported changes in skills and knowledge. Equally importantly, we anticipate the trainees to report elevated levels of confidence in the application of these newly acquired skills and knowledge. This is key as an enabler for trainees to successfully implement these skills within a workplace setting. Our aim is that 30% of PA practitioners benefitting from the training and professional development are women, and this will be tracked closely during the project.

In the medium-term (towards the end and immediately after the project), we expect to see clear evidence that 80% of these PA managers and technicians have implemented new skills and knowledge with reported positive outcomes. Among other competences, we want to see PA managers being more competent in leadership, project management and planning, conflict resolution, critical thinking, community engagement and being more aware of gender equality issues. We expect to see evidence that PA managers perceive that the competences acquired during the project have led to material

improvements in PA management effectiveness, with case study examples of threat reduction or ecological restoration outcomes.

Among the 240 PA technicians we aim to train, we expect to see increased practical skills in patrolling, ecological monitoring, ecological restoration, community engagement, fire management, risk assessment and field safety. Similarly, we anticipate seeing evidence that at least 80% of participants perceive that these new competences have led to an increased ability to perform the core tasks within their jobs and how this has improved the delivery of conservation actions on the ground.

We expect that both PA managers and technicians will report an increased willingness to implement new practices learned through the exchange visits and an increased willingness to adopt PA management best practice. Our aim is that at least 50% of trainees are investing in their own long-term professional development through accessing online training opportunities and self-directed learning resources but also by being active participants in the peer-peer learning and support networks.

In the longer-term, and in combination with a range of other initiatives, we expect to see management effectiveness of PAs being improved and sustained, as evidenced through independent measures of management effectiveness. We expect that the new knowledge and skills acquired by PA managers will lead to greater representation of and respect for local community voices and needs, resulting in better relationships between communities and PA management staff over time.

## **Q16. Exit Strategy**

**How will the built capability and capacity be maintained in-country? How will the new capability and capacity be replicated to strengthen additional future environmental leaders beyond the project? How will the benefits be scaled? Are there any barriers to scaling and if so, how will these be addressed? How will the materials developed during the project be made more widely accessible during and after the project?**

DWCT has made a long-term organisational commitment to building PA management capacity in Madagascar. Through our permanent training team on the ground and in the region (integrated with the Durrell Conservation Academy in Jersey), we are already delivering a PA management training programme at five sites in Madagascar, working with both NGOs and community groups. This is currently supported by the Alison Jolly Foundation with some core funding investment. The proposed Darwin project will allow us to scale up PA training more quickly across the country.

In terms of sustaining the built capacity and capability, as with all of DWCT's training interventions, we will provide the trainees with long-term professional development opportunities and mentoring support. This is delivered through a combination of:

- a. Providing trainees access to DWCT's online learning management system for ongoing online training opportunities and self-directed learning resources. This includes the CPD handbook in French and English;
- b. Setting up and supporting peer-peer networks among the cohort of trainees, following the exchange visits, to enable the continued sharing of experiences and knowledge;
- c. Directed mentoring support of sets of PA staff through our Training Manager in Madagascar, overseen by our Alumni Network Manager in Jersey.

In our experience, one of the key barriers to both sustaining newly acquired competences, and scaling up capacity-building interventions, is the institutional conditions in which staff are working. There is a wide spectrum in the extent to which NGOs or government agencies prioritise long-term professional development of their staff and therefore create the enabling conditions for PA managers and technicians to implement new skills and knowledge. These conditions are also key to staff seeing and following a professional development path that gives them confidence and opportunities to stay in conservation and advance their career. During the proposed project we will be gathering information from the NGOs and agencies around this issue to better understand the institutional landscape and develop strategies that allow us to create a community of practitioners that prioritise and invest in the professional development of their staff.

Following the cessation of Darwin Initiative funding, we are committed to use our existing institutional funding, and seek new grant and donor opportunities, to maintain the level of capacity building we outline in this proposal. This will provide opportunities for PA practitioners we have not reached within the next two years but also allow follow-up training for existing trainees. Related to this, we understand that Madagascar National Parks (MNP) are looking to develop a training centre and training curricula to help meet the needs of the teams that manage the protected areas under their direction. Our proposed project will be delivered closely with MNP staff and designed to take into account their identified training needs. We will ensure that training materials and learnings from this project will be both complementary to MNP's curricula and made available to the proposed national training centre.

**If necessary, please provide supporting documentation e.g. maps, diagrams, references etc., as a PDF using the File Upload below:**



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## Section 7 - Risk Management

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### Q17. Risk Management

Please outline the 6 key risks to achievement of your Project Outcome and how these risks will be managed and mitigated, referring to the [Risk Guidance](#). This should include at least one Fiduciary, one Safeguarding, and one Delivery Chain Risk.

Projects should also draft their initial [risk register](#), using the template provided, and be prepared to submit this when requested if they are recommended for funding. Do not attach this to your application.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<b>Fiduciary</b> Corruption involving funds/activities are not used for their intended purposes and/or cannot be properly accounted for.	Moderate	Possible	Major	Contractual compliance and training on bribery, corruption and safeguarding. Careful and rigorous selection of relevant suppliers (e.g., training contractors) and due diligence on partner organisations. Ensure payments to suppliers/recipients are based on clear evidence of work undertaken. Regular controls of processes and payments.	Moderate
<b>Safeguarding</b> Project staff and partners engage in forms of physical or emotional violence or abuse and financial exploitation.	Severe	Unlikely	Major	All project staff and partners bound to adhering safeguarding policy. Continuous monitoring of staff and contractor activities. Whistle-blower policy and hotline numbers shared with all project staff, partners and training recipients.	Moderate
<b>Delivery Chain</b> Lack of sufficient engagement with key stakeholders leads to institutions hesitant to release staff for training.	Moderate	Possible	Major	Train staff to methodologies and tools dedicated to key stakeholder engagement. Ensure continuous engagement between all levels of hierarchy.	Moderate
<b>Risk 4</b> Reputational: Low efficiency in delivery of activities.	Moderate	Unlikely	Moderate	Ensure detailed planning and continuous monitoring of resources. Conduct comprehensive and effective assessments. Learning processes to feed into adaptive management across all tasks.	Minor

<b>Risk 5</b> Operational: Staff turnover leads to a loss of valuable programme knowledge and disrupts planned activities.	Minor	Possible	Moderate	Proactively manage staff motivation and expectations. Encourage transfer of knowledge throughout project team through internal meetings so that no one individual becomes irreplaceable.	Minor
<b>Risk 6</b> Contextual: Re-emergence of Covid-19 after project start.	Major	Likely	Severe	In case of international and national travel restrictions, certain aspects of training to be delivered remotely, and exchange visits will be postponed. Develop SOPs to ensure continuation of operations including remote working when possible. Procure PPE for staff and partners if relevant.	Moderate

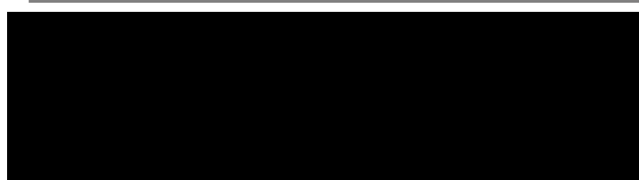
## Section 8 - Implementation Timetable

### Q18. Provide a project implementation timetable that shows the key milestones in project activities

Provide a project implementation timetable that shows the key milestones in project activities, linking them to your Outputs. Complete the Word template as appropriate to describe the intended workplan for your project ready for upload on Flexi-Grant.

[Implementation Timetable Template](#)

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and fill/shade only the quarters in which an activity will be carried out.



## Section 9 - Monitoring and Evaluation

### Q19. Monitoring and evaluation (M&E)

Describe how the progress of the project will be monitored and evaluated, making reference to who is responsible for the project's M&E.

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. M&E 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. Additionally, please indicate an approximate budget and level of effort (person days) to be spent on M&E (see [Financial Guidance](#)).

This project will use the Conservation Standards, a systematic approach to planning, managing, monitoring and evaluating conservation efforts. This will include the creation of a theory of change to guide the development of an integrated monitoring plan. Monitoring data will be collected throughout the project to evaluate the extent to which key results are achieved, creating regular opportunities for learning and adaptation.

To ensure we capture the results identified in the theory of change as well as any that might be unexpected and/or negative, we will use a mixed-methods approach. For example, we will include open-ended questions in questionnaires and encourage discussions around unexpected/negative outcomes in focus groups.

Pre and post questionnaires will be developed for each training event, followed by focus group discussions at the annual and regional meetings. These annual meetings are an opportunity to gain insight into what participants are applying from their training, to understand their difficulties and tailor future training according to their evolving needs. This will help to increase communication and maintain a long-term link between training participants. Finally, an end of project online questionnaire will be sent to every participant.

We will hold quarterly project steering group meetings with project team/partners and undertake a full annual review to discuss lessons learned and make evidence-based decisions about the year ahead, adapting activities and M&E accordingly. M&E will be led by DWCT's Madagascar-based project assistant, working closely with our UK-based M&E Officer.

**Total project budget for M&E in GBP (this may include Staff, Travel and Subsistence costs)**



**Percentage of total project budget set aside for M&E (%)**

**Number of days planned for M&E**

55

## Section 10 - Indicators of Success

### Q20. Indicators of success

**Please outline the Outcome and Outputs of the project and how will you show that they have been achieved by using SMART indicators and milestones.**

**See the [Monitoring, Evaluation and Learning Guidance](#), and internet resources, for advice on SMART indicators and milestones.**

**Please note that the number of participants in training is not an output, please consider how to measure the success of the training rather than participation in training.**

**In the table below please outline your Outcome and between 1-4 Outputs. Each statement should have between 2-3 SMART indicators and end target (figure/state/quality) including how you would evidence achievement – i.e. “Means of Verification”.**

SMART Indicator

Means of Verification

**Outcome**

PA practitioners use the capacity and resources gained to improve the management of PAs across Madagascar.

- 0.1. By Y2 end, at least 300 PA practitioners have received training (30% of whom are women).
- 0.2. By Y1 and Y2 end, at least 80% of PA practitioners who received training have used in their work the capacity and resources gained, and can provide qualitative examples to demonstrate how.
- 0.3. By Y1 and Y2 end, at least 80% of PA practitioners report that the capacity and resources gained have improved their ability to effectively manage their PA, and can provide qualitative examples to demonstrate how.

- 0.1. Training attendance records.
- 0.2. Online questionnaire at Y1 and Y2 end; focus group discussions at annual meetings.
- 0.3. Online questionnaire at Y1 and Y2 end; focus group discussions at annual meetings.

**Output 1**

Formal training improves the skills, knowledge and attitudes of PA managers/directors.

- 1.1. At least 60 PA site managers/directors within 30 organisations receive formal training in leadership, management and technical skills by Y2 end.
- 1.2. After completing training, 80% of participants report a good or high level of knowledge about the competencies taught, and feel more confident in their ability to apply them in their work.
- 1.3. After completing training, 80% of participants feel very or extremely motivated to improve management practices within their PA.

- 1.1. Training attendance records; training reports.
- 1.2. Online questionnaire pre and post-training; impact evaluation reports.
- 1.3. Online questionnaire pre-training, post-training, Y1 end and Y2 end; focus group discussions at annual meetings.

**Output 2**

Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians.

- 2.1. At least 240 PA site technicians within 30 organisations learning from peers, sharing experience and good practices through at least six exchange visits in different geographical areas, field demonstrations and on-site practical exercises, by Y2 end.
- 2.2. 80% of participants report an increase in their professional networking with staff from other PA sites.
- 2.3. After completing training, 80% of participants report a good or high level of knowledge about the competencies taught, and feel more confident in their ability to apply them in their work.

- 2.1. Exchange visits attendance records; exchange visit reports.
- 2.2 Pre- and post-exchange visit impact assessment questionnaires; impact evaluation reports.
- 2.3 Pre- and post-exchange visit impact assessment questionnaires; impact evaluation reports.

### Output 3

PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.

- 3.1. At least 300 PA staff within 30 organisations and 60 sites are enrolled onto the CPD programme by Y2 end and benefit from modular practical training on both technical and professional competencies.
- 3.2. Four PA staff successfully complete the 3 month-DESMAN (Durrell Endangered Species Management Graduate Certificate) in Jersey, and benefit from longer-term professional development support and mentoring.
- 3.3. A training handbook for Madagascar's PA staff, capturing and highlighting PA staff capacity building methods and tools is designed by Y2 end and made available to PA practitioners across Madagascar.

- 3.1. Modular training & online training attendance records; training reports; DESMAN trainees Personal Development Plan (PDP) & records from online mentoring and meetings.
- 3.2. Impact evaluation questionnaires conducted online or during annual meetings to find out if/how trainees are applying the knowledge and skills gained and their level of progression.
- 3.3 Training handbook available in French and English.

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### Output 4

PA managers and technicians access PA management learning resources and technical information through online resources and regular peer-peer meetings.

- 4.1. At least 300 PA staff from all levels are benefiting from improved access to specific PA management and technical information through the Durrell's online Learning Management System (LMS).
- 4.2. At least 160 PA staff from all levels are active participants in national or regional meetings and report an increasing sense of belonging to a community of practice.

- 4.1 Records from registration onto the Durrell's LMS.
  - 4.2. Annual/regional trainees meeting attendance records; annual/regional meeting reports.
  - 4.3. Impact evaluation reports.
- 

## Activities

**Each activity is numbered according to the Output that it will contribute towards, for example, 1.1, 1.2, 1.3 are contributing to Output 1.**

Output 1:

- 1.1. Organise training in leadership and managerial skills for PA site managers (produce teaching materials, launch the call for expression of interest, select the participants).
- 1.2. Deliver training in managerial skills for PA site managers/directors.
- 1.3. Conduct pre- and post-training impact assessments with PA site managers to assess the level of skills and knowledge before and after training.

Output 2:

- 2.1. Organise and implement six exchange visits in different geographical areas for PA site technicians through field demonstrations and on-site practical exercises.
- 2.2. Conduct pre- and post-exchange visit impact assessments with the PA site technicians to assess the increase in their professional networking.
- 2.3. Conduct pre- and post-exchange visit impact assessments with the PA site technicians to assess the increase in their practical know-how and PA management practices.

Output 3:

- 3.1. Implement practical training for PA staff on technical aspects of conservation and transverse competencies. Select two PA staff each year to attend DESMAN.
- 3.2 Conduct six monthly-impact assessment to find out how PA staff from all levels are applying knowledge and skills gained and their level of progression.
- 3.3. Design training handbook in French and English, highlighting capacity building methods and tools and covering all training themes taught.

Output 4:

- 4.1. Collect, analyse and format PA management and technical information, making it available to PA staff from all levels through Durrell's online Learning Management System.
- 4.2. Organise annual national PA trainees meeting and additional regional PA trainees meetings to build and strengthen the PA professional development network.

**Important Assumptions:**

**Please describe up to 6 key assumptions that, if held true, will enable you to deliver your Outputs and Outcome.**

1. Conservation NGOs and other agencies in Madagascar continue to prioritise the professional development of their PA staff, releasing staff for training events and self-directed learning.
2. Individual PA staff are willing to sustain interest and focus on their own professional development.
3. Malagasy conservation institutions are supportive of the integration of best practices into PA management.
4. New partnerships are successfully mobilised during the project and collaboration continues to be productive at least five years after project end.
5. Established interest from public and private donors, with the project continuing over the five years following project end.

## Section 11 - Budget and Funding

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### Q21. Budget

**Please complete the appropriate Excel spreadsheet, which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet. Note that there are different templates for projects requesting over and under £100,000 from the Darwin budget. Please refer to the [Finance Guidance](#) for more information.**

- [Budget form for projects under £100,000](#)
- [Budget form for projects over £100,000](#)

**Please ensure you include any co-financing figures in the Budget spreadsheet to clarify the full budget required to deliver this project.**

**N.B.: Please state all costs by financial year (1 April to 31 March) and in GBP. The Darwin Initiative cannot agree any increase in grants once awarded.**

**Please upload your completed Darwin Budget Form Excel spreadsheet using the field below.**



### Q22. Funding

**Q22a. Is this a new initiative or does it build on existing work (delivered by anyone and funded through any source)?**

- Development of existing work

**Please provide details:**

Before 2017, Madagascar had no national structure in place to understand the needs of PA management professionals, to make their voices heard and to provide capacity building support based on their needs. The Forum LAFA network of PA professionals was established to tackle this issue, financed by Wildlife Conservation Society (WCS). Building a network of 325 PA management professionals across Madagascar's PA landscape, the facilitation of training workshops, the exchange

of information relevant to the management of PAs and the strengthening of the recognition and consideration of PA managers through advocacy were its primary activities.

Funding ended last year, but the demand of PA professionals, NGOs and government agencies for this network to be re-established, has remained. DWCT will build on its successes by harnessing our expertise developed through years of experience as a conservation training provider. By developing a new model of training with a fresh cohort of participants, we will increase the opportunities provided through continued professional development opportunities. This will be delivered via our online learning management system (LMS), facilitating the exchange and sharing of information, whilst providing the unique opportunity to join DWCTs international network of alumni, enabling greater opportunity to share experiences, resources and knowledge.

**Q22b. Are you aware of any current or future plans for similar work to the proposed project?**

Yes

**Please give details explaining similarities and differences, and explaining how your work will be additional and what attempts have been/will be made to co-operate with and learn lessons from such work for mutual benefits.**

In 2020, DWCT began a training programme in Madagascar to build the capacity of local community associations (VOIs) involved in co-managing PAs. Training started within sites where DWCT currently work: Alaotra, Menabe, Ambondrobe, Lac Sofia and Baly Bay, with a vision to scale in future years. This multi-year programme combines modular training courses, long-term mentorship, self-directed learning and on-the-job training, developing participants' skills in planning, applied PA management, administration and threatened species recovery. These activities will strengthen VOI capacity, enabling them to manage their association more effectively and raise greater awareness of the threats to Madagascar's biodiversity and what this means to their livelihoods. This current programme complements a new six-year DEFRA Biodiverse Landscapes Fund project beginning in 2022, led by Royal Botanical Gardens Kew to develop a sustainable landscape management model for community-led forest conservation and livelihood enhancement across Madagascar's PA network. Training elements aim to build VOI capacity for forest management.

Our proposed project complements existing work, building the capacity of PA management professionals who co-manage PAs alongside VOIs not only at DWCT sites, but scaled across the Madagascar PA landscape. Lessons learnt from our existing training programme will be shared with project staff throughout this project.

**Q23. Capital items**

**If you plan to purchase capital items with Darwin funding, please indicate what you anticipate will happen to the items following project end. If you are requesting more than 10% capital costs, please provide your justification here.**

Two laptops, one video projector, one camera and an external hard disk will be purchased for use by DWCT project staff in delivering this project. These items will be retained in-country post-project to support the continued delivery of our wider training programme.

**Q24. 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.**

Our value for money (VFM) approach for this project is based on DWCTs 30+ years of delivering successful conservation work in Madagascar. This provides a robust understanding of costs associated with implementing activities that have proven effective, serving as a benchmark for ensuring VFM. Our assessment of VFM is underpinned by four principles of economy (cost of inputs), efficiency (conversion of inputs to outputs), effectiveness (conversion of outputs to outcomes), and equity (degree to which results of the intervention are equitably distributed). DWCTs internal procurement policy, overseen and approved by senior management, helps secure VFM.

The Madagascar Government made a bold commitment in 2003 to conserve the nation's wealth of natural resources and biodiversity by tripling its PA network coverage (the 'Durban Vision'), followed by the 'Promise of Sydney' in 2016 to triple the number of LMMAAs. With DWCTs long-term presence in Madagascar and rich history as a training provider, we are institutionally committed to improving the effectiveness of how PAs are managed. Experience has shown that the most cost-effective way to improve PA and natural resource governance in Madagascar is to build management capacity, supporting long-term effective PA management. This project builds capacity of a cadre of conservation professionals to

establish and run these PAs, representing a nationally important intervention to ensure new and existing PAs fulfil their potential. An established network of PA professionals across Madagascar facilitates continued PA manager support and knowledge exchange, ensuring VFM far beyond the lifetime of the project and independently of external aid.

## Section 12 - Safeguarding and Ethics

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### Q25. Safeguarding

**Projects funded through the Darwin Initiative must fully protect vulnerable people all of the time, wherever they work. In order to provide assurance of this, projects are required to have appropriate safeguarding policies in place.**

**Please confirm the Lead Partner has the following policies in place and that these can be available on request:**

**Please upload the Lead Partner's Safeguarding Policy as a PDF on the certification page.**

<b>We have a safeguarding policy, which includes a statement of our commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse</b>	Checked
<b>We have attached a copy of our safeguarding policy to this application (file upload on certification page)</b>	Checked
<b>We keep a detailed register of safeguarding issues raised and how they were dealt with</b>	Checked
<b>We have clear investigation and disciplinary procedures to use when allegations and complaints are made, and have clear processes in place for when a disclosure is made</b>	Checked
<b>We share our safeguarding policy with downstream partners</b>	Checked
<b>We have a whistle-blowing policy which protects whistle blowers from reprisals and includes clear processes for dealing with concerns raised</b>	Checked
<b>We have a Code of Conduct for staff and volunteers that sets out clear expectations of behaviours - inside and outside the work place - and make clear what will happen in the event of non-compliance or breach of these standards</b>	Checked

**Please outline how you will implement your safeguarding policies in practice and ensure that downstream partners apply the same standards as the Lead Partner.**

DWCT's safeguarding policies will be shared with partners ahead of the first project implementation meeting. Here, each partners' role in upholding safeguarding policies and communicating concerns will be discussed/agreed. Issues/concerns that arise are to be reported to designated DWCT staff, who will create written records. Measures to address issues will be put in place, in consultation with DWCT HR staff and partners where appropriate. DWCT management and HR will also follow up with relevant safeguarding bodies and local police authorities where necessary once a report is made. At each project update meeting, safeguarding issues that have arisen will be discussed.

## Section 13 - FCDO Notifications

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### Q26. FCDO Notifications

**Please state whether there are sensitivities that the Foreign Commonwealth and Development Office will need to be aware of should they want to publicise the project's success in the Darwin Initiative in any country.**



No

Please indicate whether you have contacted FCDO Embassy or High Commission to discuss the project and attach details of any advice you have received from them.

Yes (no written advice)

## Section 14 - Project Staff

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### Q27. Project staff

Please identify the core staff (identified in the budget), their role and what % of their time they will be working on the project.

Please provide 1-page CVs or job description, further information on who is considered core staff can be found in the [Finance Guidance](#).

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Hanitra Nomentsoa Andrianantenaina	Project Leader	35	Checked
To be recruited	Project Officer (Madagascar)	100	Checked
To be recruited	Project Assistant (Madagascar)	100	Checked
David Derand	Project advisory support	20	Checked

Do you require more fields?

Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Rachael Gerrie	UK M&E support	10	Checked
Richard Lewis	Project oversight	5	Checked
Aina Ramamonjisoa	Financial and administrative management of project (Madagascar)	5	Checked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked

Please provide 1 page CVs (or job description if yet to be recruited) for the project staff listed above as a combined PDF.

Ensure the file is named clearly, consistent with the named individual and role above.



Have you attached all project staff CVs?

Yes

## Section 15 - Project Partners

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### Q28. Project partners

Please list all the Project Partners (including the Lead Partner), clearly setting out their roles and responsibilities in the project including the extent of their engagement so far and planned.

This section should demonstrate the capability and capacity of the Project Partners to successfully deliver the project. Please provide Letters of Support for all project partners or explain why this has not been included.

The partners listed here should correspond to the Delivery Chain Risk Map (within the Risk Register template) which you will be asked to submit if your project is recommended for funding.

<b>Lead partner name:</b>	Durrell Wildlife Conservation Trust (DWCT)
<b>Website address:</b>	www.durrell.org
<b>Why is this organisation the Lead Partner, and what value do they bring to the project?</b>  <b>(including roles, responsibilities and capabilities and capacity):</b>	DWCT was established in 1963 and is headquartered at Jersey Zoo. Our reputation is built on saving species from extinction, restoring habitats, and building global conservation capacity through training and long-term mentoring approaches. We have had a permanent presence in Madagascar since 1986. With 68 full-time in-country staff, we deliver conservation programmes in four regions: Alaotra-Mangoro, Sofia, Boeny and Menabe. This work is led by Programme Director, Richard Lewis, from Antananarivo. Strategic, logistic and technical support is provided by DWCT's Field Programmes, Conservation Science and Training departments in the UK and Madagascar. Proposed project activities will be overseen by Hanitra Nomentsoa Andrianantenaina and a team based centrally in Antananarivo. In collaboration with partners, DWCT will coordinate delivery of project activities and associated monitoring efforts. Proposed activities are predominantly an extension of DWCT's current work across our sites, building capacity to improve local community association's effectiveness to co-manage their PAs, through which we have proven our capacity to deliver these initiatives effectively. We seek to extend this model to encompass PA management staff, focusing on capacity building for professionals, for greater impact and longevity.
<b>International/In-country Partner</b>	<input checked="" type="radio"/> International

Allocated budget (proportion or value):



Represented on the Project Board  Yes

Have you included a Letter of Support from this partner?  Yes

Have you provided a cover letter?  Yes

Do you have partners involved in the Project?

Yes

1. Partner Name: Ministry of Environment and Sustainable Development (MEDD)

Website address: <https://www.environnement.mg/>

What value does this Partner bring to the project?  
(including roles, responsibilities and capabilities and capacity):

The MEDD is the delegating authority for the management of PAs in Madagascar. All PA-related activities must be reported to the MEDD. The MEDD will be able to provide relevant information on PAs and also act as an intermediary between DWCT and the PA managers when required. Collaborating with MEDD will be a great opportunity, and their knowledge of PAs will help DWCT to facilitate exchanges by ensuring the coordination of all activities undertaken at the level of PAs in Madagascar. The MEDD will also be a part of the project advisory group. Some focal points are representatives of the MEDD in the project regions, they will support us in the organisation of training and exchange visits. The MEDD will be able to provide training support to the project in topics in which they are experts, for example patrolling, ecological monitoring and law enforcement.

International/In-country Partner  In-country

Allocated budget: £0.00

Represented on the Project Board  Yes

Have you included a Letter of Support from this partner?  Yes

2. Partner Name: No Response

Website address: No Response

**What value does this Partner bring to the project?** *No Response*

**(including roles, responsibilities and capabilities and capacity):**

---

**International/In-country Partner**  International  
 In-country

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**Allocated budget:** £0.00

---

**Represented on the Project Board**  Yes  
 No

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**Have you included a Letter of Support from this partner?**  Yes  
 No

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**3. Partner Name:** *No Response*

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**Website address:** *No Response*

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**What value does this Partner bring to the project?** *No Response*

**(including roles, responsibilities and capabilities and capacity):**

---

**International/In-country Partner**  International  
 In-country

---

**Allocated budget:** £0.00

---

**Represented on the Project Board**  Yes  
 No

---

**Have you included a Letter of Support from this partner?**  Yes  
 No

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**4. Partner Name:** *No Response*

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**Website address:** *No Response*

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**What value does this Partner bring to the project?** *No Response*

**(including roles, responsibilities and capabilities and capacity):**

---

**International/In-country Partner**  International  
 In-country

---

**Allocated budget:** £0.00

---

**Represented on the Project Board**  Yes  
 No

---

**Have you included a Letter of Support from this partner?**  Yes  
 No

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**5. Partner Name:** *No Response*

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**Website address:** *No Response*

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**What value does this Partner bring to the project?** *No Response*

**(including roles, responsibilities and capabilities and capacity):**

---

**International/In-country Partner**  International  
 In-country

---

**Allocated budget:** £0.00

---

**Represented on the Project Board**  Yes  
 No

---

**Have you included a Letter of Support from this partner?**  Yes  
 No

---

**6. Partner Name:** *No Response*

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**Website address:** *No Response*

---

What value does this Partner bring to the project? *No Response*

(including roles, responsibilities and capabilities and capacity):

International/In-country Partner  International  
 In-country

Allocated budget: £0.00

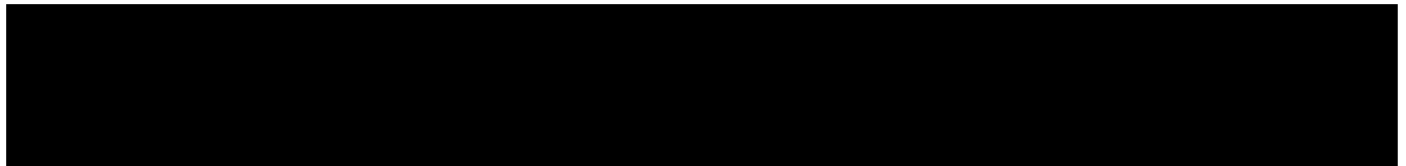
Represented on the Project Board  Yes  
 No

Have you included a Letter of Support from this partner?  Yes  
 No

If you require more space to enter details regarding Partners involved in the project, please use the text field below.

*No Response*

Please provide a cover letter and a combined PDF of all letters of support.



## Section 16 - Lead Partner Capability and Capacity

Q29. Lead Partner Capability and Capacity

Has your organisation been awarded a Darwin Initiative funding before (for the purposes of this question, being a partner does not count)?

Yes

If yes, please provide details of the most recent awards (up to 6 examples).

Reference No	Project Leader	Title
28-008	Chris Ransom	Restoring the Alaotra Ramsar Watershed – The Breadbasket of Madagascar
27-004	Chris Ransom	Building future resilience for wildlife and communities in Ambondrobe
DPLUS105	Mike Hudson	Building capacity to make Montserrat a mountain chicken refuge
IWT-074	Jeff Dawson	Cracking wildlife smuggling in Madagascar
IWT-03	Andrew Terry	Breaking the chain

No Response

No Response

No Response

**Have you provided the requested signed audited/independently examined accounts (or other financial evidence - see Financial Guidance)?**

**If yes, please upload these on the certification page. Note that this is not required from Government Agencies.**

Yes

## Section 17 - Certification

### Q30. Certification

**On behalf of the**

Trustees

**of**

Durrell Wildlife Conservation Trust

**I apply for a grant of**

£198,225.00

**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 applicant institution to submit applications and sign contracts on their behalf.)

- I have enclosed CVs for project key project personnel, letters of support, budget, safeguarding policy and project implementation timetable (uploaded at appropriate points in application)
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence - see Financial Guidance) are also enclosed.

Checked

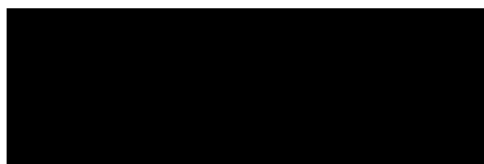
**Name**

DR RICHARD YOUNG

**Position in the organisation**

DIRECTOR OF CONSERVATION KNOWLEDGE

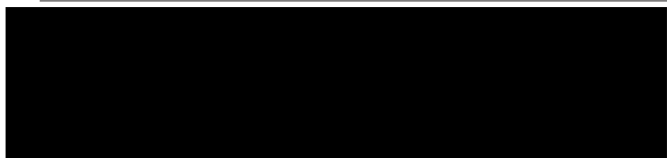
**Signature (please upload e-signature)**



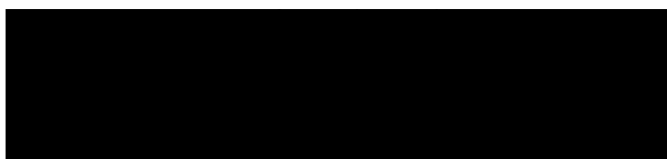
**Date**

06 December 2021

**Please attach the requested signed audited/independently examined accounts.**



Please upload the Lead Partner's Safeguarding Policy as a PDF



## Section 18 - Submission Checklist

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### Checklist for submission

	Check
I have read the Guidance, including the "Darwin Initiative Guidance", "Monitoring Evaluation and Learning Guidance", "Supplementary Guidance for Capability & Capacity Projects", "Risk Management Guidance", and "Financial Guidance".	Checked
I have read, and can meet, the current Terms and Conditions for this fund.	Checked
I have provided actual start and end dates for the project.	Checked
I have provided my budget based on UK government financial years i.e. 1 April – 31 March and in GBP.	Checked
I have checked that our budget is complete, correctly adds up and I have included the correct final total at the start of the application.	Checked
The application been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).	Checked
(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.	Checked
I have included a 1 page CV or job description for all the Project Staff identified at Question 27, including the Project Leader, or provided an explanation of why not.	Checked
I have included a letter of support from the Lead Partner and partner(s) identified at Question 28, or an explanation of why not.	Checked
I have included a cover letter from the Lead Partner, outlining how any feedback received at Stage 1 has been addressed where relevant.	Checked
I have included a copy of the Lead Partner's safeguarding policy, which covers the criteria listed in Question 25.	Checked
I have been in contact with the FCDO in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.	Checked



I have included a signed copy of the last 2 annual report and accounts for the Lead Partner (or other financial evidence – see Financial Guidance), or provided an explanation if not. Checked

---

I have checked the Darwin Initiative website immediately prior to submission to ensure there are no late updates. Checked

---

I have read and understood the Privacy Notice on the Darwin Initiative website. Checked

---

### We would like to keep in touch!

**Please check this box if you would be happy for the lead applicant (Flexi-Grant Account Holder) and project leader (if different) to be added to our mailing list. Through our mailing list we share updates on upcoming and current application rounds under the Darwin Initiative and our sister grant scheme, the IWT Challenge Fund. We also provide occasional updates on other UK Government activities related to biodiversity conservation and share our quarterly project newsletter. You are free to unsubscribe at any time.**

Checked

### Data protection and use of personal data

Information supplied in the application form, including personal data, will be used by Defra as set out in the **Privacy Notice**, available from the [Forms and Guidance Portal](#).

This **Privacy Notice must be provided to all individuals** whose personal data is supplied in the application form. Some information may be used when publicising the Darwin Initiative including project details (usually title, lead partner, project leader, location, and total grant value).