

Darwin Initiative Capability & Capacity Annual Report

To be completed with reference to the “Project Reporting Information Note”:
(<https://www.darwininitiative.org.uk/resources-for-projects/information-notes-learning-notes-briefing-papers-and-reviews/>).

It is expected that this report will be a **maximum of 20 pages** in length, excluding annexes)

Submission Deadline: 30th April 2023

Submit to: BCF-Reports@niras.com including your project ref in the subject line

Darwin Initiative Project Information

Project reference	DARCC011
Project title	Realising the Durban Vision: Strengthening Madagascar's Protected area management capacity
Country/ies	Madagascar
Lead Partner	Durrell Wildlife Conservation Trust
Project partner(s)	Ministry of Environment and Sustainable Development
Darwin Initiative grant value	89982
Start/end dates of project	01 April 2022 – 31 March 2024
Reporting period (e.g. Apr 2022 – Mar 2023) and number (e.g. Annual Report 1, 2, 3)	April 2022 – Mar 2023 Annual report 1
Project Leader name	Andrianantenaina Hanitra Nomentsoa
Project website/blog/social media	
Report author(s) and date	Andrianantenaina Hanitra Nomentsoa, project lead Rafetrason Felana Nirintsoa, project officer 28 April 2023

Table of Acronyms

Acronym	Definition
CBD	Convention on Biological Diversity
DESMAN	Durrell Endangered Species Management Graduate Certificate
DWCT	Durrell Wildlife Conservation Trust
CNFTF	Centre National de Formation de Techniciens Forestiers (National Training Centre for Forestry Technicians)
FAMPITAFa	Fanamafisana ny fahaiza-manaon'ny Mpitantana ny Faritra Arovana (Strengthening Madagascar's Protected Area Management Capacity)
FAPBM	Fondation pour les Aires Protégées et la Biodiversité de Madagascar (Foundation for Protected Areas and Biodiversity of Madagascar)
FCDO	Foreign Commonwealth and Development Office
LAFa forum	Loharanon'Aina ny Faritra Arovana (forum of professionals in the management of Madagascar's terrestrial protected areas)
MEDD	Ministère de l'Environnement et du Développement Durable (Ministry of the Environment and Sustainable Development)
MNP	Madagascar National Parks
PA	Protected Area
PND	Plan National de Développement (National Development Plan)
REPC-MD	Réseau des Educateurs et Professionnels de Conservation à Madagascar (Network of Conservation Experts and Professionals)
WCS	Wildlife Conservation Society

1. Project summary

Madagascar's protected area (PA) network was established to conserve the island's unique and threatened biodiversity and fragile ecosystems. There are currently 125 PAs, 115 of which are terrestrial PAs, covering 6.5 million hectares - nearly 90% of Madagascar's PAs surface area (LAFa, 2018). The management of these fragile and threatened ecosystems is extremely challenging, notably with problematic coverage and accessibility in a landscape that is notoriously difficult to navigate (Gardner et al, 2018). For this, Madagascar's Protected Areas Management Code provides guidance to delegate the management of these PAs to institutions that are 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.

The project aims to improve PA staff co-management capability, and 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.

The project specific objectives are 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.

Addressing a long-term need, the project will fast-track the professionalisation of Madagascar's PAs staff, enabling greater competency, and the use and integration of recognised best practices for more effective management of their respective PA sites. The project will promote the engagement 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 and 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.

2. Project stakeholders/ partners

For the implementation of this project, DWCT works in close collaboration with the **MEDD (the Ministry of Environment and Sustainable Development)** which 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 is/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.

A project advisory committee was also created to discuss the main orientations in the implementation of the project and guide the implementation team.

This committee is composed of key stakeholders with important roles in the management of the country's Protected Areas, notably MEDD, FAPBM (Foundation for Protected Areas and Biodiversity of Madagascar) which is funding several Protected Areas in the country, MNP (Madagascar National Parks) which is a governmental agency managing 43 Protected Areas in the country, and WCS (Wildlife Conservation Society), an international organisation that has implemented a project to create a Forum of Protected Area Managers called LAFA Forum.

This committee meets at least twice a year, but extraordinary meetings can be organised if necessary. Three meetings of the Committee have already been held during which the following main points were discussed:

- Presentation of the project,
- Presentation of the roles and responsibilities of the committee and how it works,
- Presentation of the results achieved between two meetings,
- Presentation of the main problems encountered and search for strategies to solve them
- Discussions on the training themes and validation of the training modules.

The British Embassy, Madagascar: Throughout this year, we have both kept in touch with the Development Counsellor from the FCDO, based in the British Embassy in Antananarivo through presentations both about this project and Durrell's other conservation livelihoods work (included other DEFRA-funded projects) and through a number of meetings.

3. Project progress

3.1 Progress in carrying out project Activities

Output 1: Formal training improves the skills, knowledge and attitudes of PA managers/directors

For each planned training, the organization process remains the same: defining the training themes and producing the teaching materials, launching the call for expression of interest, selecting the participants, implementing the training, and assessing the impact of the training).

Activity 1.1.: Organise training in managerial skills for PA site managers/directors (*develop the ToR for the training, produce teaching materials, launch the call for expression of interest, select the participants*).

The activity started in mid-July 2022 after the project launching event and is still ongoing. The training topics for the PA site managers/directors were identified according to their pre-assessed training needs and these mainly focused on managerial skills which could be directly applied in

their management role within the Protected Areas. For this first year of the project, three key training themes (out of four) have been selected for the PA site managers/directors, and their content developed in different ways:

- **‘Leadership, team management, conflicts resolution, communication and gender’**, for which the content was developed internally using existing DWCT courses and resources.
- **‘Planning effective conservation projects using the Conservation Standards’**, for which the content was developed by experts belonging to the Conservation Standards coaches network in Madagascar.
- **‘Assessing Protected Area management effectiveness and designing an effective management plan’**, for which the content was developed by the project partner, MEDD.

As for each training course, a call for expressions of interest was then launched specifying the training themes, dates, location and geographic areas concerned. Interested participants had to fill in an online registration form and send their resume ([here](#) is an example of a registration form) and the candidates were then selected based on three criteria:

- Their current/future role within their Protected Area (applicability of the training to their daily work and responsibilities).
- Their motivations (key reasons why they want to participate in the training).
- Their academic and professional background (there are some pre-requisites for each training theme).

Activity 1.2.: Deliver training in managerial skills for PA site managers/directors.

Three training courses were delivered on these three aforementioned managerial topics, one in October 2022 and the other two in February 2023. Table 1 thereafter summarises the various training courses held for Protected Area site managers and directors.

N°	Training theme	Date	Training location	Number of trainees
1	Leadership, team management, conflicts resolution, communication, gender	11-13 October 2022	Antananarivo	25 including 5 women
2	Planning effective conservation projects using the Conservation standards	20-22 February 2023	Antananarivo	28 including 4 women
3	Assessing protected area management effectiveness and designing an effective management plan	23-24 February 2023	Antananarivo	28 including 4 women

Table 1: Trainings delivered for PA directors and site managers.

The first training module on ‘Leadership, team management, conflicts resolution, communication, gender’ was developed and delivered by the project team itself and expert consultants were hired to develop and deliver the other two modules.

Activity 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.

For each training course, participants were asked to complete a pre- and post-training evaluation questionnaire ([here](#) is an example of a pre and post-training evaluation questionnaire).

These forms were used to determine whether the training enabled the trainees to acquire required knowledge and skills.

Each questionnaire was tailored to the content of each specific training course and contained a list of knowledge/skills that they were expected to acquire by attending the training.

Output 2: Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians

Activity 2.1.: Organise and implement six exchange visits in different geographical areas for PA site technicians through field demonstrations and on-site practical exercises.

This activity was started in late October 2022 and is currently on track with three exchange visits still to be planned for year 2 of the project. The organisation of an exchange visit involved the determination of the PA to be visited. The process of selecting participants for the exchange visits is the same as for the trainings. The themes covered during the exchange visits done during the first year of the project are summarised in the table 2 thereafter.

N°	Date of the exchange visit	PA visited	Themes and activities	Number of participants
1	27-28 October 2022	Andohahela National Park (Southern region)	- Dry forest restoration - Collaborative management	17
2	08-09 December 2022	Analamazaotra National Park (Eastern region)	- Ecological monitoring (lemurs identification and abundance through line transect) - Ecotourism	20
3	15-16 December 2022	Makirovana Tsihomanaomby Natural Resources Reserve (Northern region)	- Community patrolling - Ex-situ conservation of precious tree species	21

Table 2: Exchange visits conducted with the PA site technicians

During the first year of the project, 58 technicians took part to one of these three exchange visits, allowing them to discuss important issues and to practice techniques that are useful to them.

Activity 2.2.: Conduct pre- and post-exchange visit impact assessments with the PA site technicians to assess the increase in their professional networking.

The development and implementation of pre- and post-exchange visit assessments followed the same principles as the pre- and post-training course assessments, with participants asked to complete a questionnaire to determine the key skills and/or knowledge they were able to acquire during each exchange visit, and also whether or not the exchange visit had enabled them to improve their professional network ([here](#) is an example of a pre and post-exchange visit assessment questionnaire).

Activity 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.

The same questionnaire as in the previous activity was used to assess the practical knowledge of technicians.

Output 3: PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.

Activity 3.1.: Implement practical training for PA staff on technical aspects of conservation and transverse competencies. Selecting two PA staff each year to attend the DESMAN.

For the PA site technicians, training courses to strengthen their technical capacities have been carried out. The themes and dates of training are summarised in table 3 thereafter.

N°	Training theme	Date	Training location	Number of trainees
1	Concept and evaluation of ecosystem services applied to PA management	29-30 August 2022	Antananarivo (Centre)	22 including 7 women
2	Concept and evaluation of ecosystem services applied to PA management	01-02 September 2022	Antananarivo (Centre)	21 including 2 women
3	Ecological monitoring	26-27 September 2022	Ranomafana (East-Central)	14 including 3 women
4	Ecological monitoring	29-30 September 2022	Ranomafana (East-Central)	17 including 4 women
5	Climate Change: Key Concepts and Integration into Development Planning	25-26 October 2022	Fort-Dauphin (South)	13 including 1 woman
6	Ecological Restoration	05-07 December 2022	Andasibe (East)	20 including 10 women
7	Climate Change: Key Concepts and Integration into Development Planning	13-14 December 2022	Sambava (North)	16 including 5 women
8	Ecological Restoration	17-19 January 2023	Mahajanga (North West)	19 including 5 women
9	Engaging with Local Communities, and Monitoring and Assessment of Social and Behavioural Change	07-08 February 2023	Antsirabe (Centre)	23 including 5 women
11	Planning effective conservation projects using the Conservation Standards	27 February - 01 March 2023	Online	13 including 7 women
12	Planning effective conservation projects using the Conservation Standards	06-08 March 2023	Online	11 including 0 women

Table 3: Practical training for PA site technicians

The training module on 'Climate Change: Key Concepts and Integration into Development Planning' was developed and delivered by the project team itself and expert consultants were hired to develop and deliver the other modules.

The attendance records for all the activities undertaken in this project (on training courses, exchange visits and several meetings) are presented in the annex (Annex 4.1).

All training modules are also presented in the annex to this report (Annex 4.5).

Regarding the activity **“Selecting two PA staff each year to attend the DESMAN (Durrell Endangered Species Management Graduate Certificate)”**: the selection process has already started for potential participants to the DESMAN training that will take place from September 11 to December 01, 2023 in Jersey. The training offer has been shared with the PA managers who have already participated in the FAMPITAF¹ project activities. 17 applications were received and 4 were shortlisted and interviewed, and two of these shortlisted candidates will be selected to participate in the training and will be fully funded by Durrell as project matched funding.

Activity 3.2.: Conduct six monthly-impact assessments to find out how PA staff from all levels are applying knowledge and skills gained and their level of progression.

An online questionnaire was sent to participants in March 2023 to assess the application of the knowledge they received during the training. The evaluation was done in March because the first training sessions could only be carried out in September. The managers were asked to fill in a table where they had to specify what concrete actions, they had taken to apply what they had learned and also what changes this had brought about in the management of their PA.

Activity 3.3. Design training handbook in French and English, highlighting capacity building methods and tools and covering all training themes taught.

The Training handbook is a kind of document that gathers the content of all the trainings carried out in the project. The compilation of all the materials that will be included in the handbook has already started since the first trainings were conducted. However, this handbook can only be finalised once all the training materials are obtained.

Output 4: PA managers and technicians access PA management learning resources and technical information through online resources and regular peer-peer meetings.

Activity 4.1. Collect, analyse and format PA management and technical information, making it available to PA staff from all levels through the Durrell's online Learning Management System (LMS).

The contacts of all the people who will be involved in the Durrell's LMS have been compiled. The documents that will be introduced are also being consolidated.

Activity 4.2. Organise annual national PA trainees meeting and additional regional PA trainees meetings to build and strengthen the PA professional network.

A regional meeting and an annual meeting were held and allowed PA managers to connect with each other, improve their networks and find common solutions to the problems they face (The problem of fires in the PA were for instance discussed during these meetings and some of the PA managers shared how they are facing this issue in their PA).

The regional meeting focused on two main themes: PA governance (discussions on the relationship between managers and the forest administration, the relationship between managers and local communities, and the problems of fires in PA and the establishment of a regional

¹ FAMPITAF^A the Malagasy name given to the project which means Strengthening Madagascar's Protected Area Management Capacity (Fanamafisana ny fahaiza-manaon'ny Mpitantana ny Faritra Arovana).

platform of PA managers (sharing the different steps to be taken and the different challenges they may face).

As for the annual meeting, it was done in the form of mini conferences. This meeting had a broader objective, which was to discuss important and relevant issues in PA management. Experts in each field were called in, panelists who were able to discuss these topics and provide answers to the questions that some managers had. The themes discussed during the annual meeting were the Integration of Climate Change into PA management tools and PA Governance.

During this annual meeting, the visit of the National Training Centre for Forestry Technicians (CNFTF) were organised in order to inform the participants about the existence of this centre, which trains selected graduates (20 students per year) to become forestry technicians, who will work in the field of forestry later. The centre is located 35 kilometres from Antananarivo, in Angavokely.

Activity	Dates	Location	Themes that were discussed
Regional meeting for the PA managers from the eastern region	24-25 January 2023	Antananarivo	- PA governance - Regional platform of PA managers implementation
Annual meeting	30-31 March 2023	Antananarivo	Mini conferences followed by debates on: - Integration of climate change in the PA management tools - PA Governance Visiting the CNFTF in Angavokely

Table 4: Regional and annual meetings for the PA practitioners

3.2 Progress towards project Outputs

During the first year of the project, a lot of effort has been put in by the whole project team in order to achieve the set objectives. The progress made on each output and the main achievements are detailed below.

Output 1: Formal training improves the skills, knowledge and attitudes of PA managers/directors.

The number of PA site managers and directors who participated in the training to strengthen their managerial capacities was the first indicator considered. In the first year of the project, a total of 41 PA site managers and directors benefited from this training in managerial skills, to be compared with the initially planned target of at least 60 PA site managers and directors trained within two years, thus putting us in a very good position to achieve this target by the project end.

The impact of the training on the reported level of knowledge and skills, and the trainee's confidence in their ability to apply the knowledge and skills gained to their work, were also measured. For this purpose, the participants in the training courses had to fill in pre- and post-training evaluation questionnaires. The first questionnaire included a list of selected knowledge and skills that should be acquired by the participants following the training and participants were asked to rate their level of skills and knowledge before and after training (Figure 1-2-3).

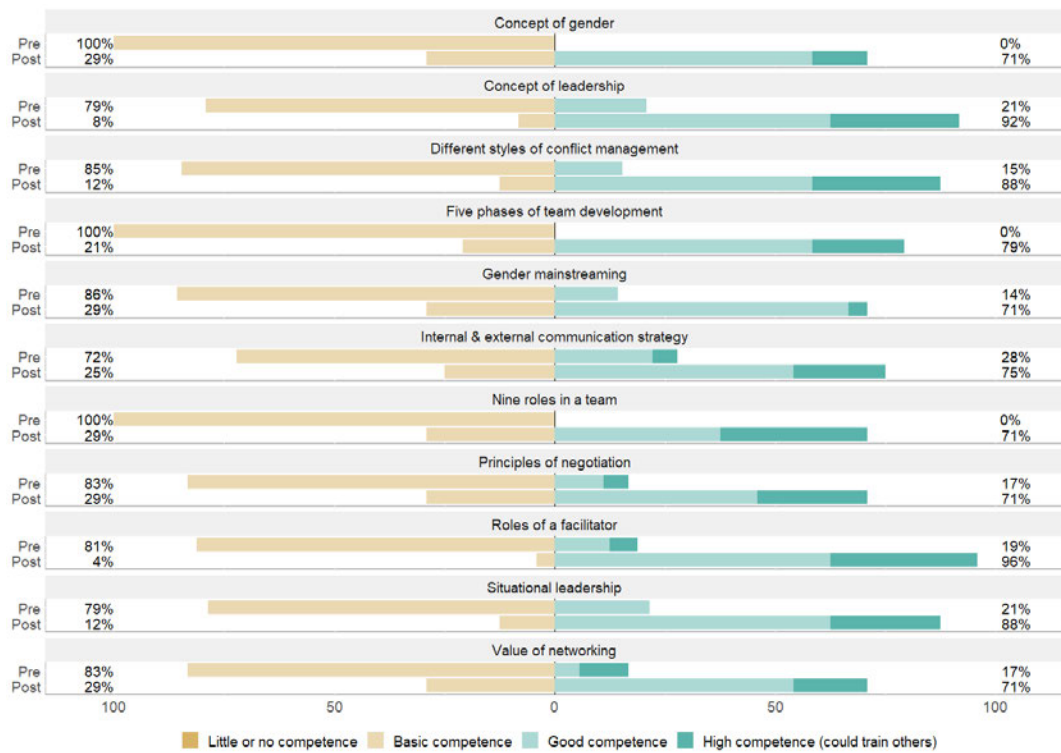


Figure 1: Results of the pre- and post-training evaluation questionnaires on Leadership, team management, conflicts resolution, communication, gender training course.

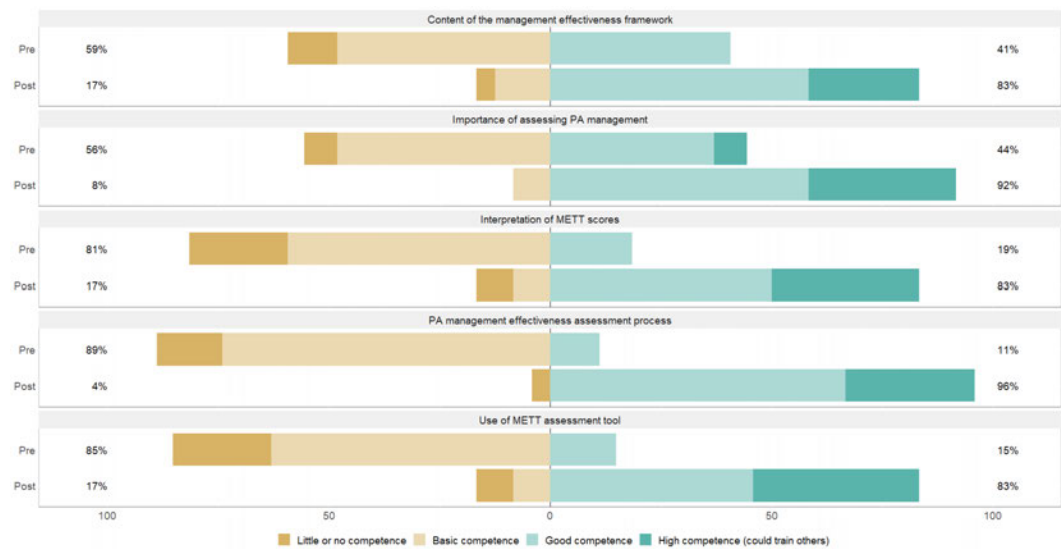


Figure 2: Results of the pre- and post-training evaluation questionnaires on Assessing protected area management effectiveness and designing an effective management plan training course

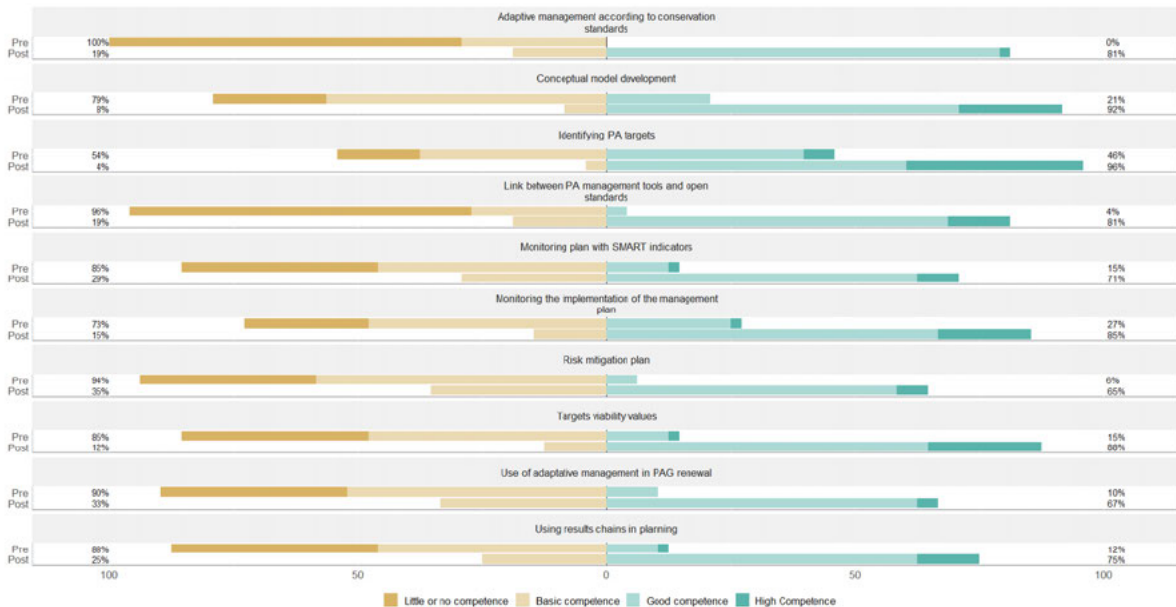


Figure 3 : Results of the pre- and post-training evaluation questionnaires on Planning effective conservation projects using the Conservation Standards training course

The results of the pre- and post-training evaluation questionnaires on Planning effective conservation projects using the Conservation Standards training course (for directors/site managers and technicians) are combined in the figure 3.

Overall, **82.3 % of the PA site managers/directors reported that their knowledge and skills had improved as a result of the training**, similarly to the target of 80% of the participants reporting a good or high level of knowledge on the taught competencies after completing training.

The change in the level of motivation of the participants to apply the acquired knowledge and improve the management practices within their PA was also assessed through another post-training evaluation questionnaire. **As a result, 79% of the PA site managers/directors reported being strongly motivated to apply the knowledge gained and to improve the management practices within their PA**, 21% reported that they were moderately motivated, to be compared with the target of 80% of the participants feeling more confident in their ability to apply them in their work.

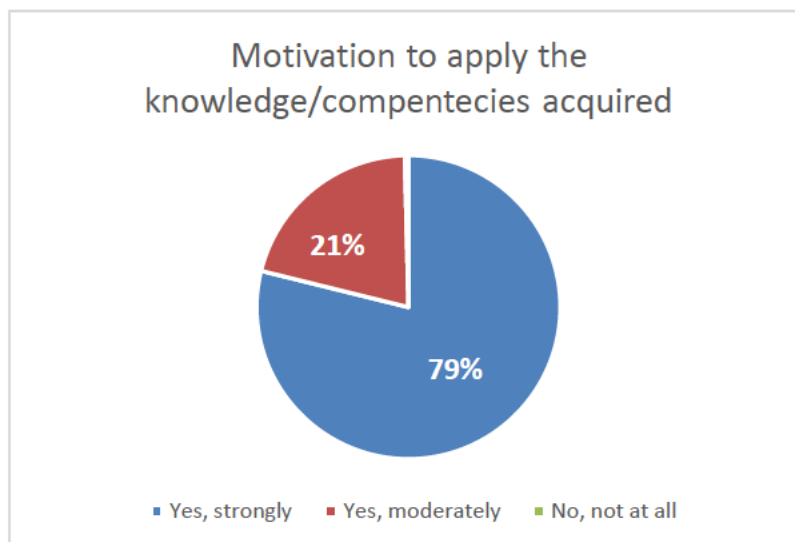


Figure 4: Results of the post-training evaluation questionnaires on Motivation to apply the knowledge/competencies acquired

Output 2: Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians.

As for the PA site managers and directors, the PA technicians were also trained on a number of conservation-related topics. In addition, they also participated in field exchange visits in order to strengthen their technical capacities and allow them to make further professional exchanges. These two types of training activities are intended to allow technicians to improve their practical skills and acquire new ones, but also to strengthen their professional networks. To assess the extent of participation in these activities, PA technicians were asked to complete pre- and post-training evaluations and pre- and post-exchange visit evaluations.

The initial target of technicians to benefit from these activities was 240. To date, 152 technicians have participated in training sessions focusing on the following topics:

- Concept and evaluation of ecosystem services applied to protected area management,
- Ecological monitoring,
- Climate Change: key concepts and integration into development planning,
- Ecological Restoration,
- Engaging with local communities, and monitoring and assessment of social and behavioural Change, and
- Planning effective conservation projects using the Conservation Standards.

59 technicians (36 of whom have already participated in the aforementioned training sessions) also took part to three exchange visits focusing on the following themes: dry forest restoration, collaborative management, ecotourism, ecological monitoring and species reintroduction, community patrolling and ex-situ conservation of precious woods.

78,85% of the PA technicians reported an increase in their skills as a result of the training and 60,4% reported an increase in their skills as a result of the exchange visits.

The other objective of these exchange visits was for the technicians to develop their networks and communicate with other PA managers. As a result of these exchange visits, 56% reported that their professional networks were enriched.

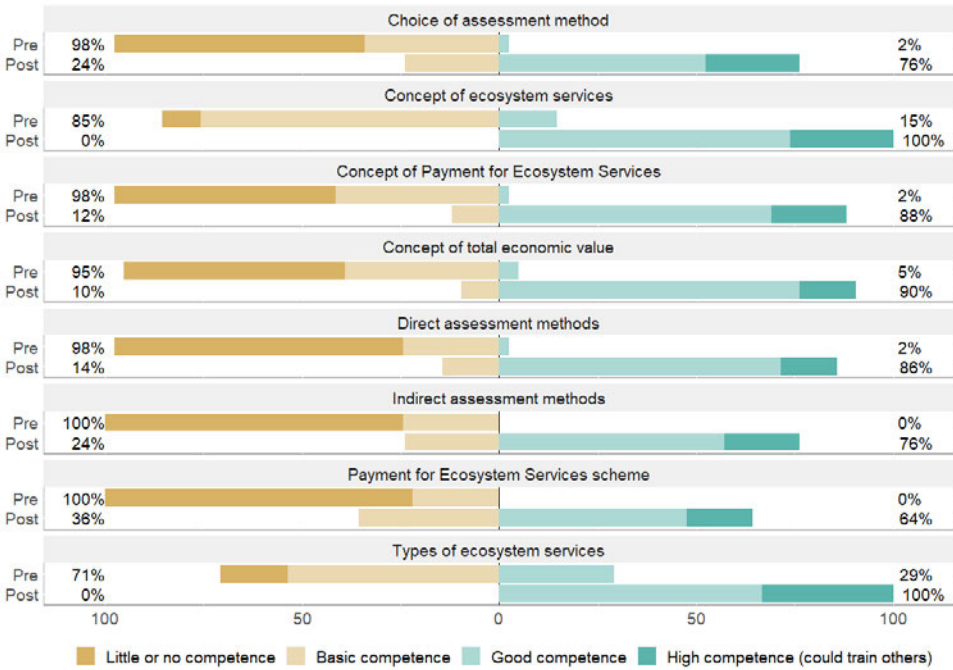


Figure 5: Results of the pre- and post-training evaluation questionnaires on Concept and evaluation of ecosystem services applied to protected area management training course

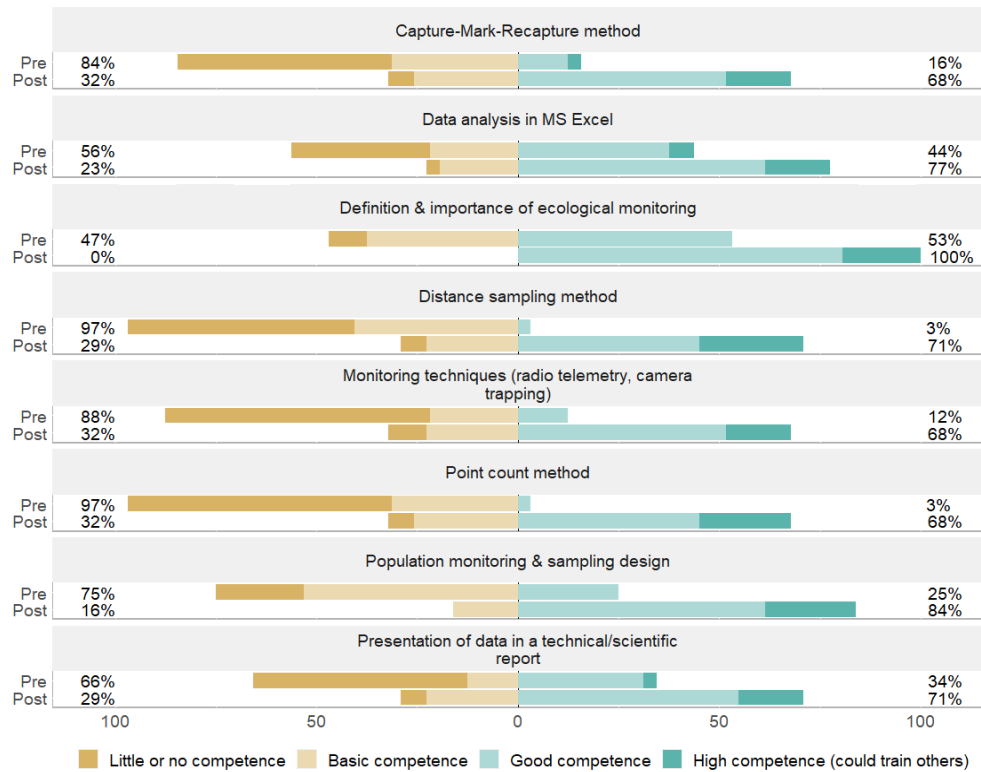


Figure 6 : Results of the pre- and post-training evaluation questionnaires on Ecological Monitoring training course

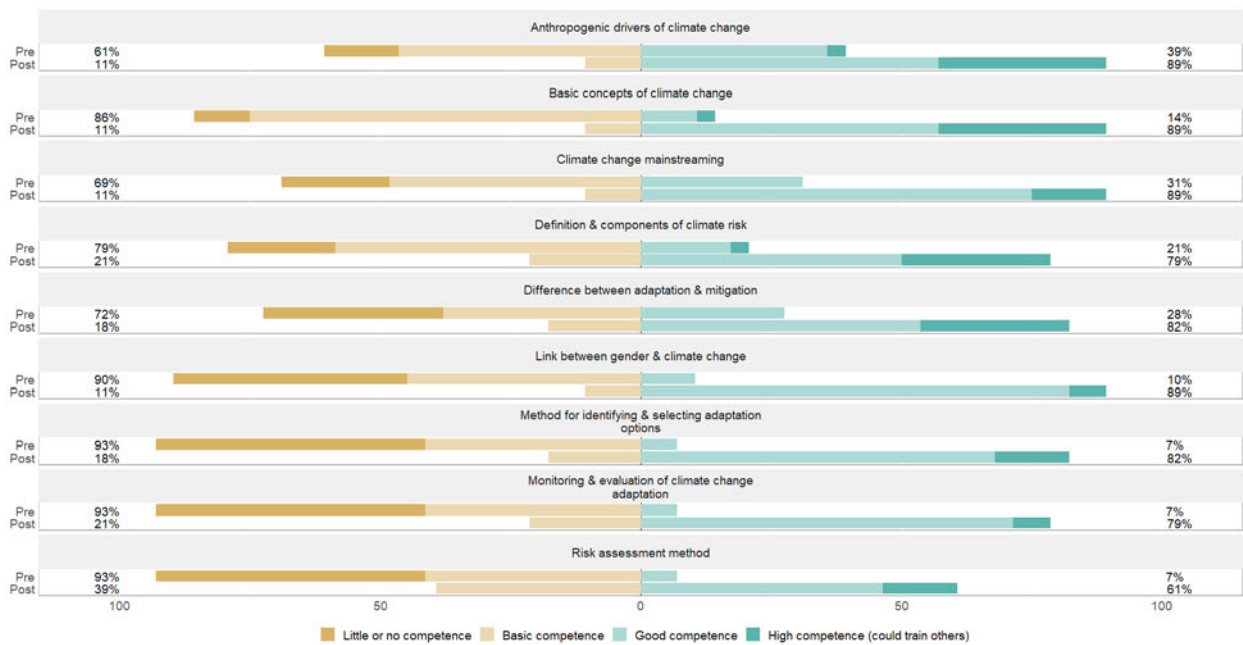


Figure 7 : Results of the pre- and post-training evaluation questionnaires on Climate Change: Key Concepts and Integration into Development Planning course

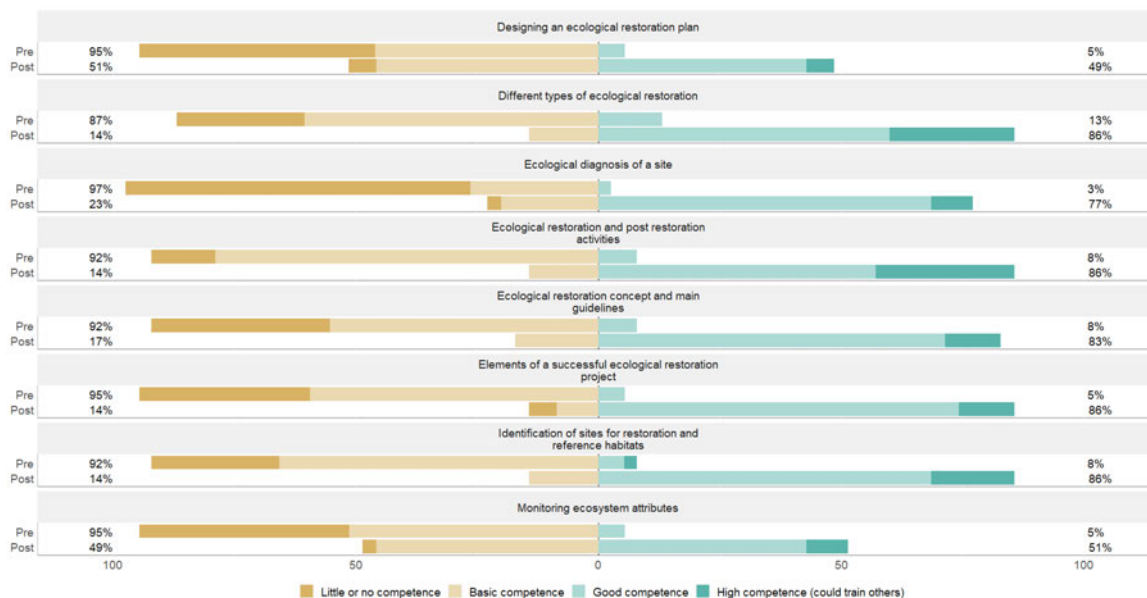


Figure 8 : Results of the pre- and post-training evaluation questionnaires on Ecological Restoration training course

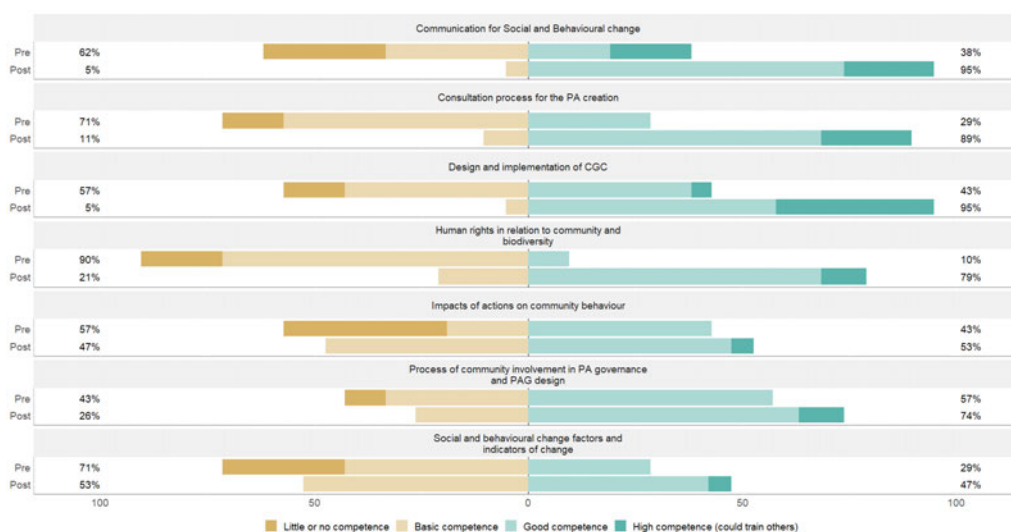


Figure 9 : Results of the pre- and post-training evaluation questionnaires on Engaging with Local Communities, and Monitoring and Assessment of Social and Behavioural Change training course

Output 3: PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.

The selection process for participants in the DESMAN training is in progress. The final results of the selection process are expected by May 2023. The call of expression of interest for the next session from February to April 2024 will be launched by September this year.

The training handbook is being developed and should be ready and distributed to PA managers by the end of the project.

Output 4: PA managers and technicians access PA management learning resources and technical information through online resources and regular peer-peer meetings.

A regional meeting and an annual meeting were held, involving representatives of PA managers from across Madagascar. The regional meeting brought together 17 PA managers.

As for the annual meeting, it brought together 66 protected area managers.

In total 83 PA managers were able to participate in these meetings and thus enrich their networks and strengthen communication between them.

3.3 Progress towards the project Outcome

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

To measure the achievement of this Outcome, the following indicators were monitored:

- By Y2 end, at least 300 PA practitioners have received training (30% of whom are women)

The total number of people who have received training is currently 193. For year 2 of the project, it is therefore quite possible to reach the targeted number. As for the number of women who have benefited from training, 51 women out of 193 have participated in training, which corresponds to about 26%. The result could be achieved if more women working in the management of Protected Areas are sensitized to participate in the trainings. There is a need for more sharing at the organizational level.

- 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.

All PA managers who participated in training on the theme 'Concept and evaluation of ecosystem services applied to PA' were asked to respond to an online questionnaire in which they were asked to specify how they applied the skills and knowledge gained during the training. 40,3% of the PA practitioners that attended this training reported that they have applied in their work what they have learnt and were able to provide examples of concrete actions that was implemented.

- 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

In the same online questionnaire used earlier, participants were also asked about the impact of the activities they participated in on their work at the PA level. 35,7% of them stated that through these capacity building activities they have contributed to improving the management of their PA.

3.4 Monitoring of assumptions

Assumption 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.

So far, all organisations involved in PA management were in favour of this initiative. Several institutions participated in the project launch event. As a result, they were able to familiarise themselves with the objectives of the project and understand the importance of capacity building for their staff. During all the activities carried out, the IP practitioners who registered were almost all allowed by their institutions to participate. This demonstrates that these institutions have shown their support.

Assumption 2: Individual PA staff are willing to sustain interest and focus on their own professional development.

For most activities, the number of people who have registered often exceeds the desired number, especially for trainings, and selections have to be made. Registration for training is voluntary and is based on the manager's need for capacity building. On the other hand, in the application forms for the trainings, the candidates are asked to detail their motivations and how the trainings can help them in their professional development. In this part, they clearly show that apart from the

fact that it would contribute positively to the improvement of the management of the PAs in which they work, the trainings are also beneficial for their professional development.

Assumption 3: Malagasy conservation institutions are supportive of the integration of best practices into PA management.

Some institutions, such as MNP, ask for details of the training courses in which their staff want to participate (theme and content) before approving their staff's participation. They insist that the training courses have to be related to the work the technicians do in the PA. This is required to enable the technicians who have benefited from the trainings to apply the knowledge, skills and good practices acquired during these activities in their work. Institutions are therefore open to integrating good practice into the management of PAs. But more follow-up of this needs to be done.

Assumption 4: New partnerships are successfully mobilised during the project and collaboration continues to be productive at least five years after project end.

The establishment of the Project Advisory Committee has helped to find partnerships in the implementation of the project. However, it is necessary to ensure that the collaboration can continue even after the end of the project. It is therefore planned to approach structures that have already been involved in setting up platforms for protected area managers or strengthening their capacities. These structures are the LAFA Forum created by WCS and REPC-MD (Network of Conservation Experts and Professionals).

Assumption 5: Established interest from public and private donors, with the project continuing over the five years following project end.

For Year 1, N/A

3.5 Achievement of positive impact on biodiversity and poverty reduction

Regarding the achievement of positive impact on biodiversity, the project contributes to this even if the positive impacts after just one year of project are not yet palpable. However, training modules or topics have been identified which, when put into practice, could have a positive impact on biodiversity whether it is the managerial or technical training.

In addition, for the Y2, we plan to deliver training on “Forest and biodiversity value chains” such as ecotourism, beekeeping, ... that the trained people (the PA managers) will apply the training and/or will transfer the knowledge to the communities who will be the final beneficiaries to improve their living conditions.

4. Project support to the Conventions, Treaties or Agreements

The project was designed and implemented with the aim of contributing to the achievement of the objectives of the various Conventions, Treaties or Agreements. At present, the project is on the right track even if the impacts of its actions are not yet visible.

Regarding the Madagascar's National Development Plan (NDP) target 5 – to enhance natural capital and build resilience to disaster risks, the 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), the project contributes to their achievement through the training given to managers on themes such as ecological monitoring, ecological restoration, ecosystem services, conservation standards, ... After each training session, the participants will have to put into practice what they have learned and follow-ups will be carried out by the project managers in order to assess the changes, particularly the improvement in the effective management of Madagascar's protected areas.

In addition, the training on Climate Change contributes to the 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).

5. Gender equality and social inclusion

The participation of women in project activities, including trainings, exchange visits and various meetings was always encouraged. At each activity organised, the participation of women involved in the management of Protected Areas was recorded. However, the number of women’s participation has been low given the number of women working in this sector.

Training on “gender” was organised for PA managers/directors to build their capacity about the importance of gender equality and how to apply this concept to the site they manage. As mentioned in 3.2., 26% of the PA staff trained were women. This means that despite the small number of the women involved in PA management, they were always encouraged to take part to the activities. The gender balance was also considered when selecting the 2 people that will benefit from the DESMAN course.

Please quantify the proportion of women on the Project Board ² .	42.85%
Please quantify the proportion of project partners that are led by women, or which have a senior leadership team consisting of at least 50% women ³ .	30%

Even if the number of women working in the management of Protected Areas in Madagascar is low, as evidenced by the number of female participants in the trainings, as mentioned 26% of the 193 people have benefited from the training provided by this project. Indeed, not all partners have more than 50% women as a senior leadership team in their institutions. There are women in the MEDD directorate team, but this does not exceed 50% but about 25% but the minister is a woman. For MNP, only 7 of the 30 staff members occupying the position of park directors are women.

Under this project, we planned to increase levels of female participation in training course to 30% by project end, and in Y2 we made progress towards this.

Our approach is always designed to be accessible to all genders, which may include ensuring that training takes place at an appropriate time (of the day and season) to ensure that women particularly are able to attend and are not taken up with another tasks.

6. Monitoring and evaluation

DWCT is responsible for monitoring and evaluating the project. For each activity carried out, evaluations are conducted. For training and exchange visits, pre- and post-training and exchange visit evaluation questionnaires are completed by all participants in order to measure the skill level of each participant before and after each activity.

To measure the impact of the training and exchange visits on the work of the trainees at the PA level, another online questionnaire is completed by each participant. This questionnaire aims to

² A Project Board has overall authority for the project, is accountable for its success or failure, and supports the senior project manager to successfully deliver the project.

³ Partners that have formal governance role in the project, and a formal relationship with the project that may involve staff costs and/or budget management responsibilities.

determine whether or not the participant in the training and exchange visits was able to apply all the knowledge and skills acquired and in what ways this was done.

For the regional and annual meetings, plenary discussions are held to determine the strengths and contributions of the project in PA management, areas for improvement in project implementation and recommendations for future activities. Since each participant in these meetings has already participated in at least one training or exchange visit, they are given the opportunity to express their personal appreciation.

On the other hand, the monitoring and evaluation of the project is also discussed during the Project Advisory Committee meetings. Achievements are discussed and strategies are proposed by the Committee to achieve the results.

For the project team within DWCT, in addition to monthly project meetings to monitor the work plan, quarterly meetings are also held. These quarterly meetings are mainly held to monitor the indicators and ensure that the outputs and outcome are achieved. During these sessions, the solutions that will be adopted to the challenges encountered are also discussed.

7. Lessons learnt

The following are key lessons learned during the first year of project implementation:

- Because the project is nationwide, communication is very important and strategies for communicating with participants must be able to get information out quickly.

One of the most challenging aspects of the project was contacting PA managers across the country so that they could be informed of the program details. For this reason, the project used focal points. But these focal points must be well chosen and it must be ensured that they are highly committed people who are available and willing to support the achievement of the objectives.

- Another point is that the PA staff are much more interested in the trainings than the exchange visits. This may be because they feel they can gain more knowledge during the trainings. Because of this, the number of PA managers willing to participate in exchange visits is always lower. It is therefore recommended to organize more attractive activities and to communicate the different themes and practical activities to be done in advance (during the launch of the call for expression of interest).

Another solution proposed for this challenge is also to invite Protected Area managers who share the same similarities for exchange visits. For example, for the visit of a Protected Area with a lake ecosystem, managers of other Protected Areas with a lake ecosystem will be invited. This will allow for richer exchanges and discussion of more specific problems. In this way, many more PA staff could be interested.

- It is also necessary to consider the national, regional and local events during the elaboration of the calendar of activities. If the planned activities take place on the same dates as major events, such as international or world day celebrations, local or regional celebrations, infrastructure openings, etc., participants may not be available for the project activities. Therefore, activities should be avoided as much as possible during these various events.

8. Actions taken in response to previous reviews (if applicable)

N/A

9. Risk Management

No new risks have arisen in the last 12 months.

The risks that have arisen during the first year of the project are: (1) Bush and forest fires period and (2) Extreme weather events (e.g. cyclone) which we were able to mitigate.

Risk name	Mitigation action
Bush and forest fires period	We stay informed about the areas affected by the fires and try not to organise activities in the areas where the fires are occurring. In order to have the number of participants for the activities, we do not limit ourselves to geographical areas, we have organised training courses that target managers from all over Madagascar.
Extreme weather events (cyclone)	We frequently monitor weather information to see which areas are most affected and plan activities in the less affected areas (e.g. Ecological Restoration training held in January in the west where the cyclone did not pass; the regional meeting, Conservation Standard training for managers were held in Tanà); and Conservation Standard training was held online to avoid participants' travel.

10. Other comments on progress not covered elsewhere

N/A

11. Sustainability and legacy

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 project allowed 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. 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 this 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 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.

12. Darwin Initiative identity

Throughout the project's activities, the Darwin Initiative logo, along with the UKAid logo and the Durrell logo have been emphasized. The logos have always been presented on all forms, attendance sheets, and other materials created for the project including the slide show presentations of the project to key stakeholders.

In addition, in all press releases, invitations to meetings, trainings and exchange visits, Darwin Initiative has been mentioned and its logo included in all documents. In each communication materials like videos (Annex 4.3), social media posts, it was mentioned that this project was funded by the UK Government through the Darwin Initiative.

During all events, and in speeches from ourselves, local authorities, and other partners, we always thank the British government and the Darwin Initiative for the support or the Madagascar PAs managers.

13. Safeguarding

Has your Safeguarding Policy been updated in the past 12 months?	No
Have any concerns been investigated in the past 12 months	No
Does your project have a Safeguarding focal point?	Yes HANTANIRINASOA Lantotiana [REDACTED]
Has the focal point attended any formal training in the last 12 months?	Yes April 4th, 2023: Safeguarding awareness training - Consideration to each component 1) Training and ongoing learning 2) Localised policies and procedures 3) Resources 4) Identification and reporting 5) Survivor care 6) Staff wellbeing August 10th, 2022: (Safeguarding definition - Staff safeguarding support mechanisms -Project reporting and investigation procedures that are victim/survivor focused - Project beneficiary complaints procedure)
What proportion (and number) of project staff have received formal training on Safeguarding?	Past: 90.75% [and 96 number] Planned: 100% [and 106 number]
<p>Has there been any lessons learnt or challenges on Safeguarding in the past 12 months? Please ensure no sensitive data is included within responses.</p> <p>The challenges on safeguarding are: the sensitization of the importance of safeguarding and reporting, commitment to report.</p> <p>Lessons learnt: the most of staff has concerns on the negative impact to report. Durrell needs to reinforce the safeguarding communication, the procedures to protect the reporter and communicate Durrell's commitment on the safeguarding</p>	
<p>Does the project have any developments or activities planned around Safeguarding in the coming 12 months? If so please specify.</p> <ul style="list-style-type: none"> - Action plan based on the solutions – suggestion face in many kinds or barriers found during the last survey. - Grievance mechanism implementation - Regular training – orientation on safeguarding policy and procedure - One training session for the new starters 	

14. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2022 – 31 March 2023)

Project spend (indicative) since last Annual Report	2022/23 Grant (£)	2022/23 Total Darwin Initiative Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Monitoring & Evaluation (M&E)				
Others (see below)				
TOTAL	89,981.7	85,866.7		

Table 2: Project mobilising of matched funding during the reporting period (1 April 2022 – 31 March 2023)

	Matched funding secured to date	Total matched funding expected by end of project
Matched funding leveraged by the partners to deliver the project.		
Total additional finance mobilised by new activities building on evidence, best practices and project (£)		

15. OPTIONAL: Outstanding achievements or progress of your project so far (300-400 words maximum). This section may be used for publicity purposes

I agree for the Biodiversity Challenge Funds Secretariat to publish the content of this section (please leave this line in to indicate your agreement to use any material you provide here).

File Type (Image / Video / Graphic)	File Name or File Location	Caption, country and credit	Online accounts to be tagged (leave blank if none)	Consent of subjects received (delete as necessary)
				Yes / No
				Yes / No
				Yes / No
				Yes / No
				Yes / No

Annex 1: Report of progress and achievements against Indicators of Success for Financial Year 2022-2023

Project summary	SMART Indicators	Progress and Achievements April 2022 - March 2023	Actions required/planned for next period
Outcome: PA practitioners use the capacity and resources gained to improve the management of PAs across Madagascar.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 193 PA practitioners have received training (26% of these PA practitioners are women) - At Y1 end, 40.3% of PA practitioners who received trainings have used in their work the capacity gained - 35.7% of the PA practitioners reported that the capacity and resources gained have improved their ability 	<ul style="list-style-type: none"> - Plan and implement training, exchange visits and various meetings (regional and annual meeting) as in Year 1. - Carry out monitoring and evaluation activities of the project.
Output 1. Formal training improves the skills, knowledge and attitudes of PA managers/directors.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 41 PA site managers/directors within 20 organisations has received formal training in leadership, management and technical skills - 82.3% of those participants has reported a good or high level of knowledge about the competencies taught. - 79% of the participants reported to feel strongly motivated and 21% reported to feel moderately motivated to improve management practices within their PA. 	
Activity 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)		Teaching materials for the modules "Leadership, Team management, Conflicts resolution, communication and gender", "Planning effective	- Improving the content of the module about Leadership, Team management, Conflicts resolution, communication

	<p>conservation projects using the Conservation standards” and “Assessing protected Area management effectiveness and designing an effective management plan” were developed.</p> <p>Participants for each course were identified through a selection process (a call for expression of interest was launched for each course, and the interested participant had to fill an application form and to send their CV</p>	<p>and gender according to the comments and feedbacks given by participants</p> <ul style="list-style-type: none"> - Designing the content of the module of about 2 other themes: “Fundraising”, “Critical analysis and Problem Solving”
Activity 1.2 Deliver training in managerial skills for PA site managers/directors.	<p>3 trainings about 3 themes were delivered for PA site managers/directors:</p> <ul style="list-style-type: none"> - 1 training on Leadership, Team management, Conflicts resolution, communication and gender - 1 training on Planning effective conservation projects using the Conservation standards - 1 training on Assessing Protected Area management effectiveness and designing an effective management plan 	Deliver trainings on those 3 themes
Activity 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	Pre and post-training evaluation questionnaires were established for each training. And all the participants to each activity had to fill them.	Improve the questionnaires used for evaluation. Add a question about what concrete actions they plan to implement in relation with the themes of training.
<p>Output 2. Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 152 technicians from 34 organisations have received trainings to improve their technical skills on various themes (Concept and evaluation of ecosystem services applied to protected area management, Ecological Monitoring, Climate Change: Key Concepts and Integration into Development Planning, Ecological Restoration, and Engaging with Local Communities, and Monitoring and Assessment of Social and Behavioural Change). 59 technicians from 12 institutions were involved in 3 practical exchange visits.

	<p>networking with staff from other PA sites.</p> <p>- 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</p>	<p>- 56% of the participants reported an increase in their professional networking with staff from other PA</p> <p>- 78.85% training, of the participants reported a high level of knowledge about the competencies taught during the training on technical themes. 60.4% reported a high level of knowledge thanks to the exchange visits.</p>	
Activity 2.1. Organise and implement six exchange visits in different geographical areas for PA site technicians through field demonstrations and on-site practical exercises.		<p>Three exchange visits were held:</p> <ul style="list-style-type: none"> - One exchange visit in the southern region that focused on collaborative management and dry forest restoration - Another one in the eastern region that focused on ecotourism and ecological monitoring (lemur transect) - And the third one in the northern region that focused on 	Organise 3 other exchange visits, one in the western region, one in the central region, and the last one in the south western region.
Activity 2.2. Conduct pre- and post-exchange visit impact assessments with the PA site technicians to assess the increase in their professional networking.		Pre and post-exchange visit evaluation questionnaires were established for each exchange visit. And all the participants to each activity had to fill them.	Improve the pre and post-exchange visit questionnaire to better understand the networking involved in the exchange visits
Activity 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.			Design a questionnaire to assess the impact of exchange visit on the protected area management practices.
Output 3. PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 4 PA staff were shortlisted to participate to an interview for the DESMAN course which will be held from September to December 2023. - The materials that will be included in the training handbook were collated. 	

	highlighting PA staff capacity building methods and tools is designed by Y2 end and made available to PA practitioners across Madagascar.		
Activity 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.		The process of selection of the DESMAN participants for this year is ongoing. 4 PA staff were shortlisted to take part to an interview.	Launch an other expression of interest for PA Staff that could be interested in the DESMAN course which will be held from February to April 2024
Activity 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.		An annual impact assessment has been conducted to measure the participants' level of progression and	Prepare a six-month impact assessment questionnaires that will be conducted in October 2023
Activity 3.3. Design training handbook in French and English, highlighting capacity building methods and tools and covering all training themes taught		The training materials that will be included in the handbook were collated	Design the training handbook that will cover all the training themes taught
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.	The opportunity to learn and follow trainings on important themes through an online platform was shared with all the PA staff that have took part to the project activities. 83 PA staff have participated to a regional and a national meeting. Through discussions and interviews, they highlighted the importance of these kind of meetings in terms of networking and exchanging with their peers.	
Activity 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.		The contacts of all the people who will be involved in the Durrell's LMS have been compiled. The documents that will be introduced are also being consolidated.	Start uploading materials to the Durrell's LMS
Activity 4.2. Organise annual national PA trainees meeting and additional regional PA trainees meetings to build and strengthen the PA professional development network		One regional meeting (For the eastern region) and one annual meeting were organised to improve the exchange between the PA staff all over the country	Organise 3 other regional meetings (for the northern, southern and western regions) and an annual meeting.

Annex 2: Project's full current Indicators of Success as presented in the application form (unless changes have been agreed)

Project summary	SMART Indicators	Means of verification
<p>Outcome: PA practitioners use the capacity and resources gained to improve the management of PAs across Madagascar.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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
<p>Output 1 : Formal training improves the skills, knowledge and attitudes of PA managers/directors.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Output 2 : Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

<p>Output 3 : PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.
<p>Output 4 : PA managers and technicians access PA management learning resources and technical information through online resources and regular peer-peer meetings</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)</p> <ul style="list-style-type: none"> 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. 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. 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. 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

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.

Annex 3: Standard Indicators

Table 1 Project Standard Indicators

DI Indicator number	Name of indicator using original wording	Name of Indicator after adjusting wording to align with DI Standard Indicators	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A01	0.1. By Y2 end, at least 300 PA practitioners have received training (30% of whom are women).	Number of PA practitioners completing structured and relevant training	Person Proportion	None Gender	193 26% Women			193 26% Women	300 30% Women
DI-A04	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.	Number of PA practitioners who received training reporting that they are applying new capabilities (skills and knowledge) 6 months after training	Proportion	None	40.3%			40.3%	80%
DI-A03	1.1. At least 60 PA site managers/directors within 30 organisations receive formal training in leadership, management and technical skills by Y2 end. 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.	Number of national organisations with improved capability and capacity after their staff have received training and participated to exchange visits.	Number of organisations	None	36			36	30

Table 2 Publications

Title	Type (e.g. journals, manual, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)

Checklist for submission

	Check
Different reporting templates have different questions, and it is important you use the correct one. Have you checked you have used the correct template (checking fund, type of report (i.e. Annual or Final), and year) and deleted the blue guidance text before submission?	
Is the report less than 10MB? If so, please email to BCF-Reports@niras.com putting the project number in the Subject line.	
Is your report more than 10MB? If so, please discuss with BCF-Reports@niras.com about the best way to deliver the report, putting the project number in the Subject line.	
Have you included means of verification? You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	
Do you have hard copies of material you need to submit with the report? If so, please make this clear in the covering email and ensure all material is marked with the project number. However, we would expect that most material will now be electronic.	
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 15)?	
Have you involved your partners in preparation of the report and named the main contributors	
Have you completed the Project Expenditure table fully?	
Do not include claim forms or other communications with this report.	