



Darwin Initiative Capability & Capacity: Final Report

To be completed with reference to the “Project Reporting Information Note”:

(<https://www.darwininitiative.org.uk/resources/information-notes/>).

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

Submission Deadline: no later than 3 months after agreed end date.

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 Organisation	Durrell Wildlife Conservation Trust
Project partner(s)	Ministry of Environment and Sustainable Development
Darwin Initiative grant value	£198,225.00
Start/end dates of project	01 April 2022/31 March 2024
Project Leader's name	Andrianantenaina Hanitra Nomentsoa
Project website/blog/social media	
Report author(s) and date	Andrianantenaina Hanitra Nomentsoa, project leader Rafetrason Felana Nirintsoa, project officer 28 June 2024

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 123 PAs, 117 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 Partnerships

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 has been a great opportunity, and their knowledge of PAs was very useful for 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 implementing 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, 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 per year, but extraordinary meetings can be organised if necessary. Six meetings of the committee have been held during which the following main points were discussed:

- Presentation of the project,
- Roles and responsibilities of the committee and how it works,
- Results achieved between two meetings,
- Problems encountered and 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 Achievements

3.1 Outputs

The main achievements for each output are detailed below.

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

Three indicators were considered to measure the achievement of this first Output.

The first one is the number of Directors/ Site Managers participated in the various training courses on managerial themes, and the number of organizations from which they came. At the end of the project, **63 Site Managers had been trained**. The target was to train a total of 60. These PA Directors and Site Managers come **from 23 institutions**, whereas the target was 30. This difference is due to the fact that some management organizations manage a large number of PAs (as in the case of MNP, which currently manages 43 PAs in Madagascar).

The second indicator is the measurement of the training impacts 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. 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)

Four managerial themes were addressed during the project: Leadership, Team Management, Conflict Management, Communication and Gender; Planning and managing effective conservation projects using the Conservation Standards; Assessing PA management effectiveness, Fundraising for Conservation Project.



Figure 1: Results of the pre- and post-training evaluation questionnaires the managerial themes

Overall, **89 % 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.



Figure 2: Results of the post-training evaluation questionnaires on confidence to apply the knowledge/competencies acquired

The confidence of participants to apply the competences and knowledge acquired during the training was also assessed. As a result, **98% of participants stated that they were more confident to apply these skills and knowledge in their work.**

The third indicator was the motivation to improve management practices in their PAs. It was assessed through the post-training evaluation questionnaire. **As a result, 83% of the PA site managers/directors reported being strongly motivated to apply the knowledge gained and to improve the management practices within their PA, 17% reported that they were moderately motivated,** to be compared with the target of 80% of the participants feeling more motivated to apply them in their work.

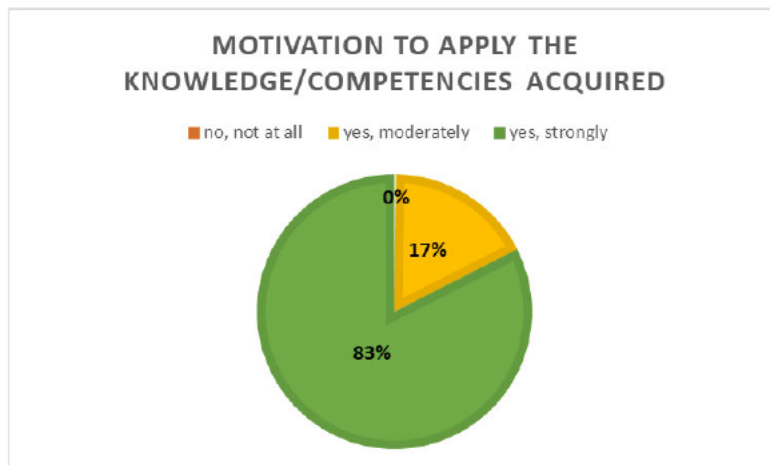


Figure 3: Results of the post-training evaluation questionnaires on Motivation to apply the knowledge/competencies acquired

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

The technicians participated to several training courses to enhance their technical competences. They also took part in exchange visits to share their experiences and learn from other protected areas. Thanks to these activities, the technicians were able to improve their technical skills and also identify and acquire good practices from their peers. Pre- and post-training evaluations, as well as pre- and post-exchange visit evaluations, were completed by participants to assess the skills they had acquired during these activities.

In total, **261 technicians from 39 institutions attended training courses** on different technical themes. The number of technicians targeted for these activities was 240. The training themes covered were as follows:

- 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 and managing effective conservation projects using the Conservation Standards,
- Value Chain approach to sustainable management of Protected Areas,
- Law enforcement in Madagascar Protected Areas,
- Using R for Data analysis.

These technicians were also able to benefit from training on certain managerial themes (Planning and managing effective conservation projects using the Conservation Standards and Leadership, Team management, conflicts resolution) as these were transversal themes. But they were adapted to their needs according to their level of responsibility.

As for exchange visits, **234 technicians were able to take part out of the 240 initially planned.** The technicians who took part in the exchange visits came from 38 organizations. 9 exchange visits were held in the 8 geographical regions. The exchange visits focused on the following themes: dry forest restoration, collaborative management, ecotourism, ecological monitoring and species reintroduction, community patrolling and ex-situ conservation of precious woods, Lake management, Involvement of local communities and their Income-generating Activities, Community management, Firefighting, Silvicultural operations in the PA, local Protected Area management platform (managing institution and local communities: How it works and what are the best practices), value chain, Ecological restoration.

Table 1: List of exchange visits and themes covered

N°	PA visited	Themes and activities	Number of participants
1	Andohahela National Park	- Dry forest restoration - Collaborative management	17 protected area managers including 4 women
2	Analamazaotra National Park	- Ecological monitoring (lemurs' identification and abundance through line transect) - Ecotourism	20 protected area managers including 9 women
3	Makirovana Tsihomanaomby Natural Resources Reserve	- Community patrolling - Ex-situ conservation of precious tree species	21 protected area managers including 5 women
4	Lake Alaotra Protected Area (Eastern region)	- Lake management - Involvement of local communities and their Income-generating Activities	30 protected area managers including 4 women
5	Anjà Community Reserve, Isalo National Park, Zombitse-Vohibasia National Park	- Community management - Ecotourism - Fire fighting	31 protected area managers including 5 women
6	Menabe Antimena	- Ecotourism - Silvicultural operations in the PA - Fire fighting	30 protected area managers including 9 women

N°	PA visited	Themes and activities	Number of participants
		- Sharing on research conducted in the PA and ecological monitoring	
7	Montagne d'Ambre National Park	Sharing threats affecting the Protected Area and working together to find solutions	29 protected area managers including 9 women
8	Maromizaha Protected Area	- Sharing on the local Protected Area management platform (managing institution and local communities: How it works and what are the best practices). - Demonstration of value chains (Honey production) - Practical activities: work in a tree nursery	32 protected area managers including 8 women
9	Lokobe and Nosy Tanihely National Parks	- Patrolling - Forest restoration steps and techniques - Lemurs monitoring - Coral reefs monitoring	28 protected area managers including 6 women

83.3% of the PA technicians reported an increase in their skills as a result of the training and 68.3 % reported having strong competences as a result of the exchange visits.

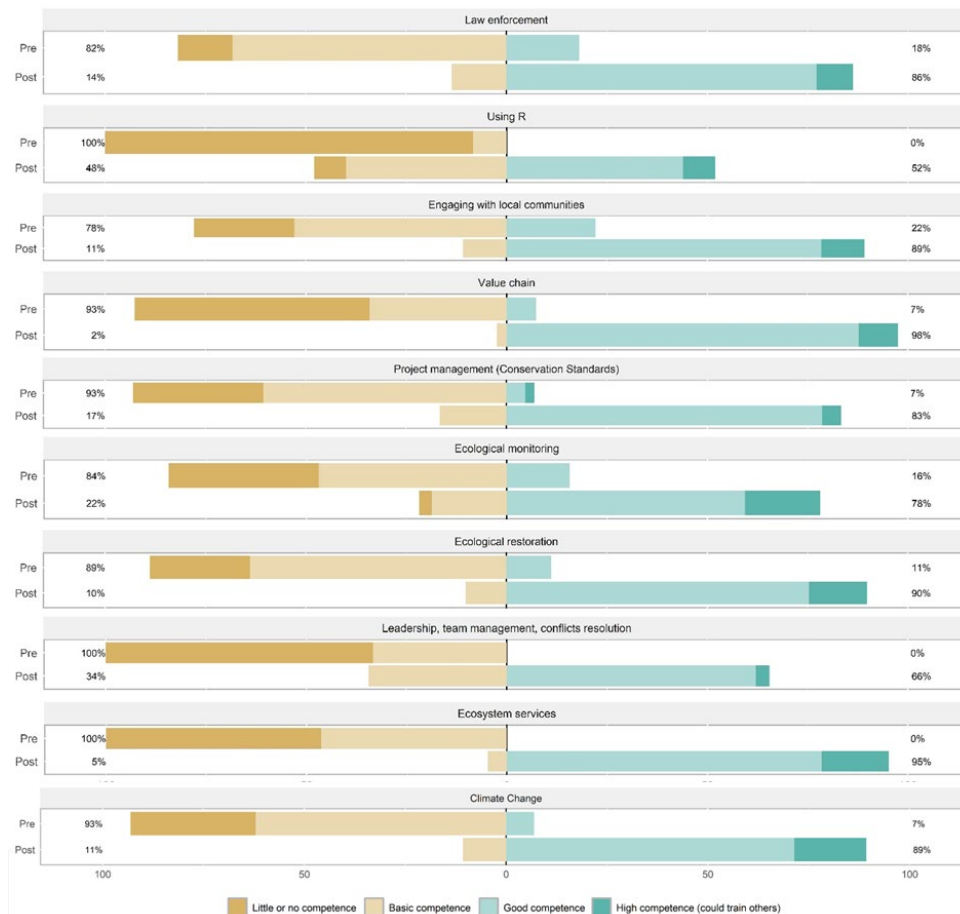


Figure 4: Results of the pre- and post-training evaluation questionnaires on technical themes

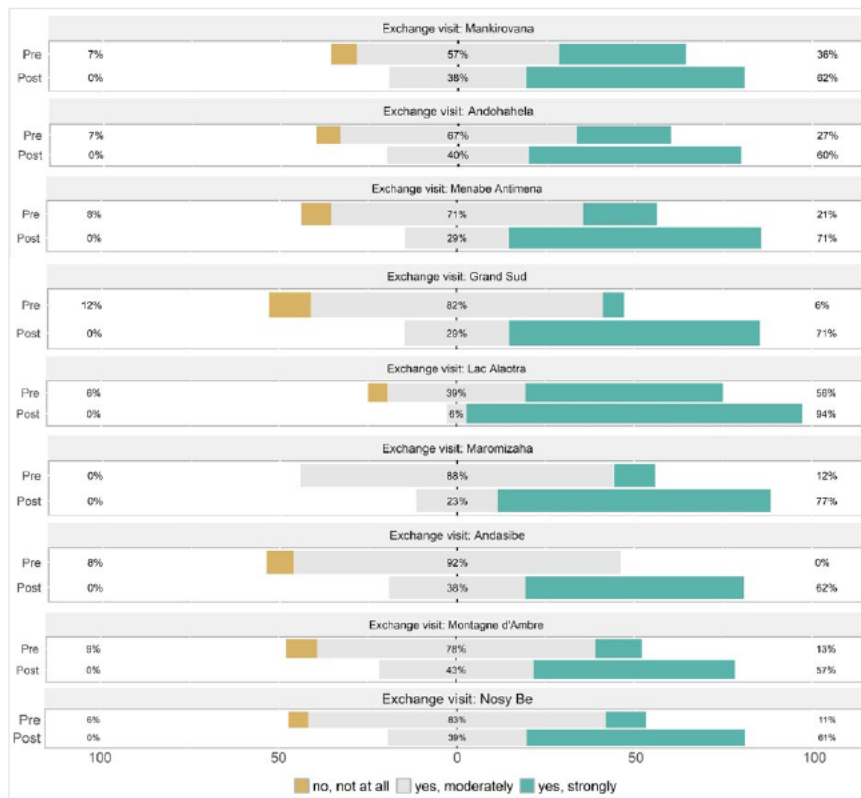


Figure 5: Results of the pre- and post-exchange visits evaluation questionnaires

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, 57% reported that their professional networks were strongly enriched, and 42% that it was moderately enriched.

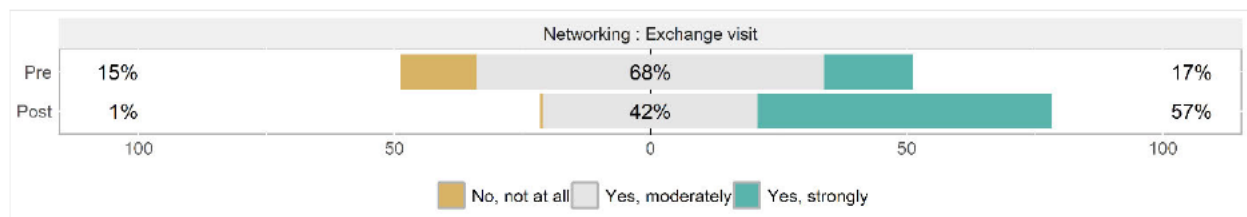


Figure 6: Results of pre- and post-exchange visits assessment questionnaires focusing on networking

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

4 PA managers were selected to take part in the DESMAN (Durrell Endangered Species Management) training course. For the first session from September to December 2023, two PA managers were selected from 17 applications. These were RABEONY Onjaniaina Jacquie (from the Worldwide Fund for Nature) and PRUVOT Yverlin Zito Michel (from The Peregrine Fund). For the February to May 2024 session, two other managers were selected from 12 applications. They are RANAIVOSON Andriambala Narindra (from Conservation International) and RAVELOSON Laurent (from Health In Harmony). All of them have successfully achieved the course.

The training handbook has been developed in two versions: one in French and the other one in English. This handbook gives an overview of all the training modules developed during the FAMPITAFa Project. This handbook had been shared with all the PA practitioners who took part in Trainings, exchange visits and Meetings as part 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.

384 managers who took part in training courses, exchange visits and meetings as part of the FAMPITAFa project have been registered in Durrell's Learning Management System. These registrants are able to consult all the documents used in the training modules delivered during the project and can now train online at their own pace.

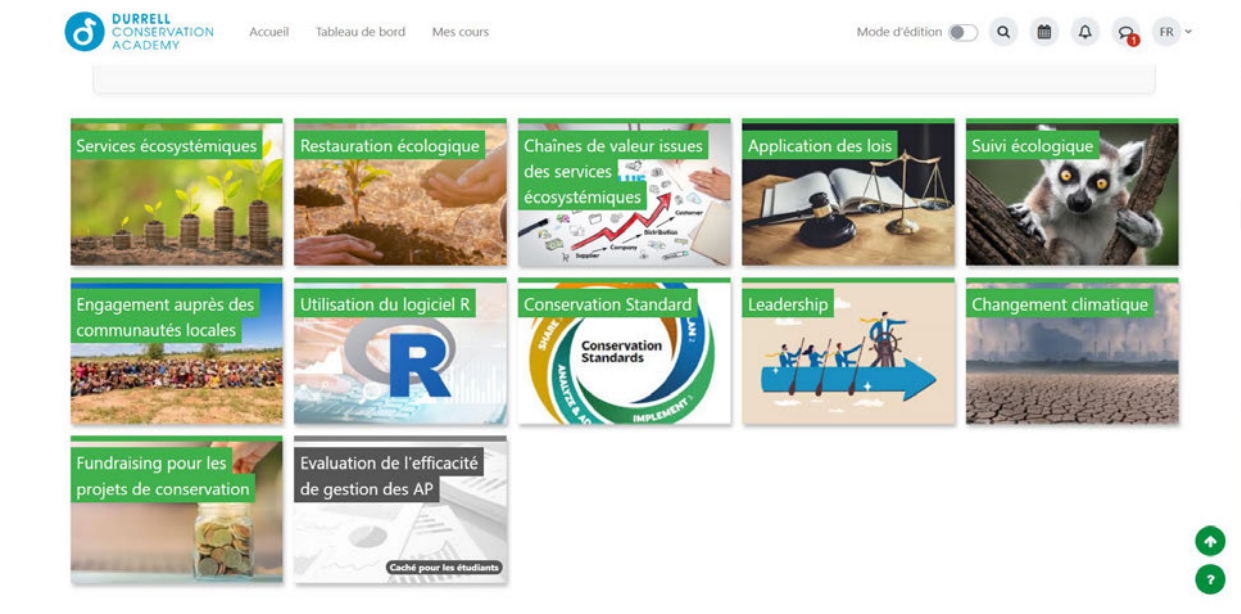


Photo 1: Screenshot of the Learning Management System including all the training modules

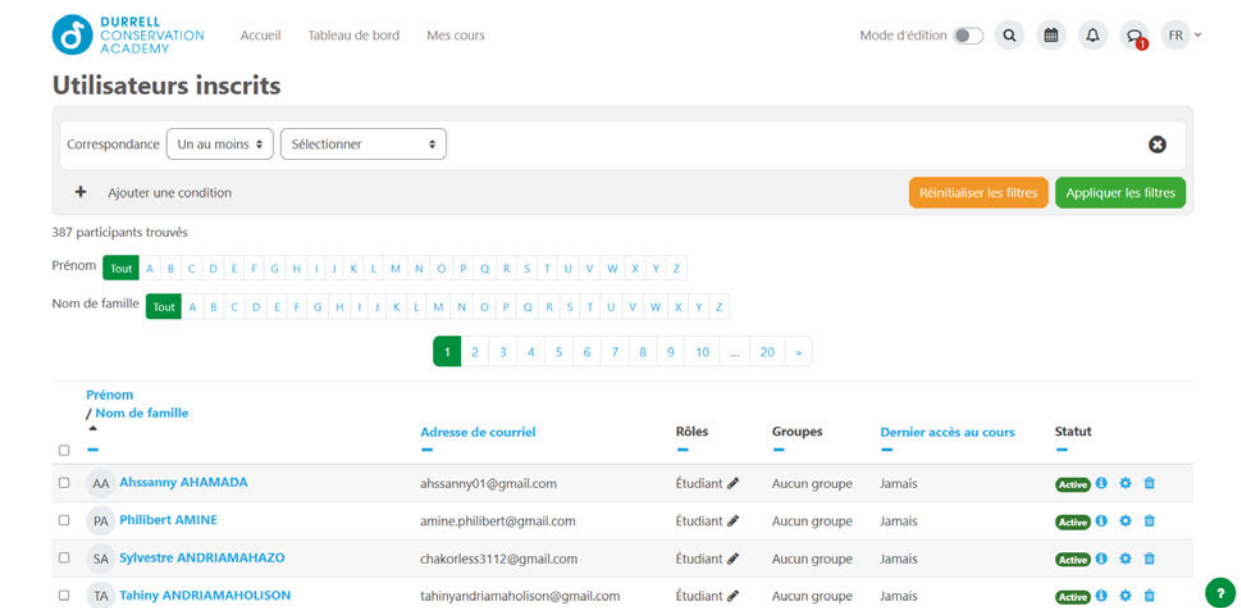


Photo 2: Screenshot of the Learning Management System including the number of people enrolled.

4 regional meetings and two annual meetings were held, attended by numerous Protected Area Managers from all over the island. The aim of these meetings was to support PA managers in setting up regional platforms where they could come together for joint actions in favor of PAs, but also to better disseminate the importance of PAs at the level of their territory. Thanks to these meetings, managers have been able to expand their networks. A total of 180 people has attended these regional and annual meetings.

3.2 Outcome

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

Three following indicators were used to measure this achievement.

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

A total of 324 people participated in the training courses. Women accounted for 95 of these participants (29.3%). This means that despite the very small number of women working in protected area management, efforts have been made to sensitize and encourage women in the field to actively participate in training courses.

- 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.

Managers were asked to complete an online questionnaire ([Link to the Impact Assessment Questionnaire](#)) for each training course they had attended. 100% of the respondents stated that they had applied the skills they had learned and were able to provide concrete examples of these applications. However, this does not reflect the response of all participants because only 63 of the 324 participants completed the online questionnaire.

- 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. 100% of the respondents stated that through these capacity building activities they have contributed to improving the management of their PA. All of the participants that has positively responded to this questionnaire has given concrete examples on how the training has improved their capacity to manage their PA.

3.3 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 PA 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.

Institutions are open to integrating good practice into the management of PAs and supportive of this initiative. Details of the training courses in which their staff want to participate (theme and content) are provided, before organisations approve their staff's participation to ensure that the training courses are 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

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.

Convinced of the importance of strengthening the PA managers' competences (terrestrial and marine PA management), a project inspired by this Darwin Initiative-funded project but with other components has been developed, which is financed by the HEMPEL foundation and implemented by the Fondation des Aires Protégées et de la Biodiversité de Madagascar (FAPBM). The first few years of the project will be devoted to the inception phase, with activities to capitalise on what has been achieved and to conduct the competences assessment, and the next few years will be devoted to deliver training for PA managers. Durrell is a member of the advisory committee for this project, given our proven experience in building capacity acquired during this Darwin Initiative-funded project.

4 Contribution to Darwin Initiative Programme Objectives

4.1 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 have to put into practice what they have learned and follow-ups should 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 benefits 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).

4.2 Project support to biodiversity conservation and multidimensional poverty reduction

The capacity building of Protected Area managers is a multifaceted approach that not only enhances biodiversity conservation but also contributes to human development and poverty reduction. By improving natural resource management, generating economic opportunities, empowering communities, enhancing social services, fostering climate resilience, preserving cultural heritage, and influencing policy, the project creates a holistic impact on the wellbeing of local populations and the environment.

- a) In the short-term, for a two-year project, the impact on improving the effectiveness of PA management is not yet tangible. However, the willingness of PA managers to improve their competences is already very positive. The competences have been carefully selected to meet the needs of PA managers and lead to ensure the sustainable management of PAs. And more importantly, the transfer or application of what has been learned in their respective mandates is already being felt and proven by some of the beneficiaries who responded to the relevant questionnaire.
- b) In the long-term, after the project has ended, it is always hoped that the project beneficiaries will continue to apply what they have learnt in order to improve PA management, and that the organisations from which the participants come will take over to ensure that the training courses have an impact.

4.3 Gender Equality and Social Inclusion (GESI)

The participation of women in project activities, including trainings, exchange visits and various meetings has been always encouraged. At each activity organised, the participation of women involved in the management of Protected Areas has been recorded. However, the number of women's participating has been low due to 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., 29,3% 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 4 people that had benefited the DESMAN course (as a result of that, 2 among 4 DESMAN participants from Madagascar were women).

Please quantify the proportion of women on the Project Board ¹ .	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 ² .	30%

¹ 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.

² 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.

Our approach has always been designed to be accessible to all genders, which included ensuring that training took place at an appropriate time (of the day and season) to ensure that women particularly were able to attend and were not taken up with another tasks.

GESI Scale	Description	Put X where you think your project is on the scale
Not yet sensitive	The GESI context may have been considered but the project isn't quite meeting the requirements of a 'sensitive' approach	
Sensitive	The GESI context has been considered and project activities take this into account in their design and implementation. The project addresses basic needs and vulnerabilities of women and marginalised groups and the project will not contribute to or create further inequalities.	X
Empowering	The project has all the characteristics of a 'sensitive' approach whilst also increasing equal access to assets, resources and capabilities for women and marginalised groups	
Transformative	The project has all the characteristics of an 'empowering' approach whilst also addressing unequal power relationships and seeking institutional and societal change	

4.4 Transfer of knowledge

The project has effectively transferred knowledge through training courses, exchange visits and various meetings, with the aim of ensuring that managers apply what they have learned to meet practical conservation challenges. Managers in each region were encouraged to reflect on and set up a regional platform to strengthen advocacy and lobbying on PA management in their region.

4.5 Capacity building

It is likely that some of the organisations' staff have seen their status improve at national or regional level. For example, the project team has been informed that one MNP staff member has progressed from Head of Operations to Park Director.

5 Monitoring and evaluation

Durrell is responsible for monitoring and evaluating the project.

The M&E system used by Durrell has enabled the expected output indicators to be fulfilled. In fact, the evaluation of the effectiveness of actions to strengthen the PA managers capacity are defined into three complementary and hierarchical dimensions, which are:

- The "prior learning evaluation": *the evaluation of changes in the level of competences*, based on pre-post training questionnaires, before and after de training session,
- The "transfer evaluation": *the evaluation of application of what has been learned*, also by filling in an online post training questionnaire, generally six months after training,

- and the “impact evaluation”: *the impacts on PA management effectiveness* (not done but expected in long-term).

All data is entered into Excel and then processed using R software.

Indeed, the M&E system was practical and helpful to provide useful feedback to partners and stakeholders, particularly results on the evolution in participants' competences levels and the rate at which participants applied the competences they had learned, presented in an easy-to-understand diagram.

During committee meetings, the methodology used to collect and process the data and the results to date are presented, followed by discussions and suggestions for improvement. In addition, during annual meetings attended by participant representatives from PA management organisations, information on M&E is shared.

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

6 Lessons learnt

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

- Because the project is nationwide, communication is very important and strategies for communicating with participants must be capable of getting 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 lesson we learnt in terms of communication during the project is to ask for the support of partners (Different institutions, national or regional platforms) to relay information. That way they can share with their networks.

We have also been able to create a database of beneficiaries of the project's activities. This database will be available and usable for all future activities or other new projects.

- The PA staff are much more interested in the trainings than the exchange visits.

Following discussions with participants during the regional meetings, they mentioned that they were less interested in the visits because the areas visited were already familiar to them as they were in the same geographical area as them. Given that they have to be away from work, they prefer to take time off to attend training courses rather than exchange visits. Because of this, the number of PA managers willing to participate in exchange visits is 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 to invite Protected Area managers who share the similarities in sites or projects 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.

7 Actions taken in response to Annual Report reviews

Two comments were received after the previous annual report submission.

Comment 1: “It is unclear whether the project is on track to meet Output Indicator 2.1. In the logframe, it reads that 240 PA Technicians will take part in exchange visits by the end of the project, however in Year 1 it seems that only 59 PA Technicians have taken part in this activity. It has been noted in the lessons learnt section that this activity has been more difficult than anticipated, but it would be good to understand whether you are expecting to reach the target and, if so, how this will be achieved.”

In order to achieve Indicator 2.1, the number of exchange visits was multiplied. While it was planned to make a total of 6 exchange visits, i.e. 3 per year, in Year 2, 6 exchange visits were conducted. We have also made greater efforts to encourage PA managers to participate in exchange visits and have worked closely with the various PA managing institutions to get them to authorize their employees to take part in these activities.

Comment 2: Performance against O.2. and O.3. at the end of Year 1 is below targets set in the project’s logframe. It would be helpful to have additional information about how the project intends to improve progress towards the targets for O.2. and O.3. by the end of Year 2. Are you planning to do anything differently to achieve these figures or do you expect the existing scope of activities to be sufficient?

As mentioned earlier, a particular effort was made to achieve the target number of participants in the exchange visits. The results in section 3.1 show that the output was almost achieved (it is admitted that the number of people who took part in the exchange visits was slightly below the target number, but of these participants, over 68% reported having solid skills after the exchange visits).

Regarding the third output, in order to make up for the delay in carrying out the activities and achieving the output, additional efforts were made.

For DESMAN training, the two calls for expressions of interest for each session (September to December 2023 and February to May 2024) were shared with all the beneficiaries of FAMPITAFAs activities. Reminders were regularly sent out as the deadline approached. This made it possible to diversify the applications received.

The second activity that made up the third Output was the 6-month post-training assessment. The evaluation form was shared several times with the participants and regular reminders were given to make them aware of the need to fill it in. Project evaluations were also carried out during the various meetings (annual and regional).

As for the Handbook (which is the third activity to have been completed in this Output), all the training modules have been compiled and experts have been hired to develop and translate the Handbook.

8 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. To this end, a project proposal has been submitted to the Darwin Initiative and has been accepted. This project will run for two years, and its aim is to continue competences developing of managers, not only professionals but also community local associations as PA co-managers.

9 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 communication materials such as videos (Annex 5.3) and 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 given by us, local authorities, and other partners, we always thank the British government and the Darwin Initiative for the support or the Madagascar PAs managers.

10 Risk Management

No new risks arisen in the last 12 months.

11 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 [REDACTED] Lantotiana – Head of People and Values [REDACTED]

Has the focal point attended any formal training in the last 12 months?	Yes October 18 th , 2023, Protection of Children June 21 st , 2023, Community Feedback Mechanism (learning exchange session)
What proportion (and number) of project staff have received formal training on Safeguarding?	Past: 100% [and number 104] Planned: 100% [and number 108 with 4 new starters]
<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>An investigation into a safeguarding concern relating to a different project (Jan-Mar 2024) highlighted that Durrell Madagascar staff found it challenging to recognise safeguarding concerns in the context of a more complex incident which also involved concerns over financial management, staff management etc.</p> <p>A refresher session was therefore delivered to Durrell staff, including those involved in this project, in May 2024. The training focused on improving this understanding through case studies and role plays. A refresher session on incident reporting was also delivered at this time.</p> <p>Please describe any community sensitisation that has taken place over the lifetime of the project; include topics covered and number of participants.</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Why is safeguarding important and necessary 2. Safeguarding meaning 3. How can share feedback or to report complaint <p>Number of participants</p> <p>Aboalimena region: Local Community Leader per region and authority leader, 3 women and 23 men Village Savings and Loan Association (VSLA) group 12 women Local community Association (VOI) and group of patrollers (KMMFA) around 12 men</p> <p>Ankaivo region: VSLA group and VOI: 23 women KMMFA and VOI: 48 men In total: 121</p> <p>Sofia region (Bealanana): Public session around 400 population in 4 villages Amberoverly, Marofamara, Andraredona, Analakely</p> <p>Baly Bay Region Partners and collaborators (Patrollers CLP, cook, guards and Turtles caretaker) 01 woman 09 men</p>	
<p>Have there been any concerns around Health, Safety and Security of your staff over the lifetime of the project? If yes, please outline how this was resolved.</p> <p>Durrell colleagues, not associated with this project, were attacked by bandits during a road trip to the Durrell field site in Ambondrobe. Money and materials were stolen, without injury to personnel. As a result, Durrell implemented additional control measures which required all staff to travel in groups of at least 2 and to travel with an escort from gendarmes in this region. The site manager for Ambondrobe regularly liaises with the authorities in the event of rumors of bandit attacks, or possible intervention by the gendarmes. This allows us to undertake a dynamic risk assessment to determine whether to proceed with or postpone planned journeys.</p> <p>During the 2023 Presidential Election campaign, Durrell implemented stricter monitoring of staff travel, especially in areas where demonstrations were prevalent. Durrell avoided planning large meetings, training events and workshops in the immediate run up to voting to minimise risk to both staff and external participants. Staff were supported to work from home where possible to reduce travel-related risks.</p>	

During the Covid period, regular communication and reports were completed to ensure the health and safety of staff. Monitoring and mitigation measures were taken depending on the positive case percentage per region. Each office had kit Covid tests for any suspicious cases, and internal organisational assistance was provided to facilitate the vaccine campaign.

Durrell staff have free access to a confidential mental health support service (Employee Assistance Programme).

12 Finance and administration

12.1 Project expenditure

Project spend (indicative) since last Annual Report	2023/24 Grant (£)	2023/24 Total actual Darwin Initiative Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				Salary increase estimated at the time of the change request different from the actual rate applied
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
Audit costs				
TOTAL	108,242.56	105,959.65		

Staff employed (Name and position)	Cost (£)
Felana Rafetrason - Project lead	
Narindra Ratovonirina - Project Officer	
Aina Ramamonjisoa - Head of Finance and Administration	
Richard Lewis - Program Director	
TOTAL	14634.46

Capital items – description	Capital items – cost (£)

TOTAL	

Other items – description	Other items – cost (£)
Office supplies	
Training supplies for participants	
Translation costs	
TOTAL	2624.95

12.2 Additional funds or in-kind contributions secured

Matched funding leveraged by the partners to deliver the project	Total (£)
Costs for participation of 4 students to DESMAN courses	
Project leader salary	
TOTAL	50685.03

Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project	Total (£)
TOTAL	

12.3 Value for Money

The project achieved good value for money.

As far as the training courses were concerned, for example, the option was either to hire consultants (with consultancy costs: daily fee and mission allowance) or to have them carried out by the Durrell staff (without a daily fee) if he/she had the skills required to do so. In this way, the training on “Leadership, team management, conflict management, communication and gender” (a managerial theme aimed at directors or site managers) and the short version (“Leadership, team management and conflict management” for technicians) were delivered by Durrell staff, specifically by the Project Leader and the Project Officer, who had already received the same training from Durrell Conservation Academy in Jersey), leading to the achievement of output 1. Also, the training on "Climate Change: key concepts and integration into development planning" given by the Project Leader, with his previous experience on the topic, contributed to the

achievement of output 2. Training in “Ecological monitoring” was also given by Durrell staff. There were no consultancy costs for these three training courses. These training courses were successful, as demonstrated by the results of the post-training evaluations. This allowed us to save money so that we could hire experts for the other themes.

In our purchasing procedure, the contract is allocated to the service providers with the lowest cost (price comparison in support). For the majority of the activities carried out as part of this project, particularly in the case of the venue providers, we selected the lowest cost, while ensuring that the quality conditions of the service were fulfilled, in particular the capacity to accommodate the required number of people, ventilation of the room, quality of the food, etc.

13 Other comments on progress not covered elsewhere

N/A

14 OPTIONAL: Outstanding achievements of your project (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).

In the two-year project period, 63 Protected Area Site Managers were trained on Protected Area Management coming from 23 institutions across Madagascar, with 89% of the site managers/directors reporting that their knowledge and skills had improved as a result of the training. 261 Protected Area technicians from 39 institutions attended training courses on different technical themes, whilst 234 technicians were able to take part in exchange visits across 9 exchange trips and 8 geographical regions in Madagascar.



Image 1



Image 2

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)
Image	Image 1	<p><u>Caption:</u> Protected Area Managers during a training on Law enforcement</p> <p><u>Country:</u> Madagascar</p>	<p>Facebook pages:</p> <p>Durrell Wildlife Conservation Trust,</p>	Yes

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)
		<u>Credit:</u> Durrell Madagascar	Durrell Madagascar	
Image	Image 2	<p><u>Caption:</u> Protected Area managers during an exchange Visit in Makirovana-Tsihomanaomby Protected Areas. Visit to a demonstration site for the ex-situ conservation of precious woods</p> <p><u>Country:</u> Madagascar</p> <p><u>Credit:</u> Durrell Madagascar</p>	<p>Facebook pages:</p> <p>Durrell Wildlife Conservation Trust,</p> <p>Durrell Madagascar</p>	Yes

Annex 1 Report of progress and achievements against final project indicators of success for the life of the project

Project summary	Progress and achievements
Outcome. PA practitioners use the capacity and resources gained to improve the management of PAs across Madagascar	
Outcome indicator 0.1: By Y2 end, at least 300 PA practitioners have received training (30% of whom are women).	A total of 324 people participated in the training courses. Women accounted for 95 of these participants (29.3%). Evidence provided in section 3.2
Outcome indicator 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.	19,4% of participants stated that they had applied the skills they had learned and were able to provide concrete examples of these applications. Evidence provided in section 3.2
Outcome indicator 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.	19,4% of participants stated that through these capacity building activities they have contributed to improving the management of their PA. Evidence provided in section 3.2
Output 1. Formal training improves the skills, knowledge and attitudes of PA managers/directors	
Output indicator 1.1. At least 60 PA site managers/directors within 30 organisations receive formal training in leadership, management and technical skills by Y2 end.	At the end of the project, 63 Site Managers had been trained. These PA Directors and Site Managers come from 23 institutions. Evidence provided in section 3.1
Output indicator 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.	Overall, 89 % of the PA site managers/directors reported that their knowledge and skills had improved as a result of the training and 98% of them reported that they felt more confident in their ability to apply in their work. Evidence provided in section 3.1
Output indicator 1.3. After completing training, 80% of participants feel very or extremely motivated to improve management practices within their PA	As a result, 83% of the PA site managers/directors reported being strongly motivated to apply the knowledge gained and to improve the management practices within their PA, 17% reported that they were moderately motivated. Evidence provided in section 3.1
Output 2. Practical exchange visits and training improve the skills, knowledge and attitudes of PA technicians.	
Output indicator 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.	In total, 261 technicians attended training courses on different technical themes. As for exchange visits, 234 technicians were able to take part. 9 exchange visits were organised in the 8 geographical regions.

	Evidence provided in section 3.1
Output indicator 2.2. 80% of participants report an increase in their professional networking with staff from other PA sites.	As a result of these exchange visits, 57% reported that their professional networks were strongly enriched, and 42% that it was moderately enriched. Evidence provided in section 3.1
Output indicator 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	83,3% of the PA technicians reported an increase in their skills as a result of the training and feel more confident in their ability to apply them in their work. Evidence provided in section 3.1
Output 3. PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.	
Output indicator 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.	A total of 324 PA managers from 45 institutions and 91 sites took part in the different capacity-building activities.
Output indicator 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.	4 PA managers were selected to take part in the DESMAN (Durrell Endangered Species Management) training course. Evidence provided in section 3.1
Output indicator 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.	The training handbook has been developed in two versions: one in French and the other one in English. This handbook gives an overview of all the training modules developed during the FAMPITAFa Project. Evidence provided in section 3.1
Output 4. PA practitioners continue to strengthen and broaden priority competences through ongoing professional development and learning opportunities.	
Output indicator 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).	384 managers who have benefited from the project, either by taking part in training courses and exchange visits or by attending various meetings have been registered in Durrell's Learning Management System. Evidence provided in section 3.1
Output indicator 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 regional meetings and two annual meetings were held, attended by numerous Protected Area Managers. A total of 180 persons have attended these annual and regional meetings. Evidence provided in section 3.1

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. 	<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

	<ul style="list-style-type: none"> - 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 	
<p>Output 3</p> <p>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</p> <p>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 examples 1.1, 1.2 and 1.3 are contributing to Output 1)</p> <p>Output 1:</p> <p>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).</p>		

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

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

The Biodiversity Challenge Funds (BCFs) use high quality and accessible Monitoring, Evaluation and Learning (MEL) to enable scaling, replication and increase the impact of the funds and the projects we support. By asking project teams to report against a minimum of three Darwin Initiative Standard Indicators, we aim to increase our contribution to the global evidence base for activities that support biodiversity conservation, poverty reduction and capability & capacity.

The tables below are provided to assist project teams in reporting against Standard Indicators. Please report against the Standard Indicators that you have selected specifically for your project in Table 1 below. Refer to the Standard Indicator Guidance & Menu available on the [Darwin Initiative website](#) for guidance on how to select indicators, as well as how to disaggregate reporting within your chosen indicators.

You should copy and paste the information from previous years and add in data for the full lifetime of your project.

We recognise that the Standard Indicators in our menu are by nature general. We also ask you to develop your own Project Indicators. These should be more specific and relevant to your project. See our BCF MEL guidance on best practices for selecting and developing Project Indicators (which are reported against in your indicators of success).

Table 1 Project Standard Indicators

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total achieved	Total planned
DI-A01	0.1. By Y2 end, at least 300 PA practitioners have received training (30% of whom are women).	People Proportion	None Women	193 26%	131 32%	N/A N/A	324 29%	300 30%
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.	Proportion	None	40,3%		N/A	100%	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	Director	17	23	N/A	23	30
			Technician	30	39	N/A	39	30

In addition to reporting any information on publications under relevant standard indicators, in Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Mark with an asterisk (*) all publications and other material that you have included with this report.

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)

Annex 5 Supplementary material (optional but encouraged as evidence of project achievement)

This may include outputs of the project, but need not necessarily include all project documentation. For example, the abstract of a conference would be adequate, as would be a summary of a thesis rather than the full document. If we feel that reviewing the full document would be useful, we will contact you again to ask for it to be submitted.

It is important, however, that you include enough evidence of project achievement to allow reassurance that the project is continuing to work towards its objectives. Evidence can be provided in many formats (photos, copies of presentations/press releases/press cuttings, publications, minutes of meetings, questionnaires, reports etc.) and you should ensure you include some of these materials to support the Final Report text.

If you are attaching separate documents, please list them here with an Annex reference number so that we can clearly identify the correct documents.

Annex 5.1	Attendance records	https://drive.google.com/drive/folders/11dGDAsOy4Elf0Kr7ZCniRTesCFyYbfFu?usp=drive_link
Annex 5.2	Photos of activities (Trainings, exchange visits, regional and annual meetings)	https://drive.google.com/drive/folders/1rKdReQ7AhD-IcemvQ1dgZXYMR2pGH0IP?usp=drive_link
Annex 5.3	Project presentation video	https://drive.google.com/drive/folders/1YjGAK3LuRbKSSLxJmsU8clCchb8Id1mD?usp=drive_link
Annex 5.4	Pre and Post- Training/Exchange Visits Assessments Questionnaires	https://drive.google.com/drive/folders/1Sni86prOTSQb4NxXfiwiQiXkSijAGCVB?usp=drive_link
Annex 5.5	Training Modules	https://drive.google.com/drive/folders/18qK-8rm0OM25Gfu6bFFr1eTc61SG-ul?usp=drive_link
Annex 5.6	Minutes of meetings	https://drive.google.com/drive/folders/1EjUI2OmLuVsO6qy3ZFXnUd8v0NkvbdF5?usp=drive_link
Annex 5.7	Handbook	https://drive.google.com/drive/folders/1qZw7rENIM73m_PvIXPyFTxWqudlut77n?usp=drive_link

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. All supporting material should be submitted in a way that can be accessed and downloaded as one complete package.	
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 14)?	✓
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.	✓
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.	