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# **DIR30CC\1277**

## **Wetland Learning Hub: empowering wetland conservationists in three key regions**

35% of the world's wetlands have been lost in the last 50 years.

To stop this decline, conservationists need access to the latest tools, knowledge, and networks to effect change on the ground and influence decision makers at regional and international level.

Based on our pilot foundation course, three highly capable regional Wetland Learning Hubs will be established in Madagascar, West Africa and Indo-Burma, building capacity across 30 strategically-identified organisations and government departments working in wetland conservation.

# DIR30CC\1277

Wetland Learning Hub: empowering wetland conservationists in three key regions

## Section 1 - Contact Details

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### CONTACT DETAILS

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Title	Miss
Name	Anna
Surname	Henderson
Tel (Work)	[REDACTED]
Tel (Mobile)	[REDACTED]
Email (Work)	[REDACTED]
Address	[REDACTED]

### GMS ORGANISATION

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Type	Organisation
Name	WWT (Wildfowl & Wetlands Trust)
Phone (Work)	[REDACTED]
Email (Work)	[REDACTED]
Address	[REDACTED]

## Section 2 - Title & Summary


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### Q3. Title:


Wetland Learning Hub: empowering wetland conservationists in three key regions

Please attach a cover letter as a PDF document.

 [WWT cover letter Darwin C&C 2023](#)

 23/10/2023

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 pdf 436.06 KB

### Q4a. Is this a resubmission of a previously unsuccessful application?

Yes

<b>Year of unsuccessful application:</b>	<b>Stage of application:</b>	<b>Application number (if known):</b>
2023	Round 29 Stage 1	DIR29S1\1143

## Q5. Summary of project

**Please provide a brief non-technical summary of your project: the capability and capacity problem/need it is trying to address, its aims, and the key activities you plan on undertaking.**

█ of the world's wetlands have been lost in the last 50 years.

To stop this decline, conservationists need access to the latest tools, knowledge, and networks to effect change on the ground and influence decision makers at regional and international level.

Based on our pilot foundation course, three highly capable regional Wetland Learning Hubs will be established in Madagascar, West Africa and Indo-Burma, building capacity across 30 strategically-identified organisations and government departments working in wetland conservation.

## Section 3 - Title, Dates & Budget Summary

### Q6. Country(ies)

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

<b>Country 1</b>	Madagascar	<b>Country 2</b>	Cambodia
<b>Country 3</b>	Senegal	<b>Country 4</b>	No Response

**Do you require more fields?**

No

### Q7. Project dates

<b>Start date:</b>	<b>End date:</b>	<b>Duration (e.g. 1 years, 8 months):</b>
01 April 2024	31 March 2026	2 years

### Q8. Budget summary

<b>Year:</b>	2024/25	2025/26	<b>Total request</b>
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Amount:	£87,267.00	£111,853.00	£
			199,120.00

## Q9. Do you have proposed matched funding arrangements?

Yes

Please ensure you clearly outline your matched funding arrangement in the budget.

## Q10. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

none

## Section 4 - Project need

### Q12. The need that the project is trying to address

Please describe evidence of the **capability and capacity** need your project is trying to address with reference to **biodiversity conservation and poverty reduction challenges and opportunities**.

For example, how have you identified the need? Why should the need be addressed or what will be the value to the country? Please **cite the evidence** you are using to support your assessment of the need.

Wetlands are one of the world's most biodiverse habitats. Wetlands help us repair our environment by boosting biodiversity, storing carbon and protecting us from flooding and pollution. Despite their importance, current public knowledge about wetlands is poor, and country governments under-appreciate the contributions that healthy wetlands can make to their Sustainable Development Goals, Nationally Determined Contributions and targets under other Multi-lateral Environmental Agreements.

Working with experts from across the global wetland community and consultants Good Innovation and Deloitte, we conducted in-depth review of the need within the global community for training on wetland management and other skills related to engagement, communication and advocacy for wetlands. Stakeholders in 14 countries helped inform priority content and delivery approaches for online courses and practical workshops. These stakeholders include governments, practitioners, NGOs, academic institutions, training providers, the Society of Wetland Scientists, IUCN, the Ramsar Secretariat, and Ramsar East-Asian Australasian Flyway Partnership.

Feedback, including a survey of prospective users, shows that current training offered is hard to find and spread across multiple organisations and platforms. Many respondents did not know what was available and often course content was regarded as unclear or irrelevant and in the wrong format, time zone or language. 69% of survey respondents had not received any training and 98% would like to receive training on wetlands.

The analysis demonstrated a need and enthusiastic appetite for comprehensive, accessible content on wetlands science and communication, leading WWT to establish the Wetland Learning Hub. We are currently running the first pilot phase of our online Foundation course in Wetland Health and Vitality. We have 16 expert lecturers, hosted on the Nature Conservancy learning platform. More than 350 requests from 46 countries were received

for the 63 pilot places that were offered.

The hub and course materials are designed to support early career professionals and practitioners in both government and civil society to become effective wetland conservationists, broadening their skill sets to effect change on the ground and influence decision makers at regional and international level.

The Hub will provide a world-leading training resource. WWT and our partner organisations, through extensive networks, experience, and working relationships, are uniquely placed to tailor delivery of content to the individuals and organisations where it is most needed in the regions we are focussing on.

In the Indo-Burma region, WWT is on the Stakeholder Committee of the Indo-Burma Ramsar Regional Initiative which, in its Strategic Plan (which WWT contributed to) identifies capacity development priorities that will be targeted through this project.

In Madagascar, WWT facilitated the process of developing Madagascar's National Wetland Strategy (being published in early 2024), which also identifies key stakeholders and capacity development priorities in the country.

In West Africa, project Partner PRCM is a coalition of actors working on West African coastal issues and covering seven countries. They have an extensive understanding of key players in wetland conservation, and priority capacity building issues, and have partnered with us on our Migratory Birds for People network of wetland centres in the region.

## Section 5 - Darwin Objectives and Conventions

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### Q13. Biodiversity Conventions, Treaties and Agreements

#### Q13a. Your project must support the commitments of one or more of the agreements listed below.

Please indicate which agreement(s) will be supported.

- Convention on Biological Diversity (CBD)
- Convention on the Conservation of Migratory Species of Wild Animals (CMS)
- Ramsar Convention on Wetlands (Ramsar)
- United Nations Framework Convention on Climate Change (UNFCCC)

#### Q13b. National and International Policy Alignment

**Using evidence where available, please detail how your capability and capacity project will contribute to national policy (including NBSAPs, NDCs, NAPs etc.) and in turn international biodiversity and development conventions, treaties and agreements that the country is a signatory of.**

Effective protection, restoration and management of wetlands helps secure biodiversity, alleviate flooding, create water security, provide reliable natural resources for harvesting, and can rapidly sequester and store carbon. Through these nature-based solutions, healthy wetlands contribute to SDGs, GBF targets of the CBD, NDCs within the UNFCCC, and of course the Strategic Plan of the Ramsar Convention on Wetlands.

The WWT Wetland Learning Hub will build capacity of those involved in wetland policy and practice. A key target group for this project will be those in wetland government departments (normally within environmental

ministries) so that they are better able to represent the contribution of wetlands to the various aforementioned targets within wider government. If adequate resources are to be allocated to wetland conservation, it is vital for other government departments to understand and value the role wetlands can play in helping them meet their own international commitments. For example, peatlands, mangroves, saltmarsh all sequester and store large amounts of carbon, but are historically under-reported in NDCs. If the wide-ranging nature-based solutions are better understood, the argument for adequate resourcing for their conservation is enhanced. Interviews and stakeholder working groups during the development phase of this project have highlighted that wetland departments are often isolated. Although the Ramsar Convention on Wetlands is the oldest and most established MEA, and despite the obvious value of wetlands and alarming rate of degradation, Ramsar Country Focal Points are failing to put forward clear and concise arguments within government to make a meaningful contribution to delivering the Ramsar Strategic Plan.

The other target group for this project is wetland practitioners at key organisations. Enhancing their capacity through improved training, networks and access to information increases the probability that wetland conservation sites will be well managed to allow them to deliver their full range of nature-based solutions.

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

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### Q14. Methodology

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

- how you have reflected on and incorporated **evidence and lessons learnt** from past and present similar activities and projects in the design of this project.
- the specific approach you are using, supported by **evidence** that it will be effective, and **justifying why you expect it will be successful** in this context.
- how you will undertake the work (activities, materials and methods).
- what the **main activities** will be and where these will take place.
- how you will **manage the work** (governance, roles and responsibilities, project management tools, risks etc.).
- what practical elements will be included to embed new capabilities.

This project will take learning from the currently active Wetland Learning Hub pilot and enable a roll out of the programme across three regions. This will include development of online resource and functionality, and delivery of face-to-face workshops to provide support to people participating in the course on the ground.

Working with specialist consultants and in-country partners, subject matter experts from WWT and external experts will adapt existing content and develop new online course content and resources, building on the pilot foundation course. It will cover key principles in wetland conservation, restoration, management, awareness, engagement, and valuation. The format of the content will vary depending on the topic, and build on feedback on the modules trialled through the pilot course. Depending on the depth needed for each topic the module may involve: reading, structured courses, video explanations, online group discussions, workshops and webinars.

Alongside wetland conservation modules, we will create a series of project, training the trainers, and financial management sessions delivered through in-person workshops. These will help participants to develop and run effective conservation projects by learning skills around developing fundable projects, bid writing and reporting to funders. Participants of these courses will also be given the tools to take what they have learnt back to colleagues in their organisations, creating a 'multiplier' effect for their peers and colleagues in-country.

The WLH website will host learning content as well as forums, groups and webinars, using stakeholder feedback from the initial prototype created by Good Innovation. It will use a tailored moodle-based learning platform.

Once the content and WLH website have been fully developed, we will begin delivery of the WLH courses in full.

Three regional Wetland Learning Hubs will be established by the three regional partner organisations (PRCM, WWT Madagascar and WWT Cambodia). Development plans will be created for each Hub, and a Trainer of Trainer programme will be established, through online training, in-person sessions, and ongoing mentorship by WWT regional and HQ staff. This serves to equip key individuals to support delivery of the hub in their regions. This will add longer term sustainability to the project, ensuring that regional capacity support continues beyond the life of this project.

Priority organisations and government departments working in wetland conservation in each of the three regions (Indo-Burma, West Africa, and Madagascar) will select a total of 150 candidates to participate in the WLH online course. Of those participants, 15 will be selected in each region (total 45) to attend full practical workshops at their regional hub.

The practical workshops will be facilitated by WWT staff alongside the trained local facilitators from the relevant Regional Hub.

The course content and materials will be delivered in English in Indo-Burma, French in Madagascar, and French and English in West Africa.

Training will be accompanied by a Resources page on the WLH website, and participants and alumni will also be able to interact and offer ongoing peer support through a community page to help establish regional networks of wetland conservationists.

At each stage of the project, in-depth feedback will be evaluated and course content will be reviewed and improved.

WWT will be overall Project Lead, with the WWT International programmes team leading the course development, working with the regional hub staff and local partners. Administration of the WLH, enquiries, bookings and organisation, will be managed by WWT, with a project officer based in the UK, for English speaking participants/enquirers, and by WWT Madagascar for French speakers (in Year 2 of the project).

A Project Steering Group will be set up with representation from partner organisations and other key stakeholders including other NGOs and Government representatives. This group will review project progress and risks at regular intervals.

## **Q15. How will you identify participants?**

**How did/will you identify and select the participants (individuals and/or organisations) to directly benefit from the capability and capacity building activities? What makes these the most suitable participants?**

**How will you ensure that the selection process is unbiased, fair and transparent? How have you incorporated GESI considerations in identifying participants?**

WWT will leverage the extensive work already done, much of which we have either led on or contributed to, in setting the strategy and priorities for capacity building in our selected regions.

150 Participants will be drawn from 30 target conservation organisations and government departments across the three priority regions.

In the Indo-Burma region, this will be informed by the Indo-Burma Ramsar Strategic Plan. This specifically identifies capacity development priorities and these will be the basis of our selection criteria. As a member of the

Committee that developed the plan, WWT Cambodia has the necessary networks to engage relevant stakeholders.

In Madagascar, The National Wetland Strategy (being published in early 2024), also identifies key stakeholders and capacity development priorities in the country. As the facilitator of this process, WWT Madagascar is ideally situated to convert the recommendations in this strategy into action through the WLH.

In West Africa, project Partner PRCM is a coalition of actors working on West African coastal issues and covering seven countries. This provides a unique regional perspective to engage with partners at regional, national and local scales.

Using the same model of our pilot course, we will ask applicants to give basic information on their age, sex, type of organisation and to give a basic statement of motivation, enabling GESI considerations to be incorporated in the selection process. In our pilot cohort, there are 63 participants from 40 countries. 58% identified as women and 42% as men, and there is a broad age range of below and above 35 years of age.

We will promote the course via social media networks and in French and English, as well as through existing partner networks to ensure we have a comprehensive reach across our target organisations.

## Q16. Gender equality and social inclusion

**All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics. Explain your understanding of how individuals may be excluded from equal participation within the context of your project, and how you seek to address this. You should consider how your project will proactively contribute to ensuring individuals achieve equitable outcomes and how you will engage participants in a meaningful way.**

The Wetland Learning Hub offers an important opportunity to help tackle gender inequality in sustainable ecosystem management by providing improved access to resources and networks.

It is important to note that gender inequality and the resulting gaps and barriers are different in every context. Therefore, using approaches tailored to the local context and culture, the project will seek to promote gender equality by:

- Ensuring there is equal representation of women within local trainers and participants.
- As above, asking participants to state their gender during application
- Seeking to address some of the social and cultural barriers to women's participation, e.g. by holding meetings and training at times and venues suitable for women, and ensuring that training and educational materials/methods are accessible for those with limited formal education.
- Specific online forums hosted by the hub (e.g. 'women in wetlands') will provide a platform to promote gender equality and women's empowerment. A space for participants to share information and resources on dealing with gender-specific challenges e.g. fieldwork safety, as well as an opportunity to connect with other women working in wetlands internationally.

As above, we will use what we have learnt from our pilot course. Thanks to our selection process we have 63 participants from 40 countries represented, 58% women and with a good age range of below and above 35 years of age.

62% are already working in conservation, with 32% work for local NGOs, 21% for international NGO and the rest mostly in governmental positions.

49% identified as mid-career, and the rest split between early and senior. Most people found out about the course through personal recommendation or linked-in.



A full report will be produced, this has been led by our internal expert in social science, Sara Thornton.

## Q17. Change expected

**Detail the expected changes to both biodiversity and multi-dimensional poverty reduction, and links between them, that this work will deliver. You should identify what will change and who exactly will benefit a) in the short-term (i.e. during the life of the project – including capability and capacity building benefits) and b) the potential changes in the long-term (after the project has ended).**

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

By delivering accessible and up-to-date content on wetland science and communication and providing opportunities for continuous learning and peer-to-peer connection, we can equip early years wetland professionals and practitioners to better protect, restore and advocate for wetlands in our priority regions. Support will be targeted at the 30 organisations and government departments where the benefits of the Wetland Learning Hub have the potential to inspire the greatest impact.

In each of the three regions, a capacity development hub, provided by partner organisations, will provide a powerful legacy to the project helping to enrol future cohorts of participants.

### Short Term

The wetland learning hub will become a sustainable, long term and valuable resource to our intended audience both in structure, accessibility and content.

Three regional hubs will be established and equipped to better provide long term support to regional delivery of training and capacity building.

150 delivery-focused wetland practitioners will have increased skills and understanding on how best to manage, communicate about and monitor wetlands through participation in the online course.

45 people will have attended regional workshops in support of their participation in the course and trainers will have been equipped with the skills and resources to deliver this.

Partner and Stakeholder organisations will be better equipped to develop and deliver effective projects, and apply for and secure funding for these projects, including engaging directly with future Darwin opportunities which will be promoted through the workshops.

Trained practitioners will raise awareness of wetlands and their importance among local communities, reducing misuse and increasing interest and understanding.

Trained practitioners and partner organisations will be confident in advocating for wetlands and influencing government and other stakeholders to value wetlands.

### Long Term

Trained practitioners collaborate on large-scale conservation projects, sharing knowledge, best practise and resources.

Wetland habitats are better managed, protected and valued, providing multiple benefits for people and wildlife, including flood protection, carbon storage, increased biodiversity, food and water security.

Early-career conservationist participants will become the decision makers of the future, a good base knowledge in wetland conservation will ensure that protection and creation of wetlands remains high on the world's agenda.

Partner and Stakeholder organisations will be securing funding for, and delivering, effective wetland conservation projects, benefitting wildlife and people through improvements to biodiversity and poverty reduction.

#### Scalability

Throughout this project we will be exploring opportunities to increase the reach of the Wetland Learning Hub, identifying how to make the initial three hubs sustainable, develop further regionally relevant content, translate the content into other languages and develop further regional hubs and alumni networks.

The training-of-trainers element will create a multiplier effect, enabling 45 people to lead courses or training in their own organisations and countries. We hope to continue contact with the course alumni as part of a fellowship network. We also anticipate that some alumni will continue to do future courses, and even become contributors to the course as future lecturers or providers of resources.

## Q18. Sustainable benefits and scaling potential

**How will the project reach a point where the benefits of strengthened capability and capacity can be sustained post-funding?**

**How will the capability and capacity be retained and remain available to deliver benefits in-country after the project? Is there potential for the new capability and capacity to renew itself or deliver additional capability and capacity, for example by building future environmental leaders beyond the project?**

WWT has invested in bringing the Wetland Learning Hub from a concept stage through to pilot delivery, working with a range of external partners globally. The current pilot Foundation Course in Wetland Health and Vitality shows that the course is needed and functional.

This Darwin project provides critical investment for both scaling and targeting this wetland capacity building facility, so that we can reach those where the need and potential for impact is greatest.





After this project we plan to create a sustainable finance model for a global roll out. This could include introducing a graded fees system, with costs based on OECD DAC List status, where participants from higher income countries will pay more to subsidise lower costs for participants from low- and middle-income countries, or seeking core funding to make elements of the course low or no cost. Feedback and research during both the current pilot project and this proposed project will inform any future fees, based on cost to run, appetite to pay and other funding opportunities.

This funding model will allow the Wetland Learning Hub to be scaled up, offering courses in further languages, initiating additional regional hubs and creating more region-specific content. We will also explore opportunities for corporate sponsorship and further philanthropic support to expand the offering and provide bursaries.

The relationships we have with organisations around the world through our leadership of Wetland Link International (WLI) and World Wetland Network (WWN) will help facilitate expansion to new organisations and regions.

By incorporating 'training the trainers' into the programme of courses and workshops, we will ensure that there is local capacity to deliver training in the future, both as part of the Wetland Learning Hub and beyond.

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

-  [Letter of Support IUCN](#)
-  23/10/2023
-  19:12:02
-  pdf 97.73 KB

## Section 7 - Risk Management

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### Q19. Risk Management

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

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<p><b>Fiduciary (financial)</b></p> <p>Risks such as fraud or bribery, but may also include the risk of fluctuating foreign exchange and internal financial processes such as storage of financial data. This may include financial corruption, but may also deal with gifts or inducements, or other types of dishonesty or deceit.</p>	4	2	8	<p>WWT takes a zero-tolerance approach to bribery and corruption and has clear Anti-Bribery, Anti-Money Laundering and Gifts &amp; Hospitality Policies. This project will be subject to WWT's established financial management policies and procedures. Internal audits and spot checks will be undertaken by the UK Finance team where appropriate.</p>	3
<p><b>Safeguarding</b></p> <p>Risks including sexual exploitation, abuse and harassment, staff safety and welfare and intentional or unintended harm.</p>	5	1	5	<p>Training and guidance is provided to all WWT staff on the Safeguarding Policy and procedures (and related policies such as the Anti-slavery, Whistle-blowing and Disciplinary policies). There is a clear procedure for reporting safeguarding concerns. We conduct appropriate due diligence as part of the partner selection process.</p>	2

<b>Delivery Chain</b>							We have already started talking to potential participant individuals and organisations, with the Wetland Learning Hub concept being launched at Ramsar COP 14. The first pilot received 377 applicants, much exceeding our expectations and demonstrating need. The offer will be advertised on multiple networks and channels and through existing contacts.	
Unsustainable levels of interest in training delivered through the project leading to lack of participants.	4	2	8					3
<b>Risk 4</b>								
Impact of Covid-19							We will monitor the situation and develop alternatives to planned activities if restrictions increase (e.g. moving course online), to minimise implementation delays. WWT has a robust reserves policy and if necessary, will seek support from emergency Covid funds (e.g. job retention schemes) to mitigate financial impact.	
Increased restrictions introduced due to Covid-19 pandemic – leading to reduced opportunity to complete activities and potential increase in costs and decrease in organisational and match income.	3	3	9					4
<b>Risk 5</b>								
Course content not aligned to user requirements							Comprehensive M&E will be completed throughout the project. Our format will enable the creation of new workshops in response to evolving user needs, with feedback helping to guide future content, which WWT has the in-house expertise to generate.	
Feedback from Learning Hub users may require changes to the materials provided by the learning hub.	3	2	6					3
<b>Risk 6</b>								
Competition from other providers							Our hub format provides an opportunity to build a community and in the longer term provide a de-centralised learning offer so that other experts can contribute their own regionally relevant content. By consulting with a wide range of organisations we have ensured our offering will be unique.	
Wetland training materials are currently spread among multiple providers making them hard to find, and potentially difficult for the Wetland Learning Hub to stand out.	2	3	6					2

## Q20. Project sensitivities


Please indicate whether there are sensitivities associated with this project that need to be considered if details are published (detailed species location data that would increase threats, political sensitivities, prosecutions for illegal activities, security of staff etc.).


No


## Section 8 - Workplan

## Q21. Workplan

Provide a project workplan that shows the key milestones in project activities.

 [BCF Workplan Template 2023-24 FINAL\(1\)](#)

 23/10/2023

 16:34:18

 pdf 458.76 KB

## Section 9 - Monitoring and Evaluation

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### Q22. Monitoring and evaluation (M&E)

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

**Darwin Initiative projects are expected to be adaptive, and you should detail how the monitoring and evaluation will feed into the improved delivery of the project including its management. M&E is expected to be built into the project and not an 'add' on. It is as important to measure for negative impacts as it is for positive impact. Additionally, please indicate an approximate budget and level of effort (person days) to be spent on M&E (see Finance Guidance).**

As recommended by peer-reviewed literature, M&E will be based on the project's Theory of Change to provide a systematic approach to project evaluation. This allows measures of success to be identified in the short, medium and long term. Evaluation will include multiple evaluations: pre-training, immediately post-training and 1-year post training. For surveys a combination of methods will be used including Likert scale-type questions, multiple choice and open-ended questions. Most Significant Change questions will collect stories from training participants<sup>5</sup>. Feedback will be collected both online and in-person as appropriate.

M&E will be formalised using the Darwin M&E template, with project partners and wider stakeholders co-developing the final M&E plan, which will also be informed by relevant literature. The Project Steering Group, comprising senior staff from each partner (including regional government), will review progress on a quarterly basis so that results can feed in to future improvements to delivery of the project.

The project includes a Research Officer who will have the dedicated task of coordinating, collecting and analysing course feedback for both English and French speaking courses. They will conduct further external stakeholder interviews if needed and will ensure comprehensive reporting of feedback to guarantee appropriate changes are made to the Hub. Continuous improvement will be made to the course content, both in what topics are covered and in how they are delivered.

Capacity Assessments will also be developed for participant individuals and organisations, to evaluate the impact of the training programme and identify priorities for future capacity development initiatives.

**Total project budget for M&E (£):**

£ 

**(this may include Staff and Travel and Subsistence Costs)**

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**Total project budget for M&E (%):**



**(this may include Staff and Travel and Subsistence Costs)**

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## Section 10 - Indicators of Success

### Q23. Indicators of success

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

	SMART Indicator	Means of Verification
<p><b>Outcome</b></p> <p>Scalable approaches to online and regional capacity building have enhanced the wetland conservation ability of 30 priority conservation organisations and government departments, and generated three effective regional capacity building hubs.</p>	0.1. 30 conservation organisations and relevant government departments in Madagascar, West Africa and Indo-Burma are reporting increased ability to deliver improved wetland conservation action. (DIA04)	0.1 Before and at the end of project, questionnaires evidence improved capacity for wetland conservation action (reporting greater knowledge, access to networks and resources) using quantitative and qualitative data collection.
	0.2. Three regional community support networks established, with active contributions from those directly participating in courses, or those indirectly involved, with this project.	0.2 Usage figures of online community groups on the Wetland Learning Hub website. Number of posts per month in other established relevant social media groups (e.g. WhatsApp/Telegram)
	0.3. Three local organisations established as regional capacity development Hubs and demonstrating ability to mobilise new resource for conservation capacity support in their regions, as part of this project and in the future	0.3 New independent funding and capacity development material/support in place for longer term support and delivery

<b>Output 1</b>	150 conservationists, selected from 30 priority conservation organisation and government departments have greater knowledge, access to networks and resources to deliver improved wetland conservation impact through their organisations	<p>1.1. 150 course participants from key local and national organisations engaged in wetland conservation have completed the online WLH course in Wetland Health and Vitality (DIA01)</p> <p>1.2. 50 online course participants actively participating in relevant online/social media networks (WLH community pages or social networks that participants have created themselves) to generate increased support and/or knowledge (DIA04)</p> <p>1.3. 75 conservationists reporting that they are using improved capabilities to enhance conservation and poverty alleviation impact (DIA04)</p>	<p>1.1 Course records and assessments evidencing number of participants who have successfully completed the course and the evaluation</p> <p>1.2 Network membership and post-course surveys showing wider participation of conservationists in relevant networks following course participation</p> <p>1.3 Post course surveys showing that participants report increased capacity to enhance conservation and wise-use of wetlands following the course</p>
<b>Output 2</b>	45 conservationists, selected from 30 priority conservation organisation and government departments, have become regional champions for wetland conservation, with enhanced knowledge and practical experience, to scale effective conservation action	<p>2.1. 45 conservationists have completed in-person practical regional wetland conservation workshops, including 'train the trainer' training (DIA01)</p> <p>2.2 30 people reporting that they are using improved capabilities and have confidence to share new knowledge and resources within their networks (DIA04)</p> <p>2.3. 10 conservation orgs / gov depts in each region are reporting increased capability to deliver improved wetland conservation outcomes for poverty alleviation and biodiversity</p>	<p>2.1 Course records and assessments. Workshop reports detailing participant numbers and workshop outcomes</p> <p>2.2. Post course surveys and voluntary case studies</p> <p>2.3 Org/Dept capacity and capability assessment surveys: following course completion, surveys evidence self-reported increase in capability for wetland conservation and wise-use of wetlands for local people.</p>

<b>Output 3</b>	3.1 Six staff placements (2 from each Regional Hub) within the Wetland Learning Hub, supporting the development of the online courses, practical regional workshops, resource pages and networks. (DIA03)	3.1. Placement reports, timesheets
Three regional hubs are mobilised to deliver capacity and capability for wetland conservation and management within their regions through training, resources and active networks	3.2 Six regional trainers (2 from each Regional Hub) provided with intense training of trainer programmes, and ongoing training during the workshops in their regions. (DIA05)	3.2 Training and workshop reports. Ongoing follow-ups with WLH project staff.
	3.3. Three local organisations (one from each region) have increased capability and capacity to organise, deliver and fund regionally-relevant training (DIA03)	3.3. Modified version of the CEPF Civil Society Organisational Capacity Tracking Tool
<b>Output 4</b>	<i>No Response</i>	<i>No Response</i>
<i>No Response</i>		

**Activities**

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

- 1.1 Course and platform updated. Participants recruited and supported. Work with regional organisations to promote, select and recruit participants. Support them to completion and carry out evaluation.
- 1.2 Participants encourage to take part in active online/social media discussions
- 1.3 Survey/evaluation carried out assess implementation of lessons learnt during the course.
- 2.1 Regional face-to-face courses carried out at each hub, with up to 15 people at each receiving training, visiting sites and sharing experience.
- 2.2 Evaluation of face-to-face participants immediately after and six months after the course to assess implementation of course content.
- 2.3 Organisational assessment to show how the course has impacted on delivery of wetland conservation locally/nationally/regionally.
- 3.1 Two colleagues in each region will be supported to develop the materials and content of the course, as well as input to the website and in-person course design.
- 3.2 Six regional colleagues will be offered training and support to deliver training as part of the in person events and future roll-out of the course
- 3.3 Three local organisations supported to develop and deliver relevant training, monitored through modified CEPF tracking tool.

**Important Assumptions:**



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

Sufficient interest in the course from relevant government and civil society groups  
Local partners are able to deliver the logistics of holding regional meetings  
Local partners work with us to create new materials and modules for the course  
Participants go on to use the resources to train others  
Participants apply what they have learnt  
Political situations within the target areas remain positive





## Section 11 - Budget and Funding

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### Q24. Budget

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

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 [FINAL BCF-Budget-over-£100k-MASTER-Aug23](#)  
 23/10/2023  
 16:08:38  
 xlsx 98.82 KB

### Q25. Alignment with other funding and activities

**This question aims to help us understand how familiar you are with other work in the geographic/thematic area, and how this proposed project will build on or align with this to avoid any risks of duplicating or conflicting activities.**

#### Q25a. Is this new work or does it build on existing/past activities (delivered by anyone and funded through any source)?

Development of existing/past activities

**Please provide details:**

WWT works in Cambodia and Madagascar directly, with long-term, in-country staff delivering wetland conservation activities, including some elements of training and capacity building. We have also worked along the West Coast of Africa through our Migratory Birds for People network, supporting wetland education centres, and including an active network of regional and local organisations. We held a capacity building event with partners in Senegal last year.

The project most recently builds on our work developing the Wetland Learning Hub so far which has culminated in the pilot Foundation course as mentioned above. Extensive consultation was carried out in 2022, followed by creation of the course content and structure in 2023. The current 63 participants, 16 lecturers and TNC learning platform all form the basis for a positive future approach. So far we have had very positive feedback from the pilot course.

#### Q25b. Are you aware of any current or future plans for work in the geographic/thematic area to the proposed project?

Ⓒ No

## Q26. Value for Money

**Please demonstrate why your project is good value for money in terms of impact and cost-effectiveness of each pound spend (economy, efficiency, effectiveness and equity). Why is it the best feasible project for the amount of money to be spent?**

Detailed research has fed into the development of this project, which has been designed in consultation with multiple stakeholders, including sector experts and government representatives.

The most significant cost in this project will be the initial development of the course content which will adapt some existing pilot course content and create new regional relevant content. Internal WWT experts and in-country partners will be able to support with the subject matter, but external consultants will be required to design and shape some of the new modules produced. These costs will be minimised wherever possible, but using existing materials will make it cost-effective.

WWT has well-established financial management systems to ensure that funds are used efficiently, and will take steps to manage financial risks. When purchasing goods and services, all partners will adhere to rigorous procurement procedures to ensure best price and quality.

By trialling both in-person elements and online courses we will assess the cost per participant for different learning methods, and this will inform the future funding model.

The project has the potential to deliver significant additional impact beyond its lifespan, participants will gain skills to design and run their own wetland conservation initiatives, leveraging funds from multiple sources and providing benefits in their own local communities and regions. Once created, content and resources will be used for future training, run both globally and by regional learning hubs.

## Q27. Capital items

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

n/a

## Section 12 - Safeguarding and Ethics

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### Q28. Safeguarding

**All projects funded under the Biodiversity Challenge Funds must ensure proactive action is taken to promote the welfare and protect all individuals involved in the project (staff, implementing partners, the public and beneficiaries) from harm. In order to provide assurance of this, projects are required to have specific procedures and policies in place.**

**Please upload the following required policies:**

- **Safeguarding Policy:** including a statement of commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse.

- **Whistleblowing Policy:** which details a clear process for dealing with concerns raised and protects whistle blowers from reprisals.
- **Code of Conduct:** which sets out clear expectations of behaviours – inside and outside the workplace – for all involved in the project and makes clear what will happen in the event of non-compliance or breach of these standards, including compliance with IASC 6 Principles.

If any of these policies are integrated into a broader policy document or handbook, please upload just the relevant or equivalent sub-sections to the above policies, with (unofficial) English translations where needed.

Please outline how (a) beneficiaries, the public, implementing partners, and staff are made aware of your safeguarding commitment and how to confidentially raise a concern, (b) safeguarding issues are investigated, recorded and what disciplinary procedures are in place when allegations and complaints are upheld, (c) you will ensure project partners uphold these policies.

If your approach is currently limited or in the early stages of development, please clearly set out your plans address this.

WWT has a dedicated Safeguarding Lead who is responsible for overseeing the organisational Safeguarding Policy and providing guidance to all staff.

Training and guidance is provided to all WWT staff on the Safeguarding Policy and procedures. There is a clear procedure for reporting safeguarding concerns and records of all concerns are maintained and securely stored.

In regard to partners on this project, we conduct appropriate due diligence and will:

- Include a clause on safeguarding in partnership agreements;
- Share WWT's Safeguarding Policy with partners, providing training as necessary
- Include safeguarding issues in the project risk register

## Section 13 - British Embassy or High Commission Engagement

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### Q29. British embassy or high commission engagement


It is important for UK Government representatives to understand if UK funding might be spent in the project country/ies. Please indicate if you have contacted the relevant British embassy or high commission to discuss the project and attach details of any advice you have received from them.


Yes

Please attach evidence of request or advice if received.


 [Senegal British Embassy Letter WLH 2023](#)


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 [WLH info letter - Madagascar UK Embassy](#)

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## Section 14 - Project Staff

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### Q30. Project staff

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

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Chris Rostron	<b>Project Leader</b>	15	Checked
Alex Hughes	Project Officer	30	Checked
Tomos Avent	Project Sponsor	5	Checked
Chris Harris	Marketing Manager	10	Checked


**Do you require more fields?**


Yes


Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Paul Marshall	Digital Administrator	10	Checked
New post	Project officer - Wetland Learning Hub	80	Checked
Sara Thornton	Principal Research Officer, Ecosystem Health & Social Dimensions	10	Checked
New Post	Administration support	10	Checked
Collette Hall	Research Co-ordination	10	Checked
Bunny Yorth	Regional Hub Lead, Cambodia	2	Checked
Harison Andriambelo	Regional Hub Lead, Madagascar	3	Checked
Demba Marico	Regional Hub Lead, Senegal	5	Checked

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

 [JDs and CVs combined](#)

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**Have you attached all project staff CVs?**

Yes

## Section 15 - Project Partners

## Q31. Project Partners

Please list all the Project Partners (including the Lead Partner who will administer the grant and coordinate delivery of the project), clearly setting out their roles and responsibilities in the project including the extent of their engagement so far.

Lead Partner name: Wildfowl & Wetlands Trust (WWT)

Website address: [www.wwt.org.uk](http://www.wwt.org.uk)

Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):

We create wetlands for the wildlife and people that rely on them; we have over 75 years' experience of doing so around the globe, through combining policy, practice and scientific research.

WWT has been endorsed as one of only six International Organisation Partners by the 171 countries that are signatories to the Ramsar Convention, demonstrating the expertise needed for integrated wetland conservation and development projects.

WWT has helped launch two wetland networks, Wetland Link International (WLI) and the World Wetland Network (WWN). WLI and WWN focus on sharing good practice, developing useful resources, networking and communication, with partners across the globe. The relationships WWT holds through these networks make WWT uniquely placed to connect the relevant stakeholders and partners to deliver the Wetland Learning Hub.

WWT has a strong track-record of delivering a range of wetland centres, and Communication Education, Participation and Awareness (CEPA) projects and providing training internationally.

WWT's wetland learning hub has been extensively planned. As project lead, WWT has led the project development process and will be responsible for overall project management, including convening the Project Steering Committee, work planning, communications, donor compliance and reporting, and financial oversight.

International/In-country Partner  International

Allocated budget (proportion or value): £ ██████████

Represented on the Project Board (or other management structure)  Yes

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

Do you have partners involved in the Project?

Yes

<b>1. Partner Name:</b>	WWT Madagascar
<b>Website address:</b>	wwt.org.uk
<b>What value does this Partner bring to the project?</b>  <b>(including roles, responsibilities and capabilities and capacity):</b>	<p>WWT Madagascar has been working with the national and regional governments and multiple civil society groups for nearly ten years to deliver wetland conservation outcomes in line with national conservation and development priorities.</p> <p>WWT Madagascar will be responsible for coordinating and delivering the Wetland Learning Hub regional hub, hosting a workshop for delegates in and around Madagascar. They will share the offer with their networks of wetland practitioners and act as ambassadors within the 'Madagascar &amp; the Indian Ocean islands' for the Wetland Learning Hub.</p> <p>WWT Madagascar will be key in facilitating and implementing the translation to French language of the course materials, and organising the French language courses.</p>
<b>International/In-country Partner</b>	<input checked="" type="radio"/> In-country
<b>Allocated budget:</b>	£ [REDACTED]
<b>Representation on the Project Board (or other management structure)</b>	<input checked="" type="radio"/> Yes
<b>Have you included a Letter of Support from this partner?</b>	<input checked="" type="radio"/> Yes

<b>2. Partner Name:</b>	WWT Cambodia
<b>Website address:</b>	wwt.org.uk
<b>What value does this Partner bring to the project?</b>  <b>(including roles, responsibilities and capabilities and capacity):</b>	<p>WWT Cambodia has been working with communities in Cambodia for over 12 years. WWT Cambodia is legally established in Cambodia through a MoU with the Ministry of Foreign Affairs and International Cooperation, and carries out its conservation work in accordance to a MoU with the Ministry of Environment. WWT Cambodia work at all levels in the country, from drafting national level guidance and providing advice, through to site level activities with local communities and farmers.</p> <p>WWT Cambodia will be responsible for coordinating and delivering the Wetland Learning Hub regional hub, hosting a workshop for delegates from in and around Cambodia. They will share the offer with their networks of wetland practitioners and act as ambassadors within Southeast Asia for the Wetland Learning Hub.</p>
<b>International/In-country Partner</b>	<input checked="" type="radio"/> International
<b>Allocated budget:</b>	£ [REDACTED]

---

**Representation on the Project Board (or other management structure)**  Yes

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

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**3. Partner Name:** PRCM

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**Website address:** <https://www.prcmarine.org/en/>

---

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

The Regional Partnership for the Conservation of the Coastal and Marine Zone (PRCM) is a coalition of actors working on West African coastal issues and covering seven countries: Cape Verde, Gambia, Guinea Conakry, Guinea-Bissau, Mauritania, Senegal and Sierra Leone. They have excellent contact with other regional conservation initiatives, all based in the same building in Dakar, and with local and national partners throughout the region. They have already run MOOCs and other training programmes and also coordinate projects across a range of partners.

A focus on coastal issues fits well with wetland conservation, and their expertise and experience will help to produce new, and modify existing, resources and training.

PRCM will be responsible for coordinating and delivering the Wetland Learning Hub regional hub, hosting a workshop for delegates from around West Africa. They will share the offer with their networks of wetland practitioners and act as ambassadors within Southeast Asia for the Wetland Learning Hub.

---

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

---

**Allocated budget:** £ ██████████

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**Representation on the Project Board (or other management structure)**  Yes

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

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

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**Website address:** *No Response*

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

*No Response*

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<b>International/In-country Partner</b>	<input type="radio"/> International <input type="radio"/> In-country
<b>Allocated budget:</b>	£0.00
<b>Representation on the Project Board (or other management structure)</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Have you included a Letter of Support from this partner?</b>	<input type="radio"/> Yes <input type="radio"/> No

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

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**Website address:** *No Response*

---

**What value does this Partner bring to the project?**

*No Response*

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

---

<b>International/In-country Partner</b>	<input type="radio"/> International <input type="radio"/> In-country
<b>Allocated budget:</b>	£0.00
<b>Representation on the Project Board (or other management structure)</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Have you included a Letter of Support from this partner?</b>	<input type="radio"/> Yes <input type="radio"/> No

---

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

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**Website address:** *No Response*

---

**What value does this Partner bring to the project?**

*No Response*

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

---

<b>International/In-country Partner</b>	<input type="radio"/> International <input type="radio"/> In-country
<b>Allocated budget:</b>	£0.00

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Representation on the Project Board (or other management structure)  Yes  No

---

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


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


*No Response*

Please provide a combined PDF of all letters of support.

 [Support letters combined](#)

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## Section 16 - Lead Partner Capability and Capacity

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### Q32. Lead Partner Capability and Capacity

Has your organisation been awarded Biodiversity Challenge Funds (Darwin Initiative, Darwin Plus or Illegal Wildlife Trade Challenge Fund) funding before (for the purposes of this question, being a partner does not count)?

Yes

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

Reference No	Project Leader	Title
28-001	Harison Andriambelo	Building wetland resilience in Madagascar; Community-based conservation of Lake Tseny
CV19RR2	Tomos Avent	Sustaining and enhancing Anlung Pring Ecotourism through Covid-19 and beyond
26-009	Tomos Avent	Enhancing wetland resilience for improved biodiversity and livelihoods in Cambodia
22-007	Robert Shore	Establishing Sustainable Management of the Lake Sofia Catchment Madagascar
15-014	Sebastian Buckton	Managing Wetlands for Sustainable Livelihoods at Koshi Tappu, Nepal
<i>No Response</i>	<i>No Response</i>	<i>No Response</i>

Have you provided the requested signed audited/independently examined accounts (or other financial evidence as indicated in the Finance Guidance)?

Yes

## Section 17 - Certification

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### Q30. Certification

If this section is incomplete the entire application will be rejected.

Please note if you do not upload the relevant materials below your application may be made ineligible.

**On behalf of the**

Company

**of**

WWT

**I apply for a grant of**

£199,120.00

**I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.**

(This form should be signed by an individual authorised by the applicant institution to submit applications and sign contracts on their behalf.)

- I have enclosed CVs for key project personnel, a cover letter, letters of support, a budget, logframe, theory of change, Safeguarding and associated policies, and project workplan.
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence – see Finance Guidance) are also enclosed.

Checked

**Name** Peter Lee

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**Position in the organisation** Head of Philanthropy & Partnerships

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**Signature (please upload e-signature)**  [esignature](#)  
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**Date** 23 October 2023





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**Please attach the requested signed audited/independently examined accounts or other financial evidence (see Finance Guidance)**

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 [WWT Annual Report 2020-21](#)  
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 pdf 1.27 MB





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 [WWT Annual report 2021-22](#)  
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**Please upload the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct as a PDF**





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 [Anti-Bullying+and+Harassment+Policy+2023+final](#)  
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 17:19:10  
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 [Whistleblowing Policy](#)  
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 17:05:06  
 pdf 333.12 KB

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 [Safeguarding policy](#)  
 20/10/2023  
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## Section 18 - Submission Checklist

### Checklist for submission

	Check
<b>I have read the Guidance, including the "Darwin Initiative Guidance", "Monitoring Evaluation and Learning Guidance", "Standard Indicator Guidance", "Risk Guidance", and "Finance Guidance".</b>	Checked
<b>I have read, and can meet, the current Terms and Conditions for this fund.</b>	Checked
<b>I have provided actual start and end dates for the project.</b>	Checked
<b>I have provided my budget based on UK government financial years i.e. 1 April – 31 March and in GBP.</b>	Checked
<b>I have checked that our budget is complete, correctly adds up and I have included the correct final total at the start of the application.</b>	Checked
<b>The application been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).</b>	Checked
<b>I have attached the below documents to my application:</b>	
• a cover letter from the Lead Partner, outlining how any feedback received at has been addressed where relevant, as a single PDF.	Checked
• my budget (which meets the requirements above) using the template provided.	Checked
• a signed copy of the last 2 annual report and accounts for the Lead Partner (or other financial evidence – see Finance Guidance, or provided an explanation if not	Checked
• My completed workplan as a PDF using the template provided.	Checked
• a copy of the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 27).	Checked

<ul style="list-style-type: none"> <li>• 1 page CV or job description for all the Project Staff identified at Question 29, including the Project Leader, or provided an explanation of why not, combined into a single PDF.</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• A letter of support from the Lead Partner and partner(s) identified at Question 30, or an explanation of why not, as a single PDF.</li> </ul>	Checked
<b>I have been in contact with the FCDO in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.</b>	Checked
<b>My additional supporting evidence is in line with the requested evidence, amounts to a maximum of 5 sides of A4, and is combined as a single PDF.</b>	Checked
<b>(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.</b>	Checked
<b>I have checked the Darwin Initiative website immediately prior to submission to ensure there are no late updates.</b>	Checked
<b>I have read and understood the Privacy Notice on the Darwin Initiative website.</b>	Checked

### We would like to keep in touch!

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

Checked

### Data protection and use of personal data

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

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

Project Title:

**Guidance – please delete before submitting**

Provide a **Workplan** that shows the key milestones in project activities. Complete the following table as appropriate to describe the intended workplan for your project. Quarters are based on UK FYs (**1 April – 31 March** - Q1 therefore starts April 2024).

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and shade only the quarters in which an activity will be carried out. The activity numbers should correspond to the activities in your logical framework (logframe). The workplan can span multiple pages if necessary.

This template covers multiple Biodiversity Challenge Funds schemes, so ensure you check the eligible dates/project length for the scheme you are applying to and feel free to delete later years if not applicable for your project.

	Activity	No of months	Darwin Y1				Darwin Y2			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	150 conservationists, selected from 30 priority conservation organisation and government departments have greater knowledge, access to networks and resources to deliver improved wetland conservation impact through their organisations									
1.1	Online course improved after review of the pilot conducted prior to Darwin C&C project	3								
1.2	WLH platform fully established, including Resources and Community pages	6								
1.3	Resource pages populated	6								
1.4	Online course translated into French	3								
1.5	Cohort 1 (50 people) undertake the course in Indo-Burma	3								
1.6	Cohort 2 (50 people) undertake the course in Madagascar	3								
1.7	Cohort 3 (50 people) undertake the course in West Africa	3								
1.11	Pre, end and post-course surveys	18								
1.12	Networks set-up by nominated course participants	12								

Project Title:

<b>Output 2</b>	<b>45 conservationists, selected from 30 priority conservation organisation and government departments, have become regional champions for wetland conservation, with enhanced knowledge and practical experience of effective management approaches and tools required to scale effective conservation action in their regions</b>								
2.1	Review, select and consult with key conservation organisations and government departments in each region	6							
2.2	Capacity assessments and priority capacity development support agreed for regional institutions	3							
2.3	Regionally-relevant content developed in relevant language	3							
2.4	Workshop participants nominated by their organisations/departments	1							
2.5	Indo-Burma Regional Workshop held in Cambodia	1							
2.6	Madagascar Workshop	1							
2.7	West-Africa Regional Workshop held in Senegal	1							
2.8	Pre, end and post-workshop surveys	15							
<b>Output 3</b>	<b>Three regional hubs are mobilised to deliver capacity and capability for wetland conservation and management within their regions through training, resources and active networks</b>								
3.1	Caapcity assessment baselines using a modified version of the CEPF Civil Society Organisational Capacity Tracking Tool	6							
3.2	Regional Hub development plans created and agreed, including capacity development and business planning	6							
3.3	Two staff from each region selected for WLH placements and Trainer of trainer programme	6							
3.4	Trainer of trainer sessions	3							
3.5	Regional Hubs deliver training workshops alongside WWT/WLH staff								
3.6	Regional Hubs roll out resources and community/network participation beyond course participants								