



## Darwin Initiative: Final Report

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

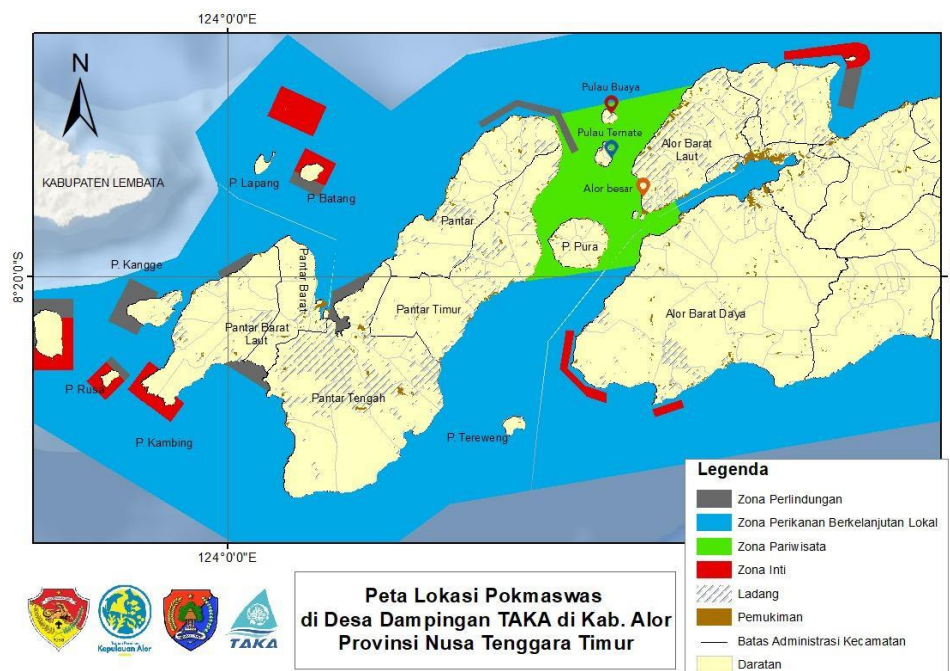
It is expected that this report will be a **maximum** of 20 pages in length, excluding annexes.

### Darwin Project Information

Project reference	DARCC007
Project title	Alor Community-based Surveillance Group and Local Youths Development Program
Country(ies)	Indonesia
Lead organisation	Perkumpulan TAKA
Partner institution(s)	Yayasan Teman Laut Indonesia (Thresher Shark Indonesia)
Darwin grant value	██████████
Start/end dates of project	13 May 2022 - 28 February 2023
Project leader’s name	Arrico Fathur Yudha Bramasta
Project website/blog/social media	<ul style="list-style-type: none"> <li>● Perkumpulan TAKA</li> <li>● Yayasan Teman Laut Indonesia</li> </ul>
Report author(s) and date	Arrico Fathur YB and Mima Ratna Maya (28 March 2023)

## 1 Project Summary

Pantar Strait MPA, Alor Regency is one of the critical habitats for marine ecosystems in the Lesser Sunda Seascape (LSS), among the priority seascapes in the coral triangle region which has the highest marine biodiversity in the world. The MPA was established in 2015 under the Ministry of Marine Affairs and Fisheries of the Republic of Indonesia (MMAF) No. 35/KEPMEN-KP/2015 which covers 276.693,38 ha of the area consisting of 117 villages, of which 110 are coastal villages.



However, the MPA is still facing challenges in management. Even though the MPA is regulated by the ministry, the MPA management plan and zoning are implemented by the local government, Marine and Fisheries Agency of East Nusa Tenggara Province as the MPA managers. Due to the limited capacity and resources, the enforcement is at a minimum level resulting in the ineffectiveness of MPA management - threatening the marine biodiversity and livelihood of the local coastal community. The participation and contribution of the community in the management scheme are needed to fill this gap. There are 2 community groups identified to be prospective in answering the issue: Community-based surveillance groups (locally known as Pokmaswas) and local youths.

To support the enforcement, the ministry has enacted the formation of Pokmaswas in several coastal communities across Indonesia. These groups are expected to take part in supervising, providing information as well as reporting violations in the utilization of marine and fisheries resources to the relevant government agencies. However, in some areas such as in Alor, Pokmaswas has not been able to optimally carry out its duties and functions. As stated in Wiseli (2020), the common issues identified in Pokmaswas are membership, knowledge and skill, financing, partnership/collaboration, and facilities. Therefore, the capacity in performing the

intended role and the sustainability of the groups are still questionable. The project proposes the Pokmaswas Program to answer this issue.

Alor is home to species that are protected under CITES Appendix I including dugong, sea turtles, several species of whales, as well as Appendix II including thresher shark, hammerhead shark, humphead wrasse, and many more. Home to several species listed in the Convention on the Conservation of Migratory Species of Wild Animals (CMS) as well, including thresher shark, mako shark, manta ray, mobula ray, silky shark, whale shark, hammerhead shark, blue whale, common bottlenose dolphin, pilot whale, sperm whale, green sea turtle, leatherback turtle, hawksbill turtle. Any effort, including the proposed projects, to protect the MPA contributes to the protection of these species.

This program resulted in collaboration with various kinds of regional administrators by involving the community, NGOs and local government. Empower local people of Alor in monitoring and protecting marine biodiversity through community-based surveillance groups and local youth in order to support effective MPA management.

## **2 Project Partnerships**

The existence of partners in this program is important, because this program is collaborative in nature where it is necessary to get help and support from various parties who will later be involved in the sustainability of the program. we work with partners on everything from creating frameworks, conducting training, to producing reports. selection of partners according to needs depending on experts in their respective fields. in the continuity of the program we always hold regular meetings and evaluations to determine the next steps.

As an example With support from education supervisor officials, the head of the district education office of Alor, and teachers from the ten schools, we can finalize the marine conservation curriculum documents that including the syllabus and teaching plan for the fourth grade of elementary schools. It was immediately followed by teacher training to gather further input and shape teachers' perceptions of the detailed implementation of the curriculum. Collaborating between TAKA, Thresher Shark Indonesia and WWF Alor, the training also aims to extend teachers' knowledge about marine conservation so they will quickly master the teaching materials used in future educational activities.

In order to monitor the progress of their programs and Champions and ensure they are acquiring new knowledge of conservation, we schedule a weekly class on Thursdays at 4 p.m. The course included Fish Identification, Coral Identification, and Resource Use Monitoring with a trainer from our team and other NGOs in Alor, such as Thresher Shark Indonesia and WWF.

And then Prior to conducting coastal ecosystem's monitoring, on Thursday, November 24, 2022, we conducted training with Thresher Shark Indonesia and WWF on Monitoring the Utilisation of Coastal and Marine Resources because the Champion still needs to acquire the knowledge and skills to undertake a monitoring program.

### 3 Project Achievements

#### 3.1 Outputs

**Output 1 :** The capacity of 2 community based monitoring groups (Pokmaswas) in organisational and monitoring technical skills has increased

1. Pre-assessment on the group effectiveness level
  - Pre-assessment of the effectiveness level of 3 groups was done on July 7 – 13th 2022 based on the EKKP3K (technical guidelines for evaluation the management effectiveness of aquatic, coasts, and small islands conservation areas by the Indonesian Ministry of Marine Affairs and Fisheries). The assessment was done by document checking and interviews.
  - The result showed that 2 groups (Pulau Buaya and Ternate) are in the yellow level (medium effectivity), 1 group (Alor Besar) is in the red level (low effectivity). The result of the assessment was synthesized as an action plan of effectivity development specific to each group.
2. Capacity development in resource use and ecosystem monitoring
3. Capacity building in group management and governance

Capacity building activity 2 and 3 was formulated into a series of training. The training given to each group is specified according to each of their needs that have been identified in the pre-assessment (activity1.): Resource use ecosystem monitoring training, marine tourism training, group management, and administration training was conducted on September 19 – 22nd

- The training was followed by 36 group members (30 male/5 female) and speakers from the Provincial Fisheries Agency, Tribuana University, Regional Office for Marine an Coastal Resources Management, TAKA, and WWF Indonesia.
  - The training pre and post-test showed that there is an average of 15,97% of knowledge increase of the group members
4. Technical assistance in the implementation of resource use monitoring:
    - The first technical assistance for resource use monitoring (RUM) was carried out on September 26 – 27th 2022 in collaboration with the Provincial Fisheries Agency and WWF Indonesia with the group members. [link](#)

**Output 2 :** Capacity of 10 local youths (Conservation champions) in Alor in leading conservation initiatives and monitoring activities in Alor has increased

1. 15 local youths Alor are selected as conservation champions through the selection and ready to be trained by Month 3

we opened up opportunities for registration of conservation champions through social media and reached 141 aplications from various backgrounds both online and offline. All applicants are from Alor's 11 sub-districts, but we only pick 50 to move to the next round of selection, which includes a focus group discussion (FGD), an interview, and a watermanship test. after a long series, The program selected 16 Alor youths (6 males/10 females). [link](#)

2. 100% trained champions have increased in knowledge and skill by Month 10

Champion's conservation projects were implemented from August until January, and to ensure their projects are well managed in terms of budget and timeline, we conducted a weekly

monitoring. In addition, relevant knowledge in marine conservation and mentorship were also given from champions batch 1 focused on guidelines on how best to carry out projects. Moreover, to give them experience in ecological and fisheries monitoring of Alor MPA, we also collaborate with TAKA to involve the champions in their routine monitoring activity. This lesson was taught to conservation champion participants to support the sustainability of local heroes who can develop the potential of the Alor's region by teaching the public about the world of conservation. as for the constraints of this program where many are busy with their respective activities outside the program but the commitment to being agents of change does not reduce the enthusiasm that has been built.[link](#)

3. 33% of champions are trained to be qualified divers by Month 8

After which those selected had undergone a conservation camp for 6 months with training on conservation such as Ecological and fisheries monitoring, Diving course training and The conservation champion outreach activities. The champions had to perform the abilities in the open ocean the day after the open water pool session. We identified ten indigenous youths who have the capability to swim and remain calm in the water. At the

At the beginning of the program, we considered selecting five Champions to receive Open Water Dive training instead of 10. However, it would be unfair if we only assessed based on their ability during the selection, as they haven't tried using dive and snorkeling equipment. Therefore, conduct five pool training sessions with the Thresher Shark Indonesia team and the instructor to introduce them to equipment such as masks, fins, and snorkels, and enhance their swimming skills with or without equipment. On Pura Island, two dives were undertaken in Limarahing and Abila. During the dive, they performed well for the first timer. However, one of them panicked and had to be calmed by the instructor, and another became sea sick due to the waves.[link](#)

**Output 3 :** Knowledge of elementary school students in Alor about the importance of marine ecosystems has increased through integrating conservation curriculum into the elementary school program

1. Conservation curriculum formed and integrated at 10 targeted elementary schools

Our initial assistance is to determine the school targets to be achieved. after obtaining data from the local education office we recorded curriculum data to determine several questions in the interviews conducted with the school principal. Interviews were conducted in various target schools as well as introducing some interesting biodiversity and biota. After we determined ten schools around Pura Island and Alor Besar, we had several discussions with the teachers about the student's capabilities and the schools to run the in-class session, especially in conducting science subjects. They emphasised that students under grades 1 - 3 could not comprehend the environmental issues as they have yet to have the sciences subjects. Besides, teachers also say that the schools have limited props resources, which limits the learning process. They suggest that the conservation curriculum is taught in the 4 - 6 grade instead and based on their local environment. However, if we adopt a curriculum for grades 4-6, the syllabus will be more

complicated than our current one, which will strain our capacity and finances. Therefore, we decided to teach fourth grade in ten schools, and since it emphasises Alor's natural resources, the conservation curriculum will be merged into local subjects. [link](#)

2. Education materials (e.g., children's books, photos, videos, and board games) to support the implementation of the conservation curriculum are created and distributed to 10 targeted schools

The Conservation Curriculum Project aims to provide teaching props to facilitate the teaching and learning process in the classroom. These props, including an aquarium, an ecological pyramid, role-playing, snakes and ladders, and fishing equipment, are intended for use by teachers and students during in-class activities. To ensure the effective use of these props, the team provided training sessions for the teachers. Two weeks after the training, the project team ordered additional components to multiply the props before distributing them to three targeted schools. However, the completion needed more time than the team could anticipate; therefore, the distribution takes in January, which was already the rainy season in Alor. It happened because the components were coming from Jakarta, which depended on the ferry to get to Alor. [link](#)

3. At least 10 elementary school teachers are trained about the conservation curriculum

From the interview results the existing curriculum has been updated from 2013 by adding an introduction to biodiversity. On October 2022, we conclude that the curriculum will focus on five main themes for grade 4 students in the ten school, including;

- Introduction of Coastal Ecosystem
- Understanding of the Coral Ecosystem
- The life cycle of Fish and their Habitat
- Understanding of the Balance in Marine Ecosystems
- Marine Endangered Animals in Alor and Its Conservation Efforts

We conducted the teacher's training on 8-9 November 2022. Ten teachers from selected schools, five school supervisors, and the head of the education office all attended this training. Considering there are seven schools on Pura Island, we chose Limarahing Village as the site for the training because it will be simpler for the participants to get there. The training started at 08.30 a.m and was launched by the Chief of Limarahing Village, Alexander Lapenangga, and the Head of the Education Office, Fredik Ishak Lahal, SH. [link](#)

**Output 4 :** The capacity of 2 community based monitoring group (Pokmaswas) in providing tourism services has increased

1. 40% Pokmaswas members have increased in providing ecotourism services capacity

Pokmaswas empowerment related to the tourist program carried out several basic training activities related to tourism. CBT (community based tourism) training was carried out with DISPAR, KCD, BASARNAS and WWF to support Pokmaswas knowledge in terms of tourism. In the training, several representatives from Pokmaswas were given provisions to become tourism supervisors from the conservative and safety side. Training activities receive support from stakeholders and the government as training material providers. [link](#)

### 3.2 Outcome

So far the outcomes produced in the program are in accordance with what is written in the log frame, even though there are obstacles in its continuity but in the end all the values to be achieved have been implemented. proven in several aspects listed in the log frame for the output of Increased effectiveness level of the 2 community-based monitoring groups based on EKKP3K has increased with the implementation of pre-assessment and post-assessment at the beginning and end of the program in the three community groups during the assistance.

the next output is in the program where 16 conservation heroes were implemented and selected who were equipped with knowledge and skills in managing conservation programs.

The results of the next output can be said to be successful because the program indicators written on the log frame are running properly. the expected results of adding to the school curriculum regarding the importance of literacy in biodiversity are included in the teaching aspect of students, which has been agreed upon by various school representatives in several trainings.

### 3.3 Monitoring of assumptions

The running and implementation of the program As for the timeline time in the workplan that has been prepared as a reference in implementing the program so that the output is achieved

**output 1** : For output 1 regarding the empowerment of Pokmaswas where one of the activities is a pre-assessment in August 2022 and a post-assessment will be carried out in February 2023 for one time on Buaya Island, Alor Besar and Ternate to get an assessment of Pokmaswas. RUM assistance has been carried out 2 times in September and November 2022. For the implementation of RUM itself in 3 villages it was carried out 6-7 February 2023 which was attended by 16 people (14 males and 2 females). [link](#)

**output 2** : Output 2 focuses on selecting local youth as conservation champions. and this has been achieved and 16 people (10 females and 6 males) have been selected in July 2022. as many as 5 champions have passed the diving training which was scheduled with nautika dive Alor in the period August - September. the champions implemented the results of their training and programs about waste management, mangrove restoration and conservation curricula which will be implemented until January 2023. [link](#)

**output 3** : The first step in knowing and determining the curriculum to be added to the learning system was carried out on August 9 2022, after which a meeting was held which was attended by representatives of 10 schools on September 21 2022. implementation of the new curriculum could be carried out at the beginning of the semester in January 2023 in 10 schools. [link](#)

**output 4** : In the period from 28 January to 1 February 2023, tourism training was carried out which was attended by 12 people from the island of Ternate (9 males and 3 females). the training collaborated with various aspects of agencies such as National Search and BASARNAS, KCDKP, Dinas Pariwisata and WWF as presenters who are experts in their fields. [link](#)

### **3.4 Impact: achievement of positive impact on biodiversity and poverty reduction**

The impact felt by this program is long-term. In the sense that the impact on the ecosystem and the progress of the fishing community on the economic aspect can be felt gradually. With the conservation heroes program, it can make people aware of being more concerned about the marine environment because they are equipped with skills in preserving marine ecosystems, raising awareness among the public and in making conservation-based programs. The addition of the curriculum can have an impact on increasing children's knowledge from an early age in understanding the importance of preserving ecosystems. It is hoped that awareness of conservation has grown within these children. The impact on the economic progress of the Pokmaswas group can be felt gradually because they have started to form a program that involves fishermen groups. RUM activities carried out by the local Pokmaswas have a positive impact on the ecosystem because it is carried out in the core zone area which aims to collect data on beneficiaries in the waters conservation area.[link](#)

## **4 Contribution to Darwin Initiative Programme Objectives**

### **4.1 Project support to the Conventions or Treaties (e.g. CBD, Nagoya Protocol, ITPGRFA, CITES, Ramsar, CMS, UNFCCC)**

Human development in terms of quality is intensified to support environmental preservation, especially for the biota found in Alor waters. Alor is home to species that are protected under CITES Appendix I including dugong, sea turtles, several species of whales, as well as Appendix II including thresher shark, hammerhead shark, humphead wrasse, and many more. Home to several species listed in the Convention on the Conservation of Migratory Species of Wild Animals (CMS) as well, including thresher shark, mako shark, manta ray, mobula ray, silky shark, whale shark, hammerhead shark, blue whale, common bottlenose dolphin, pilot whale, sperm whale, green sea turtle, leatherback turtle, hawksbill turtle. Any effort, including the proposed projects, to protect the MPA contributes to the protection of these species. The Pantar Strait MPA, Alor, was established under the MMAF No. 31/Permen-KP/2020 regulation to support community-based development (CBD). The project contributes as it focuses on developing the community in order to support the MPA management. As the implementation of the project is village-based, it is in line with the Ministry of Village, Development of Disadvantaged Regions, and Transmigration decree No. 13/Permendesa-PDTT/2020 about the priority of villages. One of the priorities is to care for the marine environment in an effort to accelerate the achievement of Sustainable Development Goals (SDGs).

In accordance with the growing issue that the by-catch and hunting of rat sharks in Alor is still quite high because around 80% of the rat sharks caught are pregnant. This can threaten the existence of rat sharks in Alor waters. The rat shark itself currently has CITES Appendix II status where its existence is seriously threatened due to the human factor. Thresher Shark Indonesia is very concerned with this issue by including the program in this project with the Conservation Champion media which is expected to make people aware of the existence of the rat shark.



#### 4.2 Project support to poverty reduction

The results of the ongoing program have an indirect impact on the economy because this program is more involved in building human capacity and quality in terms of program management and knowledge about conservation. From increasing the capacity and quality of a person will also be able to increase the value of that person. increasing value will create program innovations that will generate benefits for humans and the environment

#### 4.3 Gender equality

The gender composition between women and men is very much a concern in some of these programs. It can be seen from the results of several training programs and discussions that the women involved were not merely present but had quite a good impact on the discussion taking place.



*Training participants in Ternate island (♥Yayasan TAKA/Rizky Erdana)*

in the activities initiated by TSI as well as in the training and selection of 16 conservation champions, there were 10 females and 6 males. [link](#)

#### 4.4 Programme indicators

- **Did the project lead to greater representation of local poor people in management structures of biodiversity?**

The target for the pokmaswas that we are holding training aims to later be able to enter the biodiversity structure. training on surveillance in conservation zones using the RUM method can assist in this surveillance which later has the potential to present an impact on the structure of biodiversity as a form of supervision. The training on tourism that is taught is also a step for the group to enter into the biodiversity structure because it can be a step to protect the ecosystem of the area. The program from TSI related to conservation champion training and making a new curriculum is a good form for participation in the structure because the function of the program will return to benefit various biodiversity structures.

- **Were any management plans for biodiversity developed and were these formally accepted?**

In the activity and program management plan, we provide understanding to Pokmaswas in an organizational structure and program management. creating an action plan for can increase the effectiveness of Pokmaswas based on deficiencies in aspects that exist in the group. With an action plan, the activities to be carried out Pokmaswas mapped clearly

and measurably. in this case the deliberation process takes place in a group to determine a plan and after that the flow of activities is mapped when the deliberation continues with the village head.

- **Were they participatory in nature or were they ‘top-down’? How well represented are the local poor including women, in any proposed management structures?**

Pokmaswas that have been formed on 2 islands receive assistance and training in making a program and managing groups. The continuation of the program with the existence of Pokmaswas, local governments such as KCDKP are increasingly showing concern and concern to provide several collaborative programs. several relevant programs were present from Pokmaswas itself. Like what TSI has done with conservation champions having an ongoing program with the local government

- **How did the project positively influence household (HH) income and how many HHs saw an increase?**

The program of this project has the benefit of increasing the value and quality of the community, especially Pokmaswas and local youth. This program has less impact on the community's economy because it is not a business project.

- **How much did their HH income increase (e.g. x% above baseline, x% above national average)? How was this measured?**

#### **4.5 Transfer of knowledge**

programs that require certain specifications or requirements so far only diving certification is carried out by TSI for Champion representatives. We reassessed them using standard TDI/SDI and PADI open water qualifications because we only certified five Champions for ocean open water sessions. However, four out of ten indigenous youth had to leave during the pool session since they did not pass the pool evaluation. Only six indigenous youths are left to compete for diving certification in the end. Diving activities need to have special specifications because in terms of learning the material and the risks are quite large so they have to go through several stages which can indeed be passed according to existing procedures.

#### **4.6 Capacity building**

TAKA attended several times and was involved in collaborative program meetings held by regional agencies such as KCDKP and MDI due to being able to consult regarding programs currently running in the Alor area. The trust given by TAKA is the result of cooperation from various NGOs in Alor. especially the program from Darwin itself which has a good response to the local government

### **5 Sustainability and Legacy**

The formation of Pokmaswas is a new step for TAKA. After the formation of the Pokmaswas, we continued to provide assistance and introduce substantial relationships with local agencies such as KCDKP and stakeholders. Apart from introducing us, we also try to support and involve

agencies so that the existence of pokmaswas is getting more attention. TSI is also committed and always provides training in making proposals and establishing programs that can be used as collaboration between community groups and agencies and stakeholders. It is hoped that later this Pokmaswas can develop independently because it receives a lot of training and ongoing relationships and develops programs" initiated by the group itself.

For the sustainability of the program, actually TAKA still has project activities in Alor until September 2023 and is still receiving other support from outside so there is still the possibility of helping in optimizing the capacity of Pokmaswas. Involvement in activities with local Pokmaswas always involve local agencies and the government so that this is one of the steps in maintaining and forming relationships between Pokmaswas and local government

## **6 Lessons learned**

The successful activity and strategy:

1. Selection process of Conservation Champion was successful. Prior to the selection, we determined the characteristics of the participants who will be accepted into the Conservation Champion, interview questions, and the standard of assessment based on the previous Conservation Champion's experience, and for the watermanship is based on the experience of the teams while participating in the diving clubs.

2. After they are formally selected as a Champion, we sign into a contract agreement with them outlining their rights and duties as a Champion. Meanwhile, the contract was an attempt to bind them for sixth month during the programme and provides incentives.

3. The 7-day Conservation Camp went off without a problem. There are 5 – 6 materials every day. Meanwhile, the content is connected to one another. Though we present in an interactive way, and takes into consideration of youth capacity to acquire material. Furthermore, in the middle of the day, we insert conservation-based game activities. (Output 2; Activity 2.2)

4. According to the results of the watermanship selection in the pool, Alor youths capable to swim, despite they do not follow any technique. Furthermore, they often panic when in deep water. Their ability during the selection made it easier for us to determine the variety of training materials. We also consulted with dive instructors to decide the pool training outside open water training. Meanwhile, in addition to developing youth skills, we require them to master the fundamentals of freestyle swimming, water traps, apnea, and holding breath. This is training will enhance their underwater tranquillity. This training takes 2 months and requires 4x pool training to master the techniques. (Output 2; Activity 2.4)

5. The experience of Champions in managing projects is still minimum, they must be accompanied and reminded on a regular basis. Furthermore, several of their plans involving the village community are impeded due to the busy schedules of locals and/or village leaders. As a result, the Thresher Shark Indonesia team proposed another technique by adopting a strategy that did not include many individuals at first, while waiting for the community. (Output 2; Activity 2.5)

6. Before collecting data from school, the team has prepared a question guide (questionnaire) to find the information that will be needed. In addition, we also held workshop related to thresher sharks for elementary school children. The interviews were performed over the course of two days, with the crew divided into small groups. Meanwhile, 7 schools in Pura were completed in one day, and 3 schools in Abal were completed the next day. We rehearse interviews and presentations for three days before collecting data to ensure that the questionnaires and workshop materials are easily understood. (Output 3; Activity 3.1)

7. Prior to gathering input from targeted primary school teachers to establish the conservation curriculum, we developed three major topics that must be covered, as teachers and educators lacked expertise of marine sciences. Meanwhile, conversations with teachers and education officials went well, and they agreed on the proposed subject. They also assisted in breaking down the concept into themes suited for the students in the two sub-districts and offered samples of lesson plans. (Output 3; Activity 3.2)

### **6.1 Monitoring and evaluation**

in implementing programs related to monitoring and evaluation during activities, we always hold weekly meetings with the team to discuss program updates. meetings and briefings are held when implementing a program. having terms of reference (ToR) before the activity takes place makes it easier for us to have clear work references. coordination between TAKA and TSI takes place in every activity in the form of program collaboration in order to minimize the occurrence of errors that are outside the program's target.

## **7 Darwin identity**

Program implementation as long as the Darwin logo is included in various reports and publications supporting the program. There are several articles issued and stated that this program has the support of the UK government. This program has actually become Taka's biggest focus from 2021 on efforts to form Pokmaswas. then Darwin came to be a donor who helped in pursuing TAKA's big vision. Before the program was running, it was always involved and introduced that this program was supported by Darwin in the relevant agencies because to maintain Darwin's existence in Alor.

Tagging several times in the publication of program activities included in social media, but there are obstacles in the limited manpower so that it is less intensive. Instagram and website are TAKA's biggest social media at the moment.

## **8 Impact of COVID-19 on project delivery**

During the project period there were no strict regulations regarding the Covid protocol. so all activities can be carried out smoothly

## **9 Finance and administration**

## 9.1 Project expenditure

Project spend (indicative) since last Annual Report	2021/22 Grant (£)	2021/22 Total actual Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)	██████	██████	██████	
Consultancy costs				
Overhead Costs	██████	██████	██████	
Travel and subsistence	██████	██████	██████	
Operating Costs	██████	██████	██████	
Capital items (see below)				
Others (see below)	██████	██████	██████	
Audit costs		██████		
<b>TOTAL</b>				

Staff employed (Name and position)	Cost (£)
Maula Nadia (Director of TAKA/Project Leader)	██████
Arrico Fathur Yudha Bramasta (Director of TAKA/Project Leader)	██████
Mima Ratna Maya (Admin & Finance of TAKA)	██████
Wedi Andika (Marine Science & Conservation Program Coordinator of TAKA/Field Coordinator)	██████
Rizky Erdana (Education & Public Awareness Coordinator of TAKA/Field Officer)	██████
Rizky Erdana (Marine Science & Conservation Program Coordinator of TAKA/Field Coordinator)	██████
Barnabas Yoseph Lelyemin (Field Officer of TAKA)	██████
Yodhikson M BangJuni (Project Coordinator of TSI)	██████
Vivekananda Gitandjali (Education & Outreach Coordinator of TSI)	██████
Itsar Nur Fuadi (Science and Knowledge Officer of TSI)	██████
<b>TOTAL</b>	██████

Capital items – description	Capital items – cost (£)
<b>TOTAL</b>	

Other items – description	Other items – cost (£)

<b>TOTAL</b>	
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### 9.2 Additional funds or in-kind contributions secured

Source of funding for project lifetime	Total (£)
<b>TOTAL</b>	

Source of funding for additional work after project lifetime	Total (£)
<b>TOTAL</b>	

### 9.3 Value for Money

This project have good value for money. As the evidence, total actual cost that we spent do not exceed the project value.

## 10 OPTIONAL: Outstanding achievements of your project during the (300-400 words maximum). This section may be used for publicity purposes

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

This program is TAKA's first step in developing interest and concern to advance the biodiversity potential of an area through understanding conveyed by coastal communities, especially Pokmaswas and local youth. In the learning process and the running of the program, the enthusiasm of the community is very high in welcoming this program. In addition to numbers, we strive and prioritize quality for some program outputs. one of the things that was met by expectations was the program of empowerment and the establishment of pokmaswas in Alor. Some existing pokmaswas have so far only been formed on paper but the survival of the group is very passive. When we came on a mission to build enthusiasm in mentoring to Pokmaswas, the group's response was very good and gave us space to be able to discuss together in carrying out programs and goals. Enthusiasm is directed when we are asked for help in overhauling the organizational structure of one of the pokmaswas where the members are now more enthusiastic young people. The running of their program is very active in asking questions and learning so that in a certain time the group can already produce one of the programs to be achieved by

initiating the group itself. So that after this program ends, the pokmaswas that are under development become an example and become the focus of other communities and the government in the management system because it has been included in the biodiversity structure. It is hoped that later this pokmaswas can be a form of example and initiate other regions to be able to emulate in making pokmaswas itself. similar to what TSI did with the Conservation Champions program, some of the selected participants can create good programs, especially those engaged in community and environmental empowerment.



*Group Photo with Champion, Stakeholder and the partners (♥Thresher Shark Indonesia)*

## Annex 1 Project's original (or most recently approved) logframe, including indicators, means of verification and assumptions.

Note: Insert your full logframe. If your logframe was changed since your Stage 2 application and was approved by a Change Request the newest approved version should be inserted here, otherwise insert the Stage 2 logframe.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<b>Impact:</b>			
<p><b>Outcome:</b></p> <p>Empower local people of Alor in monitoring and protecting marine biodiversity through community-based surveillance groups and local youth in order to support effective MPA management</p>	<ol style="list-style-type: none"> <li>1. Increased effectiveness level of the 2 community-based monitoring groups based on EKKP3K (technical guidelines for evaluating the management effectiveness of aquatic, coasts, and small islands conservation areas by the MMAF), by Month 11</li> <li>2. The capacity of 15 Alor youth is increased through conservation champion by Month 10</li> <li>3. The knowledge of elementary students on marine conservation is increased by 70% through the implementation of conservation curriculum by Month 11</li> </ol>	<ol style="list-style-type: none"> <li>1. Result of community-based surveillance groups effectiveness pre-assessment and post-assessment</li> <li>2. Result of youth capacity pre-assessment (before the program) and post-assessment (after the program)</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration and support from MPA managers, local government, and key stakeholders.</li> <li>2. Support from the local community of Alor, especially in the targeted villages.</li> </ol>
<p><b>Outputs:</b></p> <ol style="list-style-type: none"> <li>1. The capacity of 2 community-based monitoring groups (Pokmaswas) in organisational and monitoring technical skills has increased</li> </ol>	<ol style="list-style-type: none"> <li>1.1. 60% of Pokmaswas members have increased resource use and ecosystem monitoring capacity, by Month 8</li> <li>1.2. Monitoring with RUM method is implemented 4 times with 2 Pokmaswas throughout the project in Month 4, 6, 8, and 11</li> </ol>	<ol style="list-style-type: none"> <li>1. Training pretest and post-test</li> <li>2. Training activity reports</li> <li>3. Monitoring activity reports</li> <li>4. List of attendees</li> <li>5. Documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. There is no political conflict within the communities in the targeted villages.</li> <li>2. Youths are fully participating in the program.</li> <li>3. Covid outbreaks are under control to enable all activities.</li> <li>4. Favorable weather to enable all outdoor/field activities.</li> </ol>



Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p><b>2.</b> Capacity of 10 local youths (Conservation champions) in Alor in leading conservation initiatives and monitoring activities in Alor has increased</p>	<p>2.1. 15 local youths Alor are selected as conservation champions through the selection and ready to be trained by Month 3</p> <p>2.2. 100% trained champions have increased in knowledge and skill by Month 10</p> <p>2.3. 33% of champions are trained to be qualified divers by Month 8</p>	<ol style="list-style-type: none"> <li>1. Training pretest and post-test</li> <li>2. Training activity reports</li> <li>3. List of attendees</li> <li>4. Diving certificate</li> <li>5. Documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Community-based surveillance group members are fully participating in the program.</li> <li>2. Covid outbreaks are under control to enable all activities.</li> <li>3. Favorable weather to enable all outdoor/field activities.</li> </ol>
<p><b>3.</b> Knowledge of elementary school students in Alor about the importance of marine ecosystems has increased through integrating conservation curriculum into the elementary school program</p>	<p>3.1. Conservation curriculum formed and integrated at 10 targeted elementary schools by Month 8</p> <p>3.2. Education materials (e.g., children's books, photos, videos, and board games) to support the implementation of the conservation curriculum are created and distributed to 10 targeted schools, by Month 9</p> <p>3.3. At least 10 elementary school teachers are trained about the conservation curriculum, by Month 9</p>	<ol style="list-style-type: none"> <li>1. Assessment result before and after the curriculum implementation</li> <li>2. Documentation of education materials</li> <li>3. Documentation of curriculum implementation (in-class workshop and field activities) at targeted schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Covid outbreaks are under control to enable all activities.</li> </ol>
<p><b>4.</b> The capacity of 2 community-based monitoring groups (Pokmaswas) in providing tourism services has increased</p>	<p>4.1. 40% of Pokmaswas members have increased in providing ecotourism services capacity, by Month 10</p> <p>4.2. Ecotourism profile and publication materials in 2 villages are available and distributed to local stakeholders and private sectors (resorts, hotels, tour operators) in Alor by Month 10</p>	<ol style="list-style-type: none"> <li>1. Training pretest and post-test</li> <li>2. Training activity reports</li> <li>3. List of attendees</li> <li>4. Documentation</li> <li>5. Publication material (poster/leaflet)</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration and support from local government and private sectors in Alor</li> <li>2. Covid outbreaks are under control to enable all activities.</li> <li>3. Favorable weather to enable all outdoor/field activities.</li> </ol>
<p><b>Activities</b> (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)</p>			

## Annex 2 Report of progress and achievements against final project logframe for the life of the project

Project summary	Measurable Indicators	Progress and Achievements
<b>Impact:</b>		
<b>Outcome</b> Empower local people of Alor in monitoring and protecting marine biodiversity through community-based surveillance groups and local youth in order to support effective MPA management	<ol style="list-style-type: none"> <li>1. Increased effectiveness level of the 2 community-based monitoring groups based on EKKP3K (technical guidelines for evaluating the management effectiveness of aquatic, coasts, and small islands conservation areas by the MMAF), by Month 11</li> <li>2. The capacity of 15 Alor youth is increased through conservation champion by Month 10</li> <li>3. The knowledge of elementary students on marine conservation is increased by 70% through the implementation of conservation curriculum by Month 11</li> </ol>	Program output has been completed and each indicator has been implemented and achieved. there have been several increases in levels at the Pokmaswas level, the local youth target has been achieved as a conservation champion and an additional curriculum has been included in the student learning system at school
<b>Output 1.</b> The capacity of 2 community-based monitoring groups (Pokmaswas) in organisational and monitoring technical skills has increased	<ol style="list-style-type: none"> <li>1.1. 60% of Pokmaswas members have increased resource use and ecosystem monitoring capacity, by Month 8</li> <li>1.2. Monitoring with RUM method is implemented 4 times with 2 Pokmaswas throughout the project in Month 4, 6, 8, and 11</li> </ol>	Program output has been completed and each indicator has been implemented and achieved.  <i>Evidence provided in section 3.1 of report</i> <a href="#">link</a>
Activity 1.1 Pre-Assessment on the effectiveness of existing community-based surveillance groups (Pokmaswas) in 2 coastal villages		It has been implemented in 3 villages: Alor Besar, Ternate, Buaya Island (August 2023).
Activity 1.2. Develop the capacity of community-based surveillance group members in the group management and governance		Has been implemented in a series of training for Pokmaswas 3 Villages (September 2023)
Activity 1.3. Develop the capacity of community-based surveillance group members in conducting resource use and ecosystem monitoring		Has been implemented in a series of training for Pokmaswas 3 Villages (September 2023)
Activity 1.4 Provide technical assistance in the implementation of RUM monitoring		RUM assistance has been carried out 2 times (September and November 2022) with Pokmaswas, WWF, KCDKP, local stakeholders, and also the TSI

Project summary	Measurable Indicators	Progress and Achievements
		Conservation Champion. This RUM route circles representatives of all zoning in the Pantar Strait MPA.
Activity 1.5 Post-Assessment of targeted Community Surveillance Group (Pokmaswas) effectiveness in two coastal villages		Report completed
<b>Output 2.</b> Capacity of 10 local youths (Conservation champions) in Alor in leading conservation initiatives and monitoring activities in Alor has increased	<p>2.1. 15 local youths Alor are selected as conservation champions through the selection and ready to be trained by Month 3</p> <p>2.2. 100% trained champions have increased in knowledge and skill by Month 10</p> <p>2.3. 33% of champions are trained to be qualified divers by Month 8</p>	<p>Program output has been completed and each indicator has been implemented and achieved.</p> <p><i>Evidence provided in section 3.1 of report and Annex</i></p> <p><a href="#">link</a></p>
Activity 2.1. The champion program campaign and open selection process to select the participants		Report completed
Activity 2.2. The thresher shark conservation champion camp to provide knowledge and skills on thresher shark conservation		Report completed
Activity 2.3 Ecological and fisheries monitoring to provide hands-on experience after training		Report completed
Activity 2.4 Diving course training		Report completed
Activity 2.5 The conservation champion outreach activities		Report completed
Activity 2.6 Thresher Shark Conservation Champion inauguration at the end of the program		Report completed
<b>Output 3.</b> Knowledge of elementary school students in Alor about the importance of marine ecosystems has increased through integrating conservation curriculum into the elementary school program	<p>3.1. Conservation curriculum formed and integrated at 10 targeted elementary schools by Month 8</p> <p>3.2. Education materials (e.g., children's books, photos, videos, and board games) to support the implementation of the conservation curriculum are created and distributed to 10 targeted schools, by Month 9</p>	<p>Program output has been completed and each indicator has been implemented and achieved. identification of school targets that will receive training, achievement of making teaching aids to students such as board games and adding several aspects of biodiversity to the school curriculum.</p> <p><i>Evidence provided in section 3.1 of report</i> <a href="#">link</a></p>

Project summary	Measurable Indicators	Progress and Achievements
	3.3. At least 10 elementary school teachers are trained about the conservation curriculum, by Month 9	
Activity 3.1 Potential new curriculum identification with district education authorities		Report completed
Activity 3.2 Gather inputs from targeted elementary school teachers to define the conservation curriculum		Report completed
Activity 3.3 Develop and integrate conservation curriculum at 10 targeted elementary schools		Report completed
Activity 3.4 Conduct training for schools teachers about the conservation curriculum and detailed implementation of curriculum		Report completed
Activity 3.5 Conduct in-class learning/workshop to school children to implement the curriculum		Report completed
<b>Output 4.</b> Knowledge of elementary school students in Alor about the importance of marine ecosystems has increased through integrating conservation curriculum into the elementary school program	<p>4.1. 40% of Pokmaswas members have increased in providing ecotourism services capacity, by Month 10</p> <p>4.2. Ecotourism profile and publication materials in 2 villages are available and distributed to local stakeholders and private sectors (resorts, hotels, tour operators) in Alor by Month 10</p>	<p>Program output has been completed and each indicator has been implemented and achieved. This activity was attended by representatives from Pokmaswas who were taught about tourism knowledge and how to manage it. involve various related agencies to become presenters in the training</p> <p><a href="#">link</a></p>
Activity 4.1 Develop the capacity of community-based surveillance group members in ecotourism services		Report completed

## Annex 3 Standard Measures

Code	Description	Total	Nationality	Gender	Title or Focus	Language	Comments
<b>Training Measures</b>							
1a	Number of people to submit PhD thesis						
1b	Number of PhD qualifications obtained						

2	Number of Masters qualifications obtained						
3	Number of other qualifications obtained						
4a	Number of undergraduate students receiving training						
4b	Number of training weeks provided to undergraduate students						
4c	Number of postgraduate students receiving training (not 1-3 above)						
4d	Number of training weeks for postgraduate students						
5	Number of people receiving other forms of long-term (>1yr) training not leading to formal qualification (e.g., not categories 1-4 above)						
6a	Number of people receiving other forms of short-term education/training (e.g., not categories 1-5 above)						
6b	Number of training weeks not leading to formal qualification						
7	Number of types of training materials produced for use by host country(s) (describe training materials)						
<b>Research Measures</b>		<b>Total</b>	<b>Nationality</b>	<b>Gender</b>	<b>Title</b>	<b>Language</b>	<b>Comments/ Weblink if available</b>
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (ies)						Participatory process?
10	Number of formal documents produced to assist work related to species identification, classification and recording.						
11a	Number of papers published or accepted for publication in peer reviewed journals						
11b	Number of papers published or accepted for publication elsewhere						Location?

12a	Number of computer-based databases established (containing species/generic information) and handed over to host country						
12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country						
13a	Number of species reference collections established and handed over to host country(s)						
13b	Number of species reference collections enhanced and handed over to host country(s)						

<b>Dissemination Measures</b>		<b>Total</b>	<b>Nationality</b>	<b>Gender</b>	<b>Theme</b>	<b>Language</b>	<b>Comments</b>
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work						
14b	Number of conferences/seminars/ workshops attended at which findings from Darwin project work will be presented/ disseminated.						

<b>Physical Measures</b>		<b>Total</b>	<b>Comments</b>
20	Estimated value (£s) of physical assets handed over to host country(s)		
21	Number of permanent educational, training, research facilities or organisation established		
22	Number of permanent field plots established		Please describe

<b>Financial Measures</b>		<b>Total</b>	<b>Nationality</b>	<b>Gender</b>	<b>Theme</b>	<b>Language</b>	<b>Comments</b>
23	Value of additional resources raised from other sources (e.g., in addition to Darwin funding) for project work (please note that the figure provided here should align with financial information provided in section 9.2)						

## Annex 4 Aichi Targets

	Aichi Target	Tick if applicable to your project
1	People are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.	✓
2	Biodiversity values have been integrated into national and local development and poverty reduction strategies and planning processes and are being incorporated into national accounting, as appropriate, and reporting systems.	
3	Incentives, including subsidies, harmful to biodiversity are eliminated, phased out or reformed in order to minimize or avoid negative impacts, and positive incentives for the conservation and sustainable use of biodiversity are developed and applied, consistent and in harmony with the Convention and other relevant international obligations, taking into account national socio economic conditions.	
4	Governments, business and stakeholders at all levels have taken steps to achieve or have implemented plans for sustainable production and consumption and have kept the impacts of use of natural resources well within safe ecological limits.	
5	The rate of loss of all natural habitats, including forests, is at least halved and where feasible brought close to zero, and degradation and fragmentation is significantly reduced.	
6	All fish and invertebrate stocks and aquatic plants are managed and harvested sustainably, legally and applying ecosystem based approaches, so that overfishing is avoided, recovery plans and measures are in place for all depleted species, fisheries have no significant adverse impacts on threatened species and vulnerable ecosystems and the impacts of fisheries on stocks, species and ecosystems are within safe ecological limits.	
7	Areas under agriculture, aquaculture and forestry are managed sustainably, ensuring conservation of biodiversity.	
8	Pollution, including from excess nutrients, has been brought to levels that are not detrimental to ecosystem function and biodiversity.	
9	Invasive alien species and pathways are identified and prioritized, priority species are controlled or eradicated, and measures are in place to manage pathways to prevent their introduction and establishment.	
10	The multiple anthropogenic pressures on coral reefs, and other vulnerable ecosystems impacted by climate change or ocean acidification are minimized, so as to maintain their integrity and functioning.	
11	At least 17 per cent of terrestrial and inland water, and 10 per cent of coastal and marine areas, especially areas of particular importance for biodiversity and ecosystem services, are conserved through effectively and equitably managed, ecologically representative and well connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes.	
12	The extinction of known threatened species has been prevented and their conservation status, particularly of those most in decline, has been improved and sustained.	
13	The genetic diversity of cultivated plants and farmed and domesticated animals and of wild relatives, including other socio-economically as well as culturally valuable species, is maintained, and strategies have been developed and implemented for minimizing genetic erosion and safeguarding their genetic diversity.	
14	Ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities, and the poor and vulnerable.	

15	Ecosystem resilience and the contribution of biodiversity to carbon stocks has been enhanced, through conservation and restoration, including restoration of at least 15 per cent of degraded ecosystems, thereby contributing to climate change mitigation and adaptation and to combating desertification.	
16	The Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization is in force and operational, consistent with national legislation.	
17	Each Party has developed, adopted as a policy instrument, and has commenced implementing an effective, participatory and updated national biodiversity strategy and action plan.	
18	The traditional knowledge, innovations and practices of indigenous and local communities relevant for the conservation and sustainable use of biodiversity, and their customary use of biological resources, are respected, subject to national legislation and relevant international obligations, and fully integrated and reflected in the implementation of the Convention with the full and effective participation of indigenous and local communities, at all relevant levels.	
19	Knowledge, the science base and technologies relating to biodiversity, its values, functioning, status and trends, and the consequences of its loss, are improved, widely shared and transferred, and applied.	
20	The mobilization of financial resources for effectively implementing the Strategic Plan for Biodiversity 2011-2020 from all sources, and in accordance with the consolidated and agreed process in the Strategy for Resource Mobilization should increase substantially from the current levels. This target will be subject to changes contingent to resource needs assessments to be developed and reported by Parties.	



## Annex 5 Publications

Type * (e.g. journals, manual, CDs)	Detail (title, author, year)	Nationality of lead author	Nationality of institution of lead author	Gender of lead author	Publishers (name, city)	Available from (e.g. web link, contact address etc)

## Annex 6 Darwin Contacts

<b>Ref No</b>	DARCC007
<b>Project Title</b>	Alor Community-based Surveillance Group and Local Youths Development Program
<b>Project Leader Details</b>	
Name	Perkumpulan TAKA
Role within Darwin Project	As the Lead Partner, TAKA is responsible for project management, project quality control and assurance, reporting, and carrying out The Pokmaswas Program: Output 1 and Output 4.
Address	██ ██████████
Phone	██████████████████
Fax/Skype	
Email	██████████████████
<b>Partner 1</b>	
Name	Yayasan Teman Laut Indonesia (Thresher Shark Indonesia)
Organisation	
Role within Darwin Project	TSI leads the implementation of project Output 2 and Output 3
Address	██
Fax/Skype	
Email	██████████████████
<b>Partner 2 etc.</b>	
Name	
Organisation	
Role within Darwin Project	
Address	
Fax/Skype	
Email	

## Annex 7 Supplementary material (optional but encouraged as evidence of project achievement)

### 4. Checklist for submission

	Check
<b>Is the report less than 10MB?</b> If so, please email to <a href="mailto:BCF-reports@niras.com">BCF-reports@niras.com</a> putting the project number in the Subject line.	
<b>Is your report more than 10MB?</b> If so, please discuss with <a href="mailto:BCF-reports@niras.com">BCF-reports@niras.com</a> about the best way to deliver the report, putting the project number in the Subject line.	
If you are submitting photos for publicity purposes, <b>do these meet the outlined requirements (see section 10)?</b>	
<b>Have you included means of verification?</b> You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	
<b>Do you have hard copies of material you need to submit with the report?</b> If so, please make this clear in the covering email and ensure all material is marked with the project number. However, we would expect that most material will now be electronic.	
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.	