

Applicant: **Sandoval, Laura**
Organisation: **Organization for Environmental Education and Protection-OpEPA**
Funding Sought: **£166,374.00**

DIR29CC\1121

Strengthening community action for regeneration in the Colombian Caribbean

The Ciénaga de Mallorquín is a wetland ecosystem in the city of Barranquilla, located in the Colombian Caribbean. The project focuses on strengthening the collaborative capability and capacity of the local community for the Ciénaga's conservation through a series of trainings. The project aims to enhance the local community's sense of belonging and appropriation of the territory to lead them to implement biodiversity conservation actions and promote regenerative economic alternatives in the city in order to support the Ciénaga's conservation.

Section 1 - Contact Details

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GMS ORGANISATION

Type	Organisation
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Section 2 - Title & Summary

Q3. Title:


Strengthening community action for regeneration in the Colombian Caribbean


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


No

Please attach a cover letter.

Please include a response to any previous feedback in your cover letter.

 [Cover letter OpEPA](#)

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Q5. Summary

Please provide a brief 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. Please note that if you are successful, this wording may be used by Defra in communications e.g. as a short description of the project on the website.

Please write this summary for a non-technical audience.

The Ciénaga de Mallorquín is a wetland ecosystem in the city of Barranquilla, located in the Colombian Caribbean. The project focuses on strengthening the collaborative capability and capacity of the local community for the Ciénaga's conservation through a series of trainings. The project aims to enhance the local community's sense of belonging and appropriation of the territory to lead them to implement biodiversity conservation actions and promote regenerative economic alternatives in the city in order to support the Ciénaga's 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.

Country 1	Colombia	Country 2	<i>No Response</i>
Country 3	<i>No Response</i>	Country 4	<i>No Response</i>

Do you require more fields?

No

Q7. Project dates

Start date:	End date:	Duration (e.g. 1 years, 8 months):
01 April 2023	31 October 2024	1 year, 7 months

Q8. Budget summary

Year:	2023/24	2024/25	Total request
Amount:	£83,196.00	£83,178.00	£ 166,374.00

Q9. Proportion of Darwin Initiative budget expected to be expended in eligible countries: %



Q10a. Do you have proposed matched funding arrangements?

Yes

What matched funding arrangements are proposed?

In-kind matched funding from the lead partner will be provided in the form of facilities and equipment for the project management team.

Local partners will contribute in-kind match funding to the project:

-The Atlantic Regional Autonomous Corporation will provide technical support to the project and will provide key environmental data about the territory as needed.

-Puerta de Oro will contribute to the project activities with guided visits to the Ciénaga de Mallorquín led by its tourism professionals.

Q10b. Total confirmed & unconfirmed matched funding (£)

£

Q10c. 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?

All the project's matched funding is confirmed.

Section 4 - Project need

Q11. 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 (references can be listed in a separate attached PDF document).

The Ciénaga de Mallorquín (CM) is a wetland ecosystem in the city of Barranquilla, located in the department of Atlántico in the Colombian Caribbean. It is home to part of the department's 613 hectares of mangrove forest (9% of the coverage of 200 years ago). It is part of the Ciénaga de Mallorquín basin and the 2,250 km² northern alluvial floodplain of the Magdalena River, Colombia's main river. It is also one of the new ecotourism attractions of the city that seeks to become one of the leading destinations of world ecotourism. Due to its environmental, economic, cultural, and social relevance and considering its biological importance due to its mangrove ecosystem, the Ciénaga is protected by the RAMSAR Convention. However, over the last 50 years, it has been highly degraded, losing almost half of its extension for various reasons, among which the invasions and filling of the body of water by illegal settlements in the water ring stand out.

Barranquilla set its sights on becoming the first Biodiversity city in Colombia to address the negative impacts of urbanization on biodiversity, such as those evidenced in the CM. This through basing the city's development model on sustainable urban development that is rooted in nature and people. To do this, the city began the design of macro initiatives for the comprehensive recovery of the CM and its surroundings. One of the lines of action of this strategy is environmental education, whose objective is to contribute to the generation and appropriation of citizen knowledge on biodiversity and the services it provides to the city to involve citizens in the care and protection of nature. The city is also betting on ecotourism as a strategic line of action to conserve the CM and strengthen the sustainable development of the local community.

OpEPA developed a school network model for integrating and active collaboration between educational institutions and

key allies for the appropriation, conservation, and protection of strategic ecosystems in a given territory. A success story of this model is the Red de Colegios Cerros de Bogotá, founded in 2015 by OpEPA and its allies, which today serves as a network of more than 160 educational institutions. Barranquilla was the first city in which OpEPA, in coordination with the national government, began replicating this model. OpEPA is also one of the leading ecotourism organizations in Colombia, with successful experiences in heritage interpretation programs in regions with ecotourism potential. Furthermore, OpEPA currently legally represents Climate Reality Latin America in Colombia, which has trained over 50 climate leaders in Barranquilla and its surroundings.

This project will aim to strengthen the capability and capacity for biodiversity conservation and promotion of green businesses based on ecotourism of the Network of Schools and Strategic Allies for the Conservation of the Ciénaga de Mallorquín. The strengthening will be carried out with a systemic approach that will incorporate the level of the Mallorquín Basin involving actions in the León Stream, the most important stream in the city which flows into the CM.

Section 5 - Darwin Objectives and Conventions

Q12. Biodiversity Conventions, Treaties and Agreements

Q12a. Your project must support the commitments of one or more of the agreements listed below.

Please indicate which agreement(s) will be supported.

- Convention on Biological Diversity (CBD)
- Convention on International Trade in Endangered Species (CITES)
- Ramsar Convention on Wetlands (Ramsar)
- United Nations Framework Convention on Climate Change (UNFCCC)
- Global Goals for Sustainable Development (SDGs)

Q12b. 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, NAP etc.) and in turn international biodiversity and development conventions, treaties and agreements that the country is a signatory of.

The project will contribute to the National Policy for the Comprehensive Management of Biodiversity and its Ecosystem Services (PNGIBSE), in particular to the strategic line of prioritization of the conservation of moorland and wetland ecosystems in thematic axis I Biodiversity, Conservation and Care of Nature. Additionally, in the Ciénaga de Mallorquín, around 146 species of birds, 11 mammals, 8 amphibians, 7 reptiles, 9 fish and 15 marine invertebrates have been documented. Among the registered species, there are birds and mammals that are critically endangered, under risk, or almost threatened due to the deterioration of the Ciénaga. Considering the above, the project will contribute to the strategic line of promotion and strengthening of recovery, protection, and conservation activities in situ and ex-situ of wild species threatened with extinction of the thematic axis I of Colombia's PNGIBSE. Additionally, the Ciénaga concentrates 4 of the 5 species of mangroves considered unique ecosystems and worthy of conservation in the country. In this sense, the project also contributes to the National Program for the Sustainable Use, Management, and Conservation of Mangrove Ecosystems: in particular, to the strategy of creating educational programs on the importance and management of mangroves in protected areas to strengthen public awareness of the importance of these ecosystems. The project also contributes to the transversal axis Protection of Water, Ecosystems, and Biodiversity of the adaptation and mitigation measures of Colombia's NDC that calls special attention to protected areas, conservation, and restoration of strategic ecosystems such as mangroves and wetlands in Colombia. Additionally, the project will contribute to the second strategic line of the Tourism Sector Plan, Comprehensive Destination Management and Strengthening of the National Tourist Offering, that prioritizes the development of green tourism products in Colombia, such as ecotourism.

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

Q13. 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?

The success of the school networks as a methodology for the appropriation of the territory is evident with the Cerros de Bogotá School Network case, formed in 2015 and currently in force with 166 educational institutions and 8 strategic allies implementing actions for the conservation, appropriation, and sustainable use of the Cerros de Bogotá (<https://redcerros.org/>). The evidence and lessons learned in the creation of this network, whose consolidation was led by OpEPA, was incorporated into the design of the methodology and approach of this project.

The focus of the project is to develop the collaborative capacity and capability, the sense of belonging and appropriation of the territory of the local community to lead joint actions that lead to the conservation and protection of the Ciénaga de Mallorquín and the sustainable use of its ecosystem services. To do this, the Network of Schools and Strategic Allies for the Conservation of the Ciénaga de Mallorquín will be consolidated as a local platform for collaborative action by strengthening its members' capacity and capability on biodiversity conservation and promotion of sustainable livelihoods. The project is expected to be successful in this context thanks to the interest of educational institutions, allies and other actors in consolidating the network and the generation of projects such as the conservation of the CM. Additionally, because it contributes and is directly linked to the city's priority of conserving, protecting, restoring and promoting the CM as a strategic ecosystem and main ecotourism destination in Barranquilla.

Face-to-face and virtual activities will be carried out for the development of the outputs. Face-to-face activities will take place in Barranquilla and some of them will be implemented in the CM. Materials, primers and manuals will be developed to communicate the project's educational content and will be the property of the network, freely accessible in their digital versions on the web page. As practical elements, various nature-based education (NBE) methodologies will be incorporated (e.g. citizen science, living maps, fluid learning, CANVAS to environmental school projects, etc.). With these methodologies, eye-catching experiences and spaces will be generated to connect the participants to nature and the ecological realities of their territory.

The main themes of the capability and capacity-strengthening activities are:

- Life principles of nature as a strategy to build collaborative relationships for the conservation and protection of the territory.
- Inclusion and gender equality as fundamental principles of life for the articulation of communities that seek self-management and conservation of their territory.
- Living systems of the territory, climate action and NBE methodological strategies.
- Tools to conserve local ecosystems as learning environments to connect the local community and activate their participation in the appropriation and conservation of the CM and surrounding basins.
- Regeneration leadership, conservation of the ecosystems and how to use them as learning environments.
- Explicit recognition of the territory to strengthen knowledge about the functioning of living systems and socio-environmental dynamics in the environment, especially that of the CM.
- Project management to strengthen the identity, purpose, objective, action plan, and governance structure of a group.
- Associativity, teamwork, cooperative work, and definition of strategies to link strategic allies to a group.
- Interpretation of cultural and natural heritage as an ecotourism methodology.
- Management of economically viable and sustainable regenerative collaborative projects and ventures.
- Green businesses based on ecotourism as a regenerative economic alternative.

The network will present an economically viable and sustainable proposal of regeneration to local allies and strategic actors in an event. The members will also socialize the process to join the network as a member or strategic ally to invitees. Training and workshops will be carried out in collaboration with local public and private strategic allies.

Q14. How will you identify participants?

How did/will you identify and select the participants (individuals and 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?

At the beginning of the construction of the network, 14 schools were identified in conjunction with the Secretary of Education of Barranquilla based on the following criteria:

- Public educational institutions.
- Participation in the development of education projects in the city.
- Interest in joining the network.

6 other educational institutions were identified together with the city's environmental office according to their geographical proximity to the prioritized strategic ecosystem and to the areas of influence of the Ciénaga de Mallorquín basin in the city.

In each institution, 2 teachers will be selected based on:

- High creativity and motivation.
- Social recognition as an innovative leader in his/her school.
- Focus on the common good.
- Strong relationship with students.
- Ability to holistically articulate different disciplines in his/her teaching such as arts, physical education and/or sciences.
- Interest in biodiversity conservation and sustainable development.

In each institution, 4 students will be selected based on:

- Passion and interest in learning about the environment, sustainable development, and biodiversity conservation.
- Interest in generating and/or strengthening leadership skills.
- Commitment to the improvement of Barranquilla.
- Interest in belonging to the environmental clubs of the school.

An evaluation committee will be designated within the organization to choose the participants, which will document the selection process and guarantee that it is impartial, fair, and transparent. In the case of the selection of students, teachers will accompany the process.

Q15. Gender equality

All applicants must consider whether and how their project will contribute to reducing inequality between persons of different gender. Explain your understanding of gender equality within the context of your project, and how is it reflected in your plans. Please summarise how your capability and capacity project will contribute to reducing gender inequality. Applicants should, at a minimum, ensure proposals will not increase inequality and are encouraged to design interventions that proactively contribute to increased gender equality.

We believe it is essential to include gender issues in the design of programs concerning the use, management, conservation of biodiversity, and equal opportunities in access to and control of natural resources. For this reason, our project will incorporate an awareness component of gender equality designed for the participants. This component will involve men in discussions to prevent it from becoming a women's only issue. In this, inclusion and gender equality will be incorporated as fundamental principles of life for the articulation of communities that seek self-management and conservation of their territory. Participants will be made aware of gender differences in the following issues highlighted by the Convention on Biological Diversity (CBD):

- Economic opportunities, access and control of biodiversity resources,
- Decision making,
- Vulnerability due to biodiversity loss, climate change and natural disasters.

Additionally, a theme will be incorporated on overcoming gender stereotypes through examples provided by nature.

Regarding female representation, the project will promote the participation of women in all activities, emphasizing them in the shared calls to invite and motivate them to participate in the project. The indicators of the project activities will measure that at least 40% of the participants are women. The communications of the project will have inclusive language.

Additionally, gender-disaggregated data will be collected from all project activities to credit, analyze, and report on women's participation.

Q16. Change expected

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

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

The long-term result of the project will be to strengthen collaborative capacities, strengthen the sense of place and appropriation of territory for the implementation of biodiversity conservation actions, and promotion of regenerative economic alternatives in Barranquilla.

To design and implement actions that conserve biodiversity and alleviate poverty, it is necessary to strengthen the knowledge and appropriation of the territory by the local population, strengthening their relationship with the environment and managing economically viable and sustainable conservation initiatives. The network will be a platform through which this strengthening will take place.

Strengthening the capacities of teachers in nature-based education is essential to enhance their leadership and commitment to the conservation of strategic ecosystems such as the Ciénaga de Mallorquín. For this, 40 teachers from 20 educational institutions will be provided with pedagogical methodologies of nature-based education and regenerative leadership in which ecosystems are used as outdoor classrooms.

The knowledge and leadership of the students for the conservation of biodiversity is also a strategic aspect of the initiative due to their great potential as agents of change and replicators of knowledge in the local community. 80 students from 20 educational institutions in Barranquilla will strengthen their academic capacities and soft skills for the conservation of biodiversity through pedagogical processes of nature-based education.

Considering that Barranquilla is one of the main tourist cities in the country due to its natural wealth and its privileged geographical position (riverside, coastal and surrounded by water), and its objective for the Ciénaga de Mallorquín to become a benchmark for ecotourism in Colombia, students and teachers will strengthen their knowledge and skills on green businesses based on ecotourism as a regenerative economic alternative in the city. As part of this strengthening, they will learn how to interpret their environment and create ecotourism products that protect the biodiversity of the territory and generate sustainable income through the interpretation methodology of natural and cultural heritage. Both students and teachers will implement their knowledge and skills in formulating an economically viable and sustainable conservation project for the Ciénaga de Mallorquín within the network framework. They will also lead the strengthening of alliances between the network and strategic actors in the city. In this way, the network will be consolidated as a collaborative platform with leadership, initiatives, actions, and strategic alliances in favor of conserving biodiversity and promoting regenerative livelihoods in the city of Barranquilla.

At least 40% of the direct participants in the project will be women. Around 1,200 students will be indirectly empowered, and 10,000 members of the local community will benefit indirectly from the project. 15 neighborhoods and 8 locations in the city will be impacted by the project. All project components have great potential to be replicated in other areas of the country and cities in other countries with similar socio-economic and environmental characteristics. The project formulated by the network may be implemented in future phases of this project, which represents a valuable opportunity for scaling it.

Q17. Exit Strategy

How will the project reach a sustainable point and continue to deliver benefits post-funding?





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

The built capability and capacity will be maintained in-country by consolidating the Network of Schools and Strategic Allies to conserve the Ciénaga de Mallorquín. The project will support the consolidation of the network in all its stages of formation. Within the network framework, the capacities acquired could be replicated and disseminated to others interested in forming part of this platform as environmental and regenerative leaders. The material developed during the project will be the property of the network, and it will have the right to manage and share it.

Additionally, through the teachers, agents of change with an excellent capacity for influence and impact, it will be possible to replicate the new skills and abilities to strengthen future environmental leaders beyond the project. The implementation of the teachers' capability will start during the execution of the project through the transfer of knowledge to their students. Likewise, the benefits will be scaled in two ways: i) the network members will be able to formulate economically viable and sustainable biodiversity conservation initiatives. The green business component based on ecotourism will be an option to

scale the network capability to offer goods and/or services that contribute to the conservation of the environment as a natural capital that supports the development of a territory; ii) the ability of the members to establish alliances with strategic actors, including authorities and companies, will provide the opportunity to replicate and enhance the network's capacity and capability. This also ensures that the built capability and capacity are maintained in the country since the project coordinates its planned activities with the leading local actors' plans, programs, and objectives. This articulation is also part of the strategy to overcome one of the main barriers to scaling: financing.

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

-  [References](#)
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-  pdf 79.33 KB

Section 7 - Risk Management

Q18. Risk Management

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

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

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<p>Fiduciary (financial)</p> <p>Funds are not used effectively on the project's intended objectives or are misallocated to activities other than originally planned, resulting in project under-execution and budget gaps.</p>	Major	Rare	Moderate	A detailed follow-up of the execution of the budget will be carried out, which will be supported by the project's M&E system. Also, the leading partner will put in place the organisation's code of conduct on the execution of projects in an ethical manner during project implementation.	Minor
<p>Safeguarding</p> <p>Sexual exploitation, abuse, harassment or unintentional harm to project participants in training activities and in their engagement with stakeholders.</p>	Moderate	Unlikely	Moderate	The lead organisation will implement its non-harassment policies to ensure that the implementation of the project complies with the key principles of good ethical practice. It will also make sure to manage, resolve and record any complaint about any type of harassment during the execution of the project.	Rare

Delivery Chain Lack of continuity of educational institutions in the network consolidation process.	Major	Unlikely	Major	Project activities will incorporate and promote the environmental interests, opportunities, and needs of education institutions. The project team will maintain constant communication with teachers and students to maintain this interest and commitment throughout all its implementation.	Rare
Risk 4 The implementation of the project is affected by the lack of security in the city and its metropolitan area.	Moderate	Unlikely	Moderate	The project's local coordinator will constantly monitor the security situation through constant communication with the local security authorities. In case of not being able to carry out face-to-face activities for security reasons, these will be adjusted to virtuality if possible while returning to normality.	Unlikely
Risk 5 Affectation of the implementation of the project due to marine weather phenomena.	Moderate	Unlikely	Moderate	In case of not being able to implement outdoor activities, the project will use the facilities of local partners to carry out activities that are safe and do not put participants at risk.	Rare
Risk 6 The actions of the project are isolated and disjointed from those of the local conservation initiatives of the Ciénaga de Mallorquín.	Moderate	Rare	Minor	From the formulation stage, the project has been articulated with local authorities and local conservation initiatives. Interested local authorities and actors are allies of the project and their alliance with the network will be promoted and strengthened. Engagement with them will be maintained throughout the implementation.	Rare

Section 8 - Implementation Timetable

Q19. Provide a project implementation timetable that shows the key milestones in project activities

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

[Implementation Timetable Template](#)

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

Section 9 - Monitoring and Evaluation

Q20. 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).

The project will have a monitoring and evaluation system led by an M&E coordinator. As monitoring tools, the system will include a matrix with the schedule, outcomes, outputs, indicators, and project activities. This matrix will be open to all team members for consultation, and it will be managed by the M&E coordinator. The monitoring of activities and indicators will be carried out monthly with digital tools led by the M&E coordinator in coordination with technical professionals under the supervision of the project coordinator. Quarterly, the M&E coordinator will carry out a consolidated progress report to present at a team meeting and identify successes, variances, delays, the need to take corrective actions, and lessons learned from past activities to consider in planning future ones. This will serve as the basis for delivering semi-annual and annual reports to the donor based on the grant's requirements. Attendance records and audiovisual evidence will be taken in all activities, and pre and post-evaluations will be carried out on the knowledge acquired and the training sessions' quality. There will be a digital file system in which the digitized physical evidence and the audiovisual records of the activities will be kept.

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

Percentage of total project budget set aside for M&E █

Number of days planned for M&E 225

Section 10 - Indicators of Success

Q21. 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.

See the Monitoring, Evaluation and Learning Guidance for advice on selecting SMART indicators and milestones.

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

In the table below please outline your Outcome and between 1-4 Outputs. Each statement should have between 2-3

SMART indicators and end target (figure/state/quality) including how you would evidence achievement – i.e. “Means of Verification”.

	SMART Indicator	Means of Verification
<p>Outcome</p> <p>Strengthened collaborative capacities, sense of belonging, and appropriation of the territory by the community for implementing biodiversity conservation actions and promoting regenerative economic alternatives in Barranquilla.</p>	<p>-The Network of Schools and Strategic Allies for the conservation of the Ciénaga de Mallorquín is formalized through the design and validation of a governance structure by all members.</p> <p>-The action plan of the network (lines of action and priority activities) is designed in a participatory manner.</p>	<p>-Document with the network structure validated.</p> <p>-Network action plan.</p>
<p>Output 1</p> <p>Strengthened capacities of teachers in nature-based education (NBE) and regenerative leadership for the appropriation and conservation of the territory.</p>	<p>-60% of trained teachers (m/f) increased their knowledge in NBE.</p> <p>-60% of teachers (m/f) claim to have strengthened their skills in regenerative leadership.</p>	<p>-Pre and post training evaluations.</p> <p>-Attendance lists.</p> <p>-Photographic record.</p>
<p>Output 2</p> <p>Strengthened capacities (academic and soft skills) of students in biodiversity conservation with emphasis on the Ciénaga de Mallorquín.</p>	<p>-60% of the students (m/f) strengthened their abilities to apply the life principles of nature in biodiversity conservation actions.</p> <p>-60% of the students strengthened their knowledge about the systemic functioning of the Ciénaga de Mallorquín, including recognition of interdependence and interconnections between natural and social systems of the territory.</p>	<p>-Pre and post training evaluations.</p> <p>-Attendance lists.</p> <p>-Photographic record.</p>
<p>Output 3</p> <p>Strengthened the network capability to formulate economically viable and sustainable biodiversity conservation projects and to promote strategic alliances.</p>	<p>-60% of the trained teachers and students (m/f) participate in the formulation of an economically viable and sustainable project for the conservation of biodiversity.</p> <p>-1 economically viable and sustainable biodiversity conservation project formulated by the network.</p> <p>-The network increased its strategic allies by 30%.</p>	<p>-Attendance lists for formulation sessions.</p> <p>-Documents with the formulated projects.</p> <p>-Completed adherence forms to the network.</p>
<p>Output 4</p> <p>Strengthened the network in its knowledge and skills of green businesses based on ecotourism as a regenerative way of life in Barranquilla.</p>	<p>-70% of the students and teachers (m/f) participated in elaborating the interpretive framework.</p> <p>-1 interpretive framework of the Ciénaga de Mallorquín designed within the network framework.</p> <p>-60% of students and teachers (m/f) state that they have increased their knowledge about green businesses based on ecotourism.</p>	<p>-Pre and post-training evaluations.</p> <p>-Attendance lists.</p> <p>-Document with the interpretive framework.</p>

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 Diagnosis of teachers on leadership, purposes, motivations, appropriation of the territory, patterns of quality of life, wellbeing, and health for them and their environments.
- 1.2 3 training sessions (1 on inclusion and gender equality) on the recognition of nature's principles of life for establishing cooperation relationships and self-organization to conserve and protect the territory.
- 1.3 4 training sessions on the explanation of the Ciénaga de Mallorca and the mangroves as living systems, climate action and nature-based education methodological strategies as tools to conserve local ecosystems.
- 1.4 2 training sessions on regenerative leadership, conservation of the territory's ecosystems, and adaptation of learning environments.
- 2.1 4 accompaniment sessions to teachers in their work with students to recognize their purposes, identify interests and define life plans in their territories.
- 2.2 4 accompaniment sessions to teachers in their work with students to recognize the life principles of nature, such as cooperation, inclusion, and gender equality.
- 2.3 6 training sessions on the Ciénaga de Mallorca and the mangroves as living systems of the territory, their social and environmental dynamics and the interrelation with efficient water management, land use and management, biodiversity conservation and climate action.
- 3.1 3 training sessions on project management to strengthen the identity, purpose and build the network's objectives for the appropriation of the territory.
- 3.2 3 training sessions on associativity, teamwork, cooperative work and definition of strategies to link strategic allies to the network.
- 3.3 2 training sessions on project management and economically viable and sustainable collaborative undertakings for the appropriation of the territory, focused on the Ciénaga de Mallorca.
- 3.4 2 accompaniment sessions for preparing and convening the meeting between the network and strategic local actors.
- 3.5 Development of the encounter between the network and strategic local actors to present the project proposal and strengthen alliances.
- 4.1 1 training session on the interpretation of natural and cultural heritage that includes the development of an interpretative framework for the definition of tourism products.
- 4.2 1 training session on green businesses based on ecotourism as a regenerative economic alternative.

Important Assumptions:

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

1. Nature-based education reconnects people with the environment and leads them to act for its protection, resulting in biodiversity conservation.
2. As critical players in biodiversity conservation, educational institutions can generate positive transformations in their communities by implementing educational actions.
3. Biodiversity conservation projects can be economically viable and sustainable.
4. The systemic approach of the project at the level of the Ciénaga de Mallorca Basin will allow greater effectiveness and impact of the actions for the conservation of the Ciénaga de Mallorca.
5. Ecotourism is a viable and sustainable economic alternative that promotes biodiversity conservation.

Section 11 - Budget and Funding

Q22. Budget

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

Note that there are different templates for projects requesting under £100,000 and over £100,000. Please refer to the [Finance Guidance](#) for more information.





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

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

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

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

Please upload the Lead Partner's accounts (or other financial evidence – see Finance Guidance) at the certification page at the end of the application form.

 [Project Budget](#)
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 xlsx 95.42 KB

Q23. Funding

Q23a. Is this a new initiative or does it build on existing work (delivered by anyone and funded through any source)?

- Development of existing work

Please provide details:

This initiative gives continuity to the work carried out within the strategic line of environmental education of the Biodiversities strategy in the city of Barranquilla as the first Biodiversity in Colombia. OpEPA developed a school network model for the integration and active collaboration between educational institutions and key allies. Its objective is to appropriate a strategic ecosystem of its territory for conservation. The implementation of the model was successful in the case of Bogotá, a city where a network of schools and allies was established for the appropriation and conservation of the city's Cerros Orientales as a strategic ecosystem. For this reason, the Ministry of Environment asked OpEPA to replicate it in the Biodiversities of Colombia, starting with the city of Barranquilla, the first Biodiversity in the country. On the other hand, the project will also be articulated with the Ciénaga de Mallorquín Ecopark Initiative in Barranquilla, whose objective is the comprehensive recovery of this strategic ecosystem of the city. Also, Barranquilla is one of the prioritized municipalities in Atlántico of the Road to Carbon Neutral project financed by UK Pact Colombia and implemented by OpEPA and Climate Reality Latin America.

Q23b. Are you aware of any current or future plans for similar work to the proposed project?

- No

Q24. 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.

We do not plan to purchase capital items.

Q25. 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). Please make sure you read the guidance documents, before answering this question.

The project's design is based on lessons learned and the work that the leading organization has been implementing in the city of Barranquilla, which ensures its relevance and deepens its impact. Within the framework of this work, solid relationships were established with strategic actors in the city, which ensured their interest and involvement in the project. OpEPA currently has a strong presence in Barranquilla thanks to Road to Carbon Neutral, the project being implemented by OpEPA with the generous support of UK PACT. These antecedents will generate outstanding benefits in terms of initiation, execution times, and project recognition.

On the other hand, the project's capacity building methodology is based on pedagogical materials previously developed by OpEPA, which means that the educational material for the training activities is already available (including training courses and study materials). The lead organization's experts will adjust these materials according to the context of the intervention territory, which will not imply additional costs.

With 24 years and extensive project implementation experience, OpEPA will utilize resources and project management skills that it is already successfully using in other initiatives, further reducing costs and increasing project effectiveness.

Section 12 - Safeguarding and Ethics

Q26. Safeguarding

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

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

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

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

Please outline how you will implement your safeguarding policies in practice and ensure that all partners apply the same standards as the Lead Partner. If any of the responses are "no", please indicate how it is being addressed.

The communication channel for any complaint will be via the project coordinator. In case of a complaint, the coordinator will activate the safeguarding protocols giving notice to the administrative coordinator of the leading organization who ensures compliance with these policies. Both will notify the director of the leading organization of the activation of the protocols, and he will be the one to supervise their correct implementation. The advancement of the process will be monitored in accordance with Law 1098 of 2006, Code of Childhood and Adolescence in Colombia.

Section 13 - FCDO Notifications

Q27. FCDO Notifications





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

No

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

Yes, advice attached

Please attach details of any advice you have received.

 [FCDO](#)
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Section 14 - Project Staff

Q28. Project staff

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

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

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Laura Sandoval	Project Leader	100	Checked
Luis Alberto Camargo	Senior advisor	16	Checked
Andrés Pérez Rozo	Leader Instructor	95	Checked
Luisa Castellanos	Support instructor 1	84	Checked

Do you require more fields?





Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Andrés Felipe Ruiz Rueda	Support instructor 2	3	Checked

Carlos Rosero	Ecotourism expert	11	Checked
Marta Rodríguez	Regional coordinator	84	Checked
Catalina Saravia Perry	M&E Coordinator	39	Checked
Laura Giraldo	Graphic designer	17	Checked
Daniela Lozano	Communications coordinator	19	Checked
Gloria Fernanda Devia	Administrative coordinator	95	Checked
Sebastián Vega	Accounting assistant	50	Checked

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

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

 Project Staff
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Have you attached all project staff CVs?

Yes

Section 15 - Project Partners

Q29. Project Partners

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

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

Lead Partner name: Organization for Environmental Education and Protection-OpEPA

Website address: <https://opepa.org/>

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

Since 1998, OpEPA has been working to reconnect people with the Earth and accelerate the transition to sustainable and regenerative cultures. Through a model of engagement with nature that leads people to understand and then to act, we encourage initiatives that have a positive environmental impact. We are the leading organization in Colombia for nature-based education, having reached 120,000+ students (70% from vulnerable communities), 5,200+ educators, 1,500+ environmental leaders, and having trained and empowered 89 groups of young environmental activists. We lead the School of Outdoor Guides and Educators and collaborate in cutting-edge initiatives in environmental education, such as: Learning Experiences in Nature for Holistic Wellness (Roundglass), Masters in Regenerative Action (Ubiquity University and UCI), and Nature-Based and Outdoor Education (University of San Sebastian, Chile). In addition, since 2020, we have been working on policy advocacy on the climate crisis and its solutions with public officials and local communities. Also, in 2019 we created a new national network primarily led by women called Regenerative Colombia (RegCol), which has united more than 51 local initiatives that impact around 70,000 people from 12 departments of Colombia, including women's associations, indigenous communities and smallholder farmers.

International/In-country Partner

In-country

Allocated budget (proportion or value):

£ [REDACTED]

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?

No

Please provide a combined PDF of all letters of support.

 [Letters of Support](#)

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Section 16 - Lead Partner Capability and Capacity

Q30. Lead Partner Capability and Capacity

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

No

If no, please provide the below information on the lead partner.

What year was your organisation established/ incorporated/ registered? 01 January 1998

What is the legal status of your organisation? NGO

How is your organisation currently funded? OpEPA is currently funded through international cooperation resources (USAID, UK PACT Colombia, UK Embassy in Colombia through its environmental education program Humming for Change) and its Outdoor Education Programs funded by local schools.

Describe briefly the aims, activities and achievements of your organisation. Large organisations please note that this should describe your unit or department.

Aims OpEPA encourages initiatives that have a positive environmental impact through four fields of work: nature-based education, regenerative tourism, regenerative bioregional development and effective actions to face the great planetary challenges of our time: climate change, biodiversity loss, water and land use.

Activities Through different programs, OpEPA works to reconnect the human being with the Earth from the areas of education, sustainable and natural tourism, regenerative cultures and planetary limits (climate change, biodiversity, water and soil).

Achievements OpEPA's leadership and contributions have been recognized by national and international organizations such as Ashoka, the World Economic Forum, the National Outdoor Leadership School (NOLS), National Natural Parks of Colombia and the Colombian Ministry of Commerce, Industry and Tourism, HundrED, among others.

Provide detail of 3 contracts/projects held by the Lead Partner that demonstrate your credibility as an organisation and provide track record relevant to the project proposed.

These contracts/awards should have been held in the last 5 years and be of a similar size to the grant requested in your application.

Contract/Project 1 Title Road to Carbon Neutral

Contract Value/Project budget (include currency) GBP [REDACTED]

Duration (e.g. 2 years 3 months) 2 years

Role of organisation in project	OpEPA is the project leader and leads the processes and activities that are executed to achieve the project outcomes.
Brief summary of the aims, objectives and outcomes of the project	Financed by UK Pact Colombia, Road to Carbon Neutral contributes to the decarbonization of the departments with the highest emissions at the national level: Antioquia, Atlántico, Boyacá, Cundinamarca and Valle del Cauca, in the transport and energy sectors. These departments are working to achieve the goal of zero net emissions, projected for 2050. This project also seeks to empower communities, civil society, public officials, the private sector, institutions and journalists so that the new narratives on climate change and its decarbonization visions are implemented and incorporated nationally.
Client/independent reference contact details (Name, e-mail)	Santiago Briceño, [REDACTED]
Contract/Project 2 Title	Tourism on two wheels through the territories of opportunity
Contract Value/Project budget (include currency)	GBP [REDACTED]
Duration (e.g. 2 years, 3 months)	1 year 7 months
Role of organisation in project	OpEPA is the project leader and leads the processes and activities that are executed to achieve the project results.
Brief summary of the aims, objectives and outcomes of the project	Tourism on Two Wheels for the Territories of Opportunity funded by USAID aims to contribute to local economic development by strengthening social capital and planning bike tourism in 5 provinces of Colombia. The project encourages artisanal and ecotourism economic alternatives that contribute to the conservation of values related to the use of biodiversity and ecosystem services. The project seeks to promote, strengthen and guide the formulation and implementation of productive alternatives, the fulfilment of conservation objectives and the promotion of sustainable activities that benefit local communities economically and culturally.
Client/independent reference contact details (Name, e-mail)	Jorge Amezquita, [REDACTED]
Contract/Project 3 Title	School of Environmental Teachers and Trainers (Escuela de maestros)

Contract Value/Project budget (include currency)	GBP [REDACTED]
Duration (e.g. 2 years, 3 months)	5 months
Role of organisation in project	Design of a training plan for Escuela de Maestros to recognize nature as an ally in educational, cultural, social and economic processes through sustainable methodologies and lifestyles. Support in the creation of a network of educational institutions and strategic allies in Barranquilla that promotes the conservation of the environment.
Brief summary of the aims, objectives and outcomes of the project	The School of Teachers is an initiative of the Ministry of Environment and Sustainable Development (MADS) implemented in partnership with OpEPA to recognize Nature-Based Education as a source and educational tool to start establishing cities and territories that put nature-based education at the centre of the city planning and operation. The School has 3 objectives: to appropriate nature-based education methodologies, to identify the different learning environments of the territory and to support the strengthening of School Environmental Projects as a tool to respond to socio-environmental problems of educational communities.
Client/independent reference contact details (Name, e-mail)	Emma Sofía Ávila, [REDACTED]

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

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

Yes

Section 17 - Certification

Q30. Certification

On behalf of the

Company

of

Organization for Environmental Education and Protection-OpEPA

I apply for a grant of

£166,374.00

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, Safeguarding Policy and project implementation timetable
- 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 Luis Alberto Camargo





Position in the organisation Founder & Executive Director

Signature (please upload e-signature)  [Firma Luis A. Camargo](#)
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Date 07 November 2022

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

 [Separate Financial Statements at December 31, 2021 with Statutory Auditor's report](#)
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 [Separate Financial Statements at December 31, 2020 with Statutory Auditor's report](#)
 04/11/2022
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Please upload the Lead Partner's Safeguarding Policy as a PDF

 [Safeguarding Policy.docx](#)
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 pdf 142.05 KB

Section 18 - Submission Checklist

Checklist for submission

	Check
I have read the Guidance, including the “Darwin Initiative Guidance”, “Monitoring Evaluation and Learning Guidance”, “Risk Management Guidance”, and “Finance Guidance”.	Checked
I have read, and can meet, the current Terms and Conditions for this fund.	Checked
I have provided actual start and end dates for the project.	Checked
I have provided my budget based on UK government financial years i.e. 1 April – 31 March and in GBP.	Checked

I have checked that our budget is complete, correctly adds up and I have included the correct final total at the start of the application.	Checked
The application been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).	Checked
I have attached the below documents to my application:	Checked
<ul style="list-style-type: none"> • My budget (which meets the requirements above) 	
<ul style="list-style-type: none"> • My completed implementation timetable as a PDF using the template provided 	Checked
<ul style="list-style-type: none"> • I have included a 1 page CV or job description for all the Project Staff identified at Question 28, including the Project Leader, or provided an explanation of why not. 	Checked
<ul style="list-style-type: none"> • A letter of support from the Lead Partner and partner(s) identified at Question 29, or an explanation of why not. 	Checked
<ul style="list-style-type: none"> • I have included a cover letter from the Lead Partner, outlining how any feedback received 1 has been addressed where relevant. 	Checked
<ul style="list-style-type: none"> • I have included a copy of the Lead Partner's safeguarding policy, which covers the criteria listed in Question 26. 	Checked
<ul style="list-style-type: none"> • I have included 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
(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.	Checked
I have been in contact with the FCDO in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.	Checked
I have checked the Darwin Initiative website immediately prior to submission to ensure there are no late updates.	Checked
I have read and understood the Privacy Notice on the Darwin Initiative website.	Checked

We would like to keep in touch!

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

Checked

Data protection and use of personal data

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

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

Project Title: Strengthening community action for regeneration in the Colombian Caribbean.

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	Strengthened capacities of teachers in nature-based education (NBE) and regenerative leadership for the appropriation and conservation of the territory.									
1.1	Diagnosis of teachers on leadership, purposes, motivations, appropriation of the territory, patterns of quality of life, wellbeing, and health for them and their environments.	3								
1.2	3 training sessions (1 on inclusion and gender equality) on the recognition of nature's principles of life for establishing cooperation relationships and self-organization to conserve and protect the territory.	3								
1.3	4 training sessions on the explanation of the Ciénaga de Mallorquín and the mangroves as living systems, climate action and nature-based education methodological strategies as tools to conserve local ecosystems.	3								
1.4	2 training sessions on regenerative leadership, conservation of the territory's ecosystems, and adaptation of learning environments.	3								
Output 2	Strengthened capacities (academic and soft skills) of students in biodiversity conservation with emphasis on the Ciénaga de Mallorquín.									
2.1	4 accompaniment sessions to teachers in their work with students to recognize their purposes, identify interests and define life plans in their territories.	2								
2.2	4 accompaniment sessions to teachers in their work with students to recognize the life principles of nature, such as cooperation, inclusion, and gender equality.	2								
2.3	6 training sessions on the Ciénaga de Mallorquín and the mangroves as living systems of the territory, their social and environmental dynamics and the interrelation with efficient water management, land use and management, biodiversity conservation and climate action.	3								
Output 3	Strengthened the network capability to formulate economically viable and sustainable biodiversity conservation projects and to promote strategic alliances.									
3.1	3 training sessions on project management to strengthen the identity, purpose and build the network's objectives for the appropriation of the territory.	3								
3.2	3 training sessions on associativity, teamwork, cooperative work and definition of strategies	3								

Project Title: Strengthening community action for regeneration in the Colombian Caribbean.

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	to link strategic allies to the network.									
3.3	2 training sessions on project management and economically viable and sustainable collaborative undertakings for the appropriation of the territory, focused on the Ciénaga de Mallorquín.	1								
3.4	2 accompaniment sessions for preparing and convening the meeting between the network and strategic local actors.	1								
3.5	Development of the encounter between the network and strategic local actors to present the project proposal and strengthen alliances.	1								
Output 4	Strengthened the network in its knowledge and skills of green businesses based on ecotourism as a regenerative way of life in Barranquilla.									
4.1	1 training session on the interpretation of natural and cultural heritage that includes the development of an interpretative framework for the definition of tourism products.	1								
4.2	1 training session on green businesses based on ecotourism as a regenerative economic alternative.	2								