

Darwin Initiative Capability & Capacity: Annual Report

To be completed with reference to the "Project Reporting Information Note":
(<https://www.darwininitiative.org.uk/resources/information-notes/>).

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

Submission Deadline: 30th April 2025

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Darwin Initiative Project Information

Project reference	DARCC055
Project title	Wetland Learning Hub: Empowering wetland conservationists in three key regions
Country/ies	Cambodia, Madagascar, Senegal
Lead Organisation	WWT
Project partner(s)	WWT Cambodia, WWT Madagascar, PRCM
Darwin Initiative grant value	£200,000
Start/end dates of project	01/04/2024 to 31/03/2026
Reporting period (e.g. Apr 2024 – Mar 2025) and number (e.g. Annual Report 1, 2, 3)	Apr 2024 – Mar 2025 Annual Report 1 of 2
Project Leader name	Tina Redshaw
Project website/blog/social media	Wetland Learning Hub – Learn skills today to protect the future of wetlands for all
Report author(s) and date	Tina Redshaw, Marie Schlenker, Rae French

1. Project summary

It is estimated that at least 35% of the world's wetlands have been lost in the last 50 years. To stop this decline, conservationists need access to the latest tools, knowledge, and networks to effect change on the ground and influence decision makers at regional and international level.

This project aims to establish a central Wetland Learning Hub platform, together with three highly capable regional Wetland Learning Hubs in Madagascar, West Africa and Indo-Burma, building capacity among conservation professionals in key organisations and government departments.

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

An initial in-depth review of the need within the global wetland conservation community for training wetland management and other skills related to engagement, communication and advocacy for wetlands, demonstrated that current training when available is hard to find, often unclear or irrelevant, in the wrong format, time zone or language, and spread across multiple organisations and platforms. 69% of survey respondents had not received any training and

98% would like to receive training on wetlands. The analysis demonstrated a need and enthusiastic appetite for comprehensive, accessible content on wetlands science and communication, leading WWT to establish the **Wetland Learning Hub**.

Working with stakeholders in 14 countries including government, practitioners, NGOs, academic institutions, training providers, the Society of Wetland Scientists, IUCN, the Ramsar Secretariat, and Ramsar East Asia Australasian Flyway Partnership, we developed priority content and delivery approaches for online courses and practical workshops, that formed the first pilot phase of the course in Wetland Health and Vitality, with 63 learners participating.

Through the delivery of high quality, relevant online course materials and practical workshops, the Hub is designed to build the capacity of early career professionals and practitioners in both government and civil society to become effective wetland conservationists, broadening their skill sets to effect change on the ground and influence decision makers at regional and international level. WWT and our partner organisations, through extensive networks, experience, and working relationships, are uniquely placed to tailor delivery of content to the individuals and organisations where it is most needed in the regions we are focussing on. In the **Indo-Burma region**, WWT is on the Stakeholder Committee of the Indo-Burma Ramsar Regional Initiative which, in its Strategic Plan (which WWT contributed to) identifies capacity development priorities that will be targeted through this project. In **Madagascar**, WWT facilitated the process of developing Madagascar's National Wetland Strategy (published in early 2024), which also identifies key stakeholders and capacity development priorities in the country. In **West Africa**, project Partner PRCM is a coalition of actors working on West African coastal issues. They have an extensive understanding of key players in wetland conservation, and priority capacity building issues, and have partnered with us on our Migratory Birds for People network of wetland centres in the region. The Hub will provide a world-leading training resource.

2. Project stakeholders/ partners

As outlined in Section 1 above, we had both strong support and engagement from multiple partners and stakeholders in the design and development phase of this project. Wetland experts from conservation organisations, such as the Society of Wetland Scientists, academics from UK and overseas contributed to the development of content and recorded presentations and lectures as we built the first online course Wetlands Health and Vitality. The Ramsar Convention General Secretary provided a solid message of support, as did other partners such as IUCN and the Ramsar Regional Centre for East Asia (RRC-EA). Organisations operating in the Indo-Burma region e.g. Indo-Burma Ramsar Regional Initiative (IBRRI, hosted by IUCN Asia), RRC-EA, the East Asia Australasia Flyway Partnership and others all promoted the course when it opened for applications in September 2024. Our official partners in the creation of the regional hubs and course delivery in the three regions are WWT Cambodia, PRCM and WWT Madagascar. All three have been closely involved in project planning, while WWT Cambodia were integral to determining the course dates for the inaugural Indo-Burma course, selection of applicants, selecting online content relevant for the region, and delivery and evaluation of the in-person training element.

See section 3/3.1.1 below for detail of criteria used to select participants. Participants for the Indo-Burma course were targeted by promoting the course to our project partner networks, including national and local government focal points, international and local NGOs working in the target countries. The field visit during the in-person course benefitted from the close relations that WWT Cambodia has at the Anlung Pring protected area. The engagement of the community, staff of WWT Cambodia's local partner CRDT (Cambodia Rural Development Team) local leaders and Eco-tourism centre provided crucial input to the field visit, helping to enhance the participants' experience and their activity-based learning. IBRRI/IUCN provided a small grant in additional funding that went towards the costs of the workshop venue and meals, as well as inviting the Project Lead to present on the Wetland Learning Hub at their 8th Annual Meeting in Bangkok in February 2025. Other local stakeholders (not formally project partners) include the Department of Fresh Water Wetland Conservation at the Cambodian Ministry of Environment, international NGOs, such as Conservation International, Fauna and Flora, World

Conservation Society and Wild Earth Allies, as well as local NGOs such as Wildlife Alliance, CRDT and NatureLife also engaged with the participants at the in person closing/networking dinner. The British Ambassador in Cambodia attended the opening of the in-person workshop in Phnom Penh, together with officials from the Ministry of Environment.

The partnerships have overall been working well. As in any collaborative endeavour, clear and frequent communication is essential. As the project lead has been based in Cambodia, this helped the frequency and immediacy of communications with WWT Cambodia in advance of the in-person course. Once the Indo Burma course was up and running, regular meetings with our partner for the West Africa course, PRCM, were established, as well as the translation company engaged to translate the materials from the English original into French and Portuguese. We have needed to keep a close eye on the timetable for delivery of the translations, as well as a few pieces of additional learning resource from PRCM. However, regular meetings with a clear agenda, have helped keep everyone on track. To date we have had fewer meetings with WWT Madagascar but expect the pace to pick up once the West Africa course is live, and we move to planning for the third and final regional course.

3. Project progress

3.1 Progress in carrying out project Activities

3.1.1 Activities related to Output 1

Activity 1.1 was carried out as planned. The Wetland Health and Vitality Course was updated according to feedback from the pilot course and moved onto the new interactive online Wetland Learning Hub platform. For an outline of the course see Annex 4.1.1 Table 1. In September 2024, 173 participants from Cambodia, Lao PDR, Myanmar, Thailand, and Vietnam were successfully recruited onto the Indo-Burma course. The recruitment and selection process for the course followed these steps:

1. WWT Cambodia and IUCN/IBRRI were asked to identify priority organisations working in the target region.
2. These priority organisations were contacted with information about the course and asked to share it amongst their organisation and network. Information about the course was also shared via Word Wetland Network (WWN) and Wetland Link International (WLI) as well as social media and the Wetland Learning Hub website.
4. Applications were accepted via the Wetland Learning Hub website.
5. All applicants that met the following criteria were accepted onto the course: a) *They worked or volunteered in the field of conservation in the target region;* b) *They demonstrated sufficient English language skills to participate fully in the course.* This requirement was assessed with a language test in the application form.

The online course encompassed a total of 36 hours of self-study over a period of 14 weeks. In addition, all participants were invited to join a 'Welcome meeting' and four live seminars, which included opportunities for discussion with lecturers and fellow participants and for networking in break-out groups (see Annex 4.1.1 Table 2 for further information on the seminars). Participants were supported on their online learning journey through opportunities to join a study group, to ask questions on the learning platform, and to receive technical support via email. Email reminders with recommended module completion dates and final deadlines were sent to help participants with time management. Pre- and post-course surveys were shared with participants via email. 6-month post-course surveys for the Indo-Burma course will be sent out in July 2025. Online courses in Wetland Health and Vitality for West Africa and Madagascar are currently being developed in collaboration with PRCM and WWT Madagascar, respectively.

Activity 1.2 was carried out as planned. Interactive workspaces and discussion forums were integrated onto the online learning platform to increase engagement, enable knowledge and experience sharing, and provide opportunities for networking. Participants were encouraged to actively discuss their student exercises on wetland biodiversity, wetland ecosystem services and poverty alleviation, monitoring and CEPA in dedicated discussion forums. The interactive workspace allowed for more general discussions about the course, its content and future

opportunities. Additionally, participants were given the opportunity to join a study group. 46 participants opted in, and 6 study groups were established. Study groups were encouraged to create their own WhatsApp/Telegram chats. Upon course completion, participants were invited to join a Wetland Learning Hub Alumni group on LinkedIn to stay connected with fellow course participants and the Wetland Learning Hub.

In line with **Activity 1.3**, results of the pre- and immediate post-course surveys were analysed and evaluated by the project team. Lessons learnt from the Indo-Burma course are currently being incorporated into the design of the Wetland Health and Vitality Courses for West Africa and Madagascar. For example, interactive quizzes for video lectures were trialled in the Indo-Burma course and will be integrated into all modules in future courses. Future courses will also include an introductory video about the “Wonders of Wetlands” to ease participants into the course topic. Surveys will be integrated into the course workflow on the online learning platform to encourage uptake.

3.1.2 Activities related to Output 2

Activity 2.1 was carried out as planned. In close collaboration with WWT Cambodia, an in-person Wetland Health and Vitality course was designed and delivered in January 2025 (see Annex 4.2.2). Additional funding was obtained from IUCN/IBRRI to support course delivery. A subset of 15 dedicated participants from the online course were selected to take part based on their engagement in the online course and their ability to demonstrate motivation and potential positive impact on their organisation and work in their application. The course built on participants’ theoretical knowledge acquired in the online course and focused on strengthening practical skills in wetland conservation through hands-on assessments in the field and experience sharing amongst participants. See Annex 4.2.1 Table 1 for an outline of the course.

In-person courses in Senegal and Madagascar are planned for September and October 2025, respectively.

Activity 2.2 was carried out as planned. Immediate evaluation of the in-person course in Cambodia took place through pre- and post-course surveys. 6-month post-course surveys will be sent out to participants of the course in July 2025. Evaluation of the in-person courses in Senegal and Madagascar will follow the same pattern.

With regards to **Activity 2.3**, an assessment of the impact of the in-person courses on the delivery of wetland conservation will take place with the help of the 6-month post-course survey, in which former participants will be asked to assess the impact the course has had on their own work and on the capability of their organisation to deliver on improved wetland conservation outcomes.

3.1.3 Activities related to Output 3

In line with **Activity 3.1**, four staff members at WWT Cambodia were supported to contribute to the design and delivery of the online and in-person Wetland Health and Vitality Course (see course outlines in Annex 4.1.1 Table 1 and Annex 4.2.1 Table 1). Activities that staff at WWT Cambodia contributed to included lecture and student activity design, participant recruitment and selection, logistics and finances for the in-person course, field trip support, engagement of government departments with the WLH, and feedback and evaluation.

For **Activity 3.2**, an online Training of Trainers programme was developed to build regional capacity for future training provision in the target regions (see Annex 4.3.1 Table 1 for an outline of the programme). One staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the Training of Trainers programme in three half-day live sessions. A second staff member at WWT Cambodia successfully completed 2/3 of the training, while a second staff member at WWT Madagascar is currently undertaking the training. Additionally, 6 participants of the online Wetland Health and Vitality Course successfully completed the Train the Trainers programme, building regional capacity for training provision in Indo-Burma beyond WWT Cambodia. The Training of Trainers programme

was further developed into a self-paced online course on the WLH learning platform. This will help to facilitate future capacity-building activity.

In line with **Activity 3.3**, WWT Cambodia was supported to develop training materials and deliver training for both the online and the in-person course. PRCM and WWT Madagascar are currently being supported in the development of course materials. A modified version of the CEPF Civil Society Organisational Capacity Tracking Tool was developed to track partner organisations' capability and capacity to organise, deliver and fund regionally relevant training (see Annex 4.4.1). The tool tracks the capacity of an organisation to deliver future training according to the following criteria: 1) **Training event planning & coordination**; 2) **Training programme design & delivery**; 3) **Presentation skills**; 4) **Partnerships & networking**; 5) **Monitoring, evaluation, and learning capacity**; 6) **Fundraising**. Self-assessments of the capacity to organise, deliver and fund training are being carried out in the partner organisations.

3.2 Progress towards project Outputs

3.2.1 Output 1

Agreed **Output 1** is "150 conservationists, selected from 30 priority conservation organisation and government departments, have greater knowledge, access to networks and resources to deliver improved wetland conservation impact through their organisations".

By March 2025, 84 participants (49% of recruited cohort) from Cambodia, Lao PDR, Myanmar, Thailand and Vietnam had successfully completed the Wetland Health and Vitality Course according to completion records on the learning platform, indicating good progress in line with **Output Indicator 1.1**. Matching completion records with participant data collected during the application process showed that successful participants represented 51 organisations engaged in wetland conservation in the Indo-Burma region. 48% identified as female, demonstrating that efforts to achieve gender balance have been effective. 52% were in the 20-35 age group, indicating that the course benefitted young professionals as well as more established professionals.

29 participants (100% of survey respondents) reported a positive impact of the course on their level of knowledge in the theory of wetland conservation in the post-course survey. 100% (n=7) of the young professionals reported a positive impact (Output Indicator 1.1). 86% of participants (n=25) reported a positive impact on their ability to deliver practical wetland conservation action and 72% (n=21) reported a positive impact on their ability to deliver on poverty alleviation in their work. 79% (n=23) reported that they shared information or learning from the course with other people, particularly colleagues, friends and local partners. These quotes by participants (shared in the post-course survey) demonstrate the positive impact of the course:

"There have been significant shifts in my perspective on wetlands, including a deeper understanding of the importance of wetland ecosystems, the threats they face, and the impact of conservation on biodiversity, water quality, and climate resilience."

"Now I feel more confident to conduct the assessment in any wetland applying the knowledge of this online course and can share with those who need this kind of knowledge."

"The most significant change has been gaining a deeper, more practical understanding of wetland conservation and how to apply it in real-world scenarios. Before the course, I had a general idea, but now I feel much more equipped to contribute to actual conservation efforts—whether it's through better planning, engaging with local communities, or implementing strategies to protect and restore wetlands. This has greatly increased my confidence in my ability to make a tangible impact in the field."

The reported increase in participants knowledge and confidence to deliver practical wetland conservation action indicates progress towards **Output Indicator 1.3**. 6-month post-course surveys will assess how former participants have been using their knowledge from the course in their conservation work.

The online learning platform created opportunities for course participants to connect and engage with other professionals in wetland conservation. 58 discussions, with 88 related comments, took place in the interactive workspace according to statistics on the learning

platform. Discussions had contributions from 26 course participants. Furthermore, 46 participants joined online study groups, which were encouraged to create their own WhatsApp/Telegram chats. 4 participants agreed to make the results of their student activities available to future cohorts as examples of good practice. 39 former course participants joined the Wetland Learning Hub LinkedIn Alumni Group between October 2024 and March 2025 according to LinkedIn statistics, enabling networking beyond the course. 52% of survey participants (n=29) reported that their level of interaction with other course participants was good or excellent. 52% (n=15) reported that they participated in online or social media networks to enhance their learning or network. The increased engagement of course participants with professional networks indicates progress towards **Output Indicator 1.2**.

Wetland Health and Vitality Courses for West Africa and Madagascar are currently being developed and will run between May and August 2025. Additional resources for wetland conservationists will be made available on the Wetland Learning Hub website over the next year. If the assumptions in 3.4 continue to hold true, we feel confident that we can deliver fully on Output 1 by April 2026.

3.2.2 Output 2

Agreed **Output 2** is “45 conservationists, selected from 30 priority conservation organisation and government departments, have become regional champions for wetland conservation, with enhanced knowledge and practical experience of effective management approaches and tools required to scale effective conservation action in their regions”.

Based on course completion records, 15 conservationists from 14 organisations engaged in wetland conservation in the Indo-Burma region successfully completed the Wetland Health and Vitality in-person course in Cambodia in January 2025 and 47% of these identified as female, indicating progress towards **Output Indicator 2.1**. Participants came from 4 of the 5 target countries in the region. Only one participant from Laos had applied for the in-person course. She was initially selected but, unfortunately, had to cancel her participation due to work commitments.

8 participants (100% of post-course survey respondents) reported a positive impact of the course on their level of knowledge in the theory of wetland conservation and on their confidence in becoming a leader in wetland conservation for their region. 86% (n=6) reported a positive impact on their ability to deliver practical wetland conservation action. 100% (n=8) reported a positive impact of the course on their ability to deliver on biodiversity conservation and poverty alleviation in their region. 100% (n=8) reported a positive impact on their confidence to share new knowledge and resources with their networks and that they **intended to share their learning from the course in the future. This quote by a course participant highlights the positive impact of the course on their capability to deliver on wetland conservation.**

“The most significant change I have experienced as a result of the course is a shift in my confidence and approach to conservation challenges. Through the course, I gained not only new knowledge and practical skills but also a deeper understanding of how to integrate those into real-world projects. Now, I feel more capable of tackling complex issues, such as balancing biodiversity conservation with community development or managing wetlands and ecosystems sustainably. This have led to a newfound clarity in how I view my role as a leader in conservation and a greater sense of purpose in my work. The course has also expanded my network, giving me access to new resources, tools, and collaborations that can make my conservation efforts more effective.”

The statistics from the post-course survey show progress towards **Output Indicators 2.2** and **2.3** despite slightly lower than expected numbers reporting improved capabilities and confidence. This is likely due to the low survey uptake, rather than an issue with the quality of the in-person course as 100% of survey takers reported improved capabilities. In future in-person courses, time to fill in the survey will be incorporated into the course schedule. The 6-month post-course survey will assess whether former participants shared their knowledge from

the course and whether they perceive their organisations to have increased capability to deliver on improved wetland conservation outcomes as a result of their participation in the course.

In-person courses for West Africa and Madagascar are planned for September and October 2025, respectively. We feel confident that we can fully deliver on Output 2 by April 2026 if the assumptions in 3.4 continue to hold true.

3.2.3 Output 3

Agreed Output 3 is “three regional hubs are mobilised to deliver capacity and capability for wetland conservation and management within their regions through training, resources and active networks”.

Progress has been made with respect to **Output Indicator 3.1**. Four staff members at WWT Cambodia were actively involved in the design and delivery of the online and in-person courses for Indo-Burma (see course outlines in Annex 4.1.1 Table 1 and Annex 4.2.1 Table 1). Activities that staff at WWT Cambodia contributed to included lecture and student activity design, participant recruitment and selection, logistics and finances for the in-person course, field trip support, engagement of government departments with the WLH, feedback and evaluation. Four staff members at PRCM are currently involved in the development of the online course for West Africa, two of whom are working in close collaboration with the project team. Similarly, two staff members at WWT Madagascar are currently involved in the development of the online course for Madagascar.

In line with **Output Indicator 3.2**, an online Training of Trainers programme, based on three half-days of live sessions, was developed and delivered to build regional capacity for future training provision in the target regions (see course outline in Annex 4.3.1 Table 1). One staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the Training of Trainers programme. A second staff member at WWT Cambodia partially completed the training before moving onto a new role in a different organisation in the region. Additionally, six participants of the online Wetland Health and Vitality Course successfully completed the Train the Trainers programme, building regional capacity for training provision in Indo-Burma beyond WWT Cambodia. 90% of participants (n=8) reported that they were planning to use the knowledge and skills from the course to run training courses and/or deliver presentations in their region. On average, participants reported increased ability to engage audiences with their work, deliver presentations, design training workshops, and deliver training workshops. These quotes show that participants highly valued the training:

“The Training of Trainers module was especially valuable. It equipped me with the necessary tools to teach and inspire others in wetland conservation, ensuring that I can effectively pass on the knowledge and skills I have gained to colleagues and local communities. The practical focus on real-world challenges has been incredibly motivating and has strengthened my commitment to wetland restoration and protection.”

“It was a very supportive environment to learn. Everything was clearly shared, the group of trainers were fantastic and very patient. Some topic was worth to be again and again repeated through each session such as engaging audience and how to structure a presentation. What fascinating me the most was the way that all along the sessions, we can see through the trainers’ presentation that a good presentation makes all difference when we provide training.”

To ensure future capacity building, the programme was developed into a self-paced online course on the Wetland Learning Hub platform. The programme follows the same structure as the live sessions, but practical exercises have been adjusted to allow for self-study. A second staff member at WWT Madagascar is currently undertaking the training. The newly recruited staff member at WWT Cambodia will be encouraged to take the training when they commence their role. Additionally, the course could be a tool to facilitate further training of trainers in the target regions and beyond.

In line with **Output Indicator 3.3**, the modified CEPF Civil Society Organisational Capacity tracking tool was used to track the capacity of WWT Cambodia to organise, deliver and fund

future training (see Annex 4.4.2 Table 1). WWT Cambodia reported an increase in capacity due to involvement in the Wetland Learning Hub in the following areas: Training event planning and coordination, training programme design and delivery, partnerships and networking, monitoring, evaluation, and learning capacity. Sophal Heang, Country Manager for WWT Cambodia, particularly highlighted the positive impact of the organisation and delivery of the in-person course on networking and partnerships, including invitations to events by other conservation NGOs and the British embassy. One area that has been highlighted as needing further development is the fundraising capacity of WWT Cambodia, which the organisation would like to receive training in. Following this feedback, the project team is looking into developing specific training materials on fundraising for future training. PRCM and WWT Madagascar are currently being involved in the project. Changes in their capability and capacity to organise, deliver and fund regionally relevant training are being assessed throughout their involvement in the project and will be reported on in the next annual report.

Overall, the Output indicators demonstrate that progress towards establishing three regional hubs to deliver capacity and capability for wetland conservation and management in the target regions was made in the first year. The project team will address the current training gap in enhancing fundraising capacity of partner organisations. By closing this gap, the project team feels confident that we can deliver on Output 3 by April 2026 if the assumptions in 3.4 continue to hold true.

3.3 Progress towards the project Outcome

The agreed project outcome is “scalable approaches to online and regional capacity building have enhanced the wetland conservation ability of 30 priority conservation organisations and government departments and generated three effective regional capacity building hubs”.

Progress has been made with respect to developing a scalable approach to online capacity building, in line with **Outcome Indicator 0.1**. The Wetland Health and Vitality Course was adjusted according to feedback from the pilot and moved onto an online learning platform. So far, 84 participants from 51 relevant organisations and government departments contributing to wetland conservation in Cambodia, Lao PDR, Myanmar, Thailand and Vietnam successfully completed the online Wetland Health and Vitality Course for Indo-Burma. 100% of participants who took the post-course survey (n=29) reported a positive impact of the course on their level of knowledge in the theory of wetland conservation. 86% (n=25) reported a positive impact on their ability to deliver practical wetland conservation action. Further data on the impact of the course on participants and their organisations will be collected as part of the 6-month post-course survey. The course is currently being further adjusted based on feedback received from participants and will be made available in two further languages (French, Portuguese) to participants from West Africa and Madagascar between May and September 2025.

Progress was also made towards establishing regional community support networks, in line with **Outcome Indicator 0.2**. Discussion and networking between course participants were encouraged in both online and in-person courses for the Indo-Burma region to foster experience sharing and opportunities for future collaboration of key organisations in the target region. The interactive workspace on the online learning platform had 58 discussions with 88 related comments from 26 participants by February 2025. 4 participants of the online course made the results of their student activities available to future cohorts as examples of best practice. All 15 participants of the in-person course actively contributed to the course by presenting on examples of challenges and best practice around wetland conservation from their work, demonstrating sharing of experiences and resources. Furthermore, 39 alumni of the Wetland Health and Vitality Course joined the LinkedIn Wetland Learning Hub Alumni Group between October 2024 and March 2025, enabling networking between wetland professionals beyond the duration of the training courses.

Progress was also made with regards to establishing three local organisations as regional capacity development hubs, in line with **Outcome Indicator 0.3**. WWT Cambodia significantly contributed to the organisation, design and delivery of the in-person Wetland Health and Vitality Course in Cambodia, which, in turn, increased the capacity of the organisation to organise and

deliver future training. Four staff members were actively involved in the project and contributed to lecture and student activity design, participant recruitment and selection, logistics and finances for the in-person course, field trip support, engagement of government departments with the WLH, and feedback and evaluation. An online Training of Trainers programme was developed to build capacity for future training provision in the target regions. So far, one staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the training. The training was developed into a self-paced online course on the Wetland Learning Hub platform, enabling further training of trainers in partner organisations, other organisations in the target regions and beyond. WWT Cambodia reported an increase in capacity due to involvement in the Wetland Learning Hub in training event planning and coordination, training programme design and delivery, partnerships and networking, monitoring, evaluation, and learning capacity. One area that was highlighted as needing further development is the fundraising capacity of WWT Cambodia, which relates to the hubs' capacity to "mobilise new resource for conservation capacity support" as stated in **Outcome Indicator 0.3**. Training materials for developing fundraising capacity will be developed over the next year. Furthermore, the project team will closely collaborate with PRCM and WWT Madagascar to build their capacity to become a regional hub for training provision in their regions.

Overall, the positive results of the evaluation of the first training courses in the Indo-Burma target region show that the Wetland Learning Hub is a valuable capacity-building tool that can enhance the wetland conservation capacity of professionals and organisations in a regional context (in line with the Outcome). The project team needs to further address the sustainability of the project, e.g. by providing support to enhance the fundraising capacity of partner organisations, which will be a major determining factor in whether the project can achieve its Outcome with respect to generating "three effective regional capacity building hubs" by the end of the funding period.

3.4 Monitoring of assumptions

Assumption 1: Sufficient interest in the course from relevant government and civil society groups.

Comments: This assumption still holds true (see 3.2.1). The interest of participants working for these relevant government and civil society groups is also very important as participation in the courses takes place on a voluntary basis. There is a risk that numbers might be lower in Madagascar as this region only encompasses one country, while other regions cover several countries.

Assumption 2: Local partners are able to deliver the logistics of holding regional meetings.

Comments: This assumption still holds true (see 3.2.3).

Assumption 3: Local partners work with us to create new materials and modules for the course.

Comments: This assumption still holds true (see 3.2.3). Local partners in all three target regions have collaborated with us to create new learning materials.

Assumption 4: Participants go on to use the resources to train others.

Comments: 6-month post-course surveys for the Training of Trainers Programme will provide more insights into this assumption.

Assumption 5: Participants apply what they have learnt.

Comments: 6-month post-course surveys for the online and in-person courses will provide more insights into this assumption.

Assumption 6: Political situations within the target areas remain positive.

Comments: This assumption has not changed.

3.5 Achievement of positive impact on biodiversity and multidimensional poverty reduction

By delivering accessible training on wetland conservation, we equip wetland professionals and practitioners to better protect, restore and advocate for wetlands in our target regions, which will have positive impacts on biodiversity conservation, poverty reduction and human development and wellbeing in the long-term.

The Wetland Learning Hub has been established as a tool to increase the knowledge and skills of wetland professionals at all levels in their career to contribute to positive wetland conservation outcomes. At present, the Wetland Learning Hub has provided access to online training in wetland conservation to 173 professionals working for key organisations in Cambodia, Lao PDR, Myanmar, Thailand and Vietnam. 84 professionals (48% women) successfully completed the training, which has been reported to be effective in increasing participants' knowledge in the theory of wetland conservation as well as their capacity to deliver on practical wetland conservation action (see 3.2.1). The online course specifically includes lectures and student activities on **wetland biodiversity conservation** and **poverty alleviation**. 90% of the participants who responded to the post-course survey (n=25) indicated that the course had a positive impact on their ability to deliver on biodiversity conservation. 72% (n=21) reported a positive impact on their ability to deliver on poverty alleviation.

15 participants of the online course (47% women) were selected for a 5-day in-person training in Cambodia in January 2025, which was reported to have further increased their skills to deliver on practical wetland conservation action (see 3.2.2). Additionally, 100% of the 8 post-course survey respondents reported a positive impact of the course on their ability to deliver on biodiversity conservation and poverty alleviation in their region.

Therefore, the Wetland Learning Hub is contributing to equipping wetland professionals with increased skills to better protect, restore and advocate for wetlands. Training of wetland professionals in the other two target regions will take place between May and October 2025. Overall, the project aims to equip 150 wetland professionals in Indo-Burma, West Africa and Madagascar with increased knowledge and skills to deliver on biodiversity conservation and poverty alleviation and offer 45 of these the opportunity for further in-person training on wetland conservation with a practical focus.

The project team closely collaborates with partner organisations in the target regions, building their capacity to become regional hubs for future training provision regionally. WWT Cambodia has reported increased capacity in training event planning and coordination, training programme design and delivery, partnerships and networking, monitoring, evaluation, and learning capacity, demonstrating that the project indeed increases capacity for future training provision. Similar outcomes are expected for WWT Madagascar and PRCM.

Trained practitioners will raise awareness of wetlands and their importance among local communities, reducing misuse and increasing interest and understanding. Furthermore, they will be confident in advocating for wetlands and influencing government and other stakeholders to value wetlands. We will report in more detail on these outcomes with the help of the results of the 6-month post-course surveys.

In the long-term, trained practitioners will share knowledge, best practice and resources with their networks, create a multiplier-effect in the region. Four participants of the online Indo-Burma Wetland Health and Vitality Course have contributed to future courses, by making the results of their student activities available to future cohorts as examples of good practice. Six participants successfully completed the Train the Trainers programme, obtaining additional training skills to become trainers in their own networks. 79% of survey respondents for the Indo-Burma online course (n=23) reported that they already shared information or learning from the course with other people, including colleagues and local partners. 100% of survey respondents for the in-person course in Cambodia reported that the course had a positive impact on their confidence to share new knowledge and resources with their networks and that they intended to share information with their networks. 6-month post-course surveys for the online and in-person will further assess how and with whom participants will have shared knowledge from the course.

Increased knowledge and skills of wetland professionals will result in better management and protection of wetland habitats, leading to multiple benefits for people (e.g. through flood control, climate change mitigation adaptation, food and water security) and wildlife. 6-month post-course surveys will assess whether participants have used learnings from the courses in practical wetland conservation action.

The project team is currently exploring opportunities to further increase the reach of the Wetland Learning Hub and to make it sustainable long-term. Translation of the course content into French and Portuguese has been an important first step to increase its future reach. The development of a self-paced online Training of Trainers Programme on the learning platform has been another important step in this direction.

4. Project support to the Conventions, Treaties or Agreements

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

The Wetland Learning Hub builds capacity of those involved in wetland policy and practice. A target group for this project are those in wetland government departments so that they are better able to represent the contribution of wetlands to the various aforementioned targets within wider government. Eight professionals from relevant government departments in Cambodia, Thailand, and Vietnam successfully completed the online Wetland Health and Vitality Course for Indo-Burma. 2 participants from relevant government departments in Cambodia and Vietnam participated in the in-person course in Cambodia. 6-month post-course surveys will assess whether participants incorporated learnings from the training in their work on wetland policy.

The other target group for this project is wetland professionals at key organisations. Enhancing their capacity through improved training, networks and access to information increases the probability that wetland conservation sites will be well managed to allow them to deliver their full range of nature-based solutions. 86% of survey respondents for the Indo-Burma online course (n=25) and 100% (n=8) for the in-person course reported a positive impact on their ability to deliver practical wetland conservation action, indicating that the training provided to wetland professionals by the Wetland Learning Hub will have a positive impact on future management of wetlands in the Indo-Burma region. Additionally, the in-person training in Cambodia explicitly involved sessions on advocacy and policy influence and on how to be a regional wetland champion (see Annex 4.2.1 Table 1), equipping wetland professionals with the skills to influence policy makers in their future work. Similar outcomes are to be expected for West Africa and Madagascar. 6-month post-course surveys will assess whether participants incorporated learnings from the training in their conservation and advocacy work.

In addition to training professionals through online and in-person courses, the project team also raised awareness about the value of wetlands, the need for training wetland professionals, and the project itself with government officials who were not part of the Indo-Burma training courses. For example, representatives from the Ministry of Environment in Cambodia and British Embassy joined the official opening and closing of the in-person course, allowing WWT Cambodia to grow their network and reach. Furthermore, a member of the project team was invited to give a presentation about the Wetland Learning Hub at the Indo Burma Ramsar Regional Initiative (IBRRI) 8th Annual Meeting in February 2025, which was also attended by several government officials from the target region as well as the Ramsar Focal Points of the five countries in the target region. Successful networking with these representatives might create future opportunities to influence wetland policy and practice. The project team will maintain its approach to engaging relevant government stakeholders with the project in the other two target regions.

5. Gender Equality and Social Inclusion (GESI)

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

As the main output of the project is the delivery of online training, the GESI context has been considered, as all those engaging in the project can access the training at times that best suit them. Furthermore, the Wetland Learning Hub can be accessed on smartphones, without requiring the use of a laptop (although we have been discussing how we can make the format more user-friendly on a small phone screen as opposed to a laptop).

Consideration was given to GESI also for the organisation of the in-person training course – particularly with regard to convening it during the working week, rather than over the weekend, and by covering participants' costs for travel, accommodation and food. Participant selection for the in-person course considered gender. 47% of the participants on the in-person course identified as female. All participants gave presentations on their work at the start of the in-person training course, and it was noticeable that all participants, regardless of gender, age or nationality, made meaningful interventions throughout the week. This reflected the care that the facilitators took to ensure an inclusive learning environment.

In designing the course content, consideration has been given to the GESI context, in terms of having people of different social identities presenting, as well as the contents of relevant presentations considering, for example, how the different socio-economic benefits of wetlands benefit different social identities. The course content has been adapted for the different cultural, social and physical context in West Africa, including being translated into both French and Portuguese languages, in comparison to the first 'edition' of the course run in the Indo-Burma region.

The in-person course field visit included a detailed ecosystem assessment with specific GESI questions, that enabled the participants to reflect on how wetland ecosystems, as well as their management and conservation interventions, impact differently on women and men, on older and younger people and on community members engaged in differing occupations.

6. Monitoring and evaluation

To monitor the Outputs and Outcomes of the project a detailed M&E plan was developed by the project team. Project Outcomes and Outputs are measured by SMART Indicators that have respective Means of Verification (see Annex 2).

Records of module and course completion on the online learning platform are used to track numbers of participants who successfully complete the courses (**Output Indicator 1.1**). Participant data collected at application is used to identify age group, gender, and workplace of successful participants by cross-matching records (**Output Indicator 1.1**). In the future, self-identification with IPLC status will be included in application forms to be able to monitor participation of indigenous groups and report in more detail on Darwin Standard Indicators.

Records of discussions and posts in the interactive workspaces on the learning platform are used to monitor engagement of participants with the course as well as collaboration and resource sharing between participants (**Output Indicator 1.2**). Statistics on membership numbers and posts in LinkedIn Wetland Learning Hub Alumni Group are used to monitor networks (**Output Indicator 1.2, Outcome Indicator 0.2**).

In-person course records are used to track numbers of participants who successfully complete the courses (**Output Indicator 2.1**). Participant data collected at application stage is used to identify age group, gender, and workplace of successful participants by cross-matching records (**Output Indicator 2.1**). In the future, self-identification with IPLC status will be included in application forms to be able to monitor participation of indigenous groups and report in more detail on Darwin Standard Indicators.

Pre-, post-course, and 6-month post-course surveys for the online and in-person Wetland Health and Vitality Courses and the Training of Trainers Courses are used to capture data on participants' perception of the impact of the course on their knowledge and skills, their work and its outcomes, their participation in relevant networks, their resource and knowledge sharing, and their wider organisation (**Output Indicator 1.1, 1.2, 1.3, 2.2, 2.3, Outcome Indicator 0.1**). In the future, self-identification with IPLC status will be included in surveys to be able to monitor participation of indigenous groups and report in more detail on Darwin Standard Indicators. Surveys have previously been shared with participants via email. However, the project team plans to incorporate surveys into the courses in the future to encourage uptake (e.g. by providing time to fill in surveys during the in-person courses, by integrating feedback sections in the online courses).

Case studies by individual participants are used to monitor the impact of the in-person and Training of Trainer courses on the aforementioned areas in more detail (**Output Indicator 2.2, 2.3, 3.1, 3.2**). For this purpose, 6 months after course completion, participants of these courses will be contacted and invited to participate in interviews on the impact of the course. As part of this process, staff members who completed the Training of Trainers programme and were involved in the organisation, design, delivery and evaluation of the online and in-person Wetland Health and Vitality Courses in the target regions will also be asked to share placement reports with the project team, which will include an estimate of time spent on activities for the Wetland Learning Hub (**Output Indicator 3.1, 3.2**). Furthermore, the project team will regularly follow-up with the staff members at the partner organisations to monitor ongoing progress (**Output Indicator 3.2**).

A modified version of the CEPF Civil Society Organisational Capacity Tracking Tool has been developed (see Annex 4.4.1). The tool is used to monitor the partner organisations' capacity to organise, deliver and fund future training 1) prior to their involvement with the Wetland Learning Hub, 2) after the delivery of all relevant courses for regional participants, and 3) 6-months after the delivery of these courses (**Output Indicator 3.3**).

Outcomes relate closely to Outputs and relevant indicators (see Annex 2 and section above). The project team feels the SMART indicators are therefore adequate to measure desired Outcomes. However, it should be noted that the project team plans to slightly adjust the Means of Verification for the Outcome Indicators based on learnings from the first year of the project. **Outcome Indicator 0.1**, relating to organisations' capacity to effectively conserve wetlands, will be indirectly verified through the reported perceptions of former participants in the 6-month post-course surveys and case studies, using quantitative and qualitative data. **Outcome Indicator 0.2** will be verified using statistics from the online learning platform, the WLH website and other relevant social media groups (e.g. LinkedIn Alumni Group). In addition, the project team will keep records of materials that former participants have shared with the Wetland Learning Hub for future use (e.g. student activity examples, presentations). **Outcome Indicator 0.3** will be monitored through the modified version of the CEPF Civil Society Capacity Tracking

Tool, staff placement reports, as well as the availability of new independent funding and capacity development material/support.

In addition to the relevant Output and Outcome Indicators, the project team also monitors participant's feedback on specific aspects of the courses to enable continuous improvements. For example, every topic in the online course has a short feedback section that is used to identify whether content is pitched at the right level for the course participants (see Annex 4.1.1 for an overview of the course). Seminars have included live polls to understand participants' interest in particular topics relevant to the seminar. Post-course surveys include a feedback section

The main responsibility for the M&E work lies with WWT. However, WWT Cambodia has been involved in obtaining feedback from the in-person course in Cambodia and our other partners will be involved in obtaining feedback from the in-person courses in Senegal and Madagascar. Results of WWT's M&E work have been communicated with the partners in meetings.

7. Lessons learnt

84 professionals from Cambodia, Lao PDR, Myanmar, Thailand and Vietnam successfully completed the online Wetland Health and Vitality Course - 34 more than the target number to be trained in this region (see Annex 2). Over 210 professionals from all career stages applied for the online Wetland Health and Vitality Course for Indo-Burma, demonstrating high interest in regional, wetland-specific training. We were originally targeting early-career professionals but learnt (from the pilot phase) that our course was of benefit to wetland professionals at all stages of their careers. Over 170 applicants were invited to participate in the online training, providing all applicants who worked in wetland conservation in the target region and fulfilled the minimum language requirements with the opportunity to receive this training. The successful trial run of the new learning platform shows that it can be used for training large cohorts. In the future, providing the course in local languages might help with training professionals for whom English is not their native tongue, or who are not confident in English.

Unfortunately, the drop-out rate for the course was 51% despite significant efforts of the project team to engage learners with the course, e.g. through seminars, study groups, automated reminders, questions in the interactive workspace, and a photo competition. We extended the course deadline to allow more participants to complete the course; however, uptake of this offer was low. Roughly half of the survey respondents (n=29) reported that there were aspects which they found difficult when trying to complete the course, including time and work pressure, Internet access and electricity issues. As we cannot directly influence these challenges on our end, the drop-out rate requires us to recruit larger cohorts to ensure the agreed participant numbers are achieved.

The course has been reported as being highly effective in increasing the knowledge and skills of wetland professionals (see 3.2). However, participants highlighted some areas of the course that could be improved. For example, some lectures were perceived as difficult to follow because of the pace at which the lecturers spoke. Following this feedback, the lecturer guidance was updated to ensure future lectures are delivered at a slower pace and participants of the Training of Trainer programme had the opportunity to practice their presentation skills and receive feedback on them. Furthermore, pop-up quizzes that were trialled in the Indo-Burma course will be integrated into all lectures to break the content up in smaller chunks. Additionally, a "Wonders of Wetlands" video will be integrated into future courses to ease participants into the course as participants felt the first lecture was content-heavy.

In addition to changes to the course content, the project team will also implement changes to the pre- and post-course surveys. While the surveys captured valuable data, the uptake of the surveys was quite low (n=29 for post-course survey). In the future, surveys will be integrated into the course workflow on the online learning platform to encourage uptake, rather than sent via email. Moreover, surveys will be updated to include a question about self-identification with IPLC status to allow for more detailed reporting on Darwin Standard Indicators.

15 participants from the online course were selected for the in-person course in Cambodia. The selection of participants was based on their engagement in the online course alongside their

ability to demonstrate motivation and potential impact on their work and organisation. While this approach provided less opportunities for selecting particular target organisations, it resulted in a very motivated cohort that was keen to engage fully with the course content and share experiences with fellow participants. The in-person course benefitted hugely from the diverse experience the participants brought, that was a direct result of having adjusted our selection criteria from only early career professionals to people at all stages of their careers. The project team found the diversity of the cohort and the high motivation of the participants incredibly valuable and plans to use a similar approach for the selection of participants in West Africa and Madagascar.

The in-person course was very well received, and all survey participants reported increased knowledge and skills as a result of their participation (see 3.2). Participants particularly liked the field trip to Anlung Pring and the practical assessments in the field. Participants would have preferred more time for the course and highlighted that it was a lot of content in a short timeframe. However, there were also requests for additional topics to be added to the course curriculum. This shows that there is an interest in further training, which could be part of future courses. Funding is a limiting factor in extending the timeframe of the in-person course in other regions as participants' accommodation and food are covered by the project to make it accessible for everyone. Therefore, course curricula of similar length and scope will be developed for West Africa and Madagascar. Course curricula will vary slightly based on local priorities of the partner organisations to ensure training needs of local organisations are being met.

One staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the online Training of Trainers programme in live sessions. A second staff member at WWT Cambodia partially completed the training before moving onto a new role in a different organisation in the region. Staff changes can therefore impact the capacity of the regional hubs. To account for the need to train new staff on an ongoing basis, the project team adjusted and moved the Training of Trainers programme onto an online learning platform, which makes the course content available as a self-paced course, providing more flexibility to staff.

This self-paced online course will be trialled with a cohort of young people, who will be attending Ramsar COP in Zimbabwe in July 2025. This approach allows us to improve the course based on their feedback, while building additional capacity for future wetland conservation with an existing resource. Similarly, the project team offered a few extra spaces on the initial Training of Trainers programme to participants of the online Wetland Health and Vitality Course involved in training and capacity building in their organisations in Indo-Burma to increase the reach of the training beyond WWT Cambodia. This approach ensured that existing resources (in this case, capacity on the training course) were used more effectively than initially proposed in the project plan.

The Training of Trainers programme received positive feedback from participants. 90% of participants (n=8) reported that they were planning to use the knowledge and skills from the course to run training courses and/or deliver presentations in their region. On average, participants reported increased ability to engage audiences with their work, deliver presentations, design training workshops, and deliver training workshops. In terms of learnings for the future, our project team will allocate more time to future live sessions to allow for more in-depth discussion of certain aspects of the course. For the self-paced course, providing feedback to participants via the discussion forums will be key to successful training as participants of the live sessions particularly valued the opportunity to practice presenting and the individual feedback they received. Furthermore, translation of the training into French will be important for increasing its reach, particularly with respect to training staff at PRCM.

In terms of providing support to partner organisations, feedback that we received from WWT Cambodia shows that the need to provide further resources and training on fundraising capacity to achieve project outcomes with respect to developing regional hubs. The project team will give priority to the development of the regional hubs and their fundraising capacity over the coming year. Ideally, the fundraising capacity of the hubs would have been considered earlier in the project by involving partners more closely in the initial application process for funding.

While monitoring and evaluation has been carefully implemented throughout the project, the Means of Verification for the Outcome Indicators stated in the initial application do not entirely accurately reflect the data that it has been possible to collect throughout the project (see Section 6). In some cases, additional data is available to support these indicators, and in other cases, more suitable Means of Verification have been identified by the project team based on how the project has evolved (e.g. choice of platforms for participant engagement). The project team will submit a change request to ensure the Means of Verification reflect the current state of the project. Outcome and Output Indicators will be unaffected by this change.

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

N/A (as this is the first Annual Report of the project)

9. Risk Management

No new risks have arisen in the last 12 months, that were not previously accounted for.

10. Scalability and durability

Project stakeholders have learnt about the course by direct word of mouth from WWT, through WWT communications, and from our partners with whom we have worked on the project. The project lead has also been invited to give presentations on the project, at the IBRRI/IUCN Asia 8th Annual meeting in Bangkok, Thailand, February 2025, and during an ADB/Regional Flyway Initiative webinar in March 2025. We have also promoted the project through our global networks – Wetland Link International ([About WLI – Wetland Link International](#)) and World Wetland Network (<https://worldwetland.network/>), and amongst members of various working groups that members of WWT's international team participate in. In promoting the project, we emphasise the potential benefits to wetland conservation organisations and professionals, possible costs (for example, several interlocutors have asked about translation into local languages) and the steps that will be needed to deliver the training in other regions or in specific countries.

The evidence that the project is attractive to potential adopters comes from the responses we have received (and continue to receive) from those with whom we discuss the project. For example, a number of government focal points and NGO participants at the IBRRI meeting in Bangkok in February asked the project lead for further information about how they could enrol in the course or roll it out for their countries/organisations. Additionally, WWT was invited to design and deliver a CEPA learning forum and workshop for the ASEAN Flyway Network, as a direct result of the ASEAN Centre for Biodiversity learning about the Wetland Learning Hub at the IBRRI meeting. At this stage, it has not been possible to determine with 100% certainty the actual costs of delivering courses for individual organisations or within other regions in the future, as there are a number of variables that we need to take into account. But this is something that WWT is working on, in parallel with the delivery of this project.

We have outlined in Sections 6 and 7 above (Monitoring and Evaluation and Lessons Learnt) how the “pre-, post-course, and 6-month post-course surveys for the online and in-person Wetland Health and Vitality Courses and the Training of Trainers Courses are being used to capture data on participants' perception of the impact of the course on their knowledge and skills, their work and its outcomes, their participation in relevant networks, their resource and knowledge sharing”.

Progress has been made in the establishment of one of the three regional hubs (WWT Cambodia for the Indo-Burma region) through that partners involvement in the design and delivery of both the online and in-person course for Indo-Burma. Training capacity has been strengthened through the delivery of the Train the Trainers course for the initial group of staff, and a sub-set of participants who joined the in-person course. Next steps will be to create

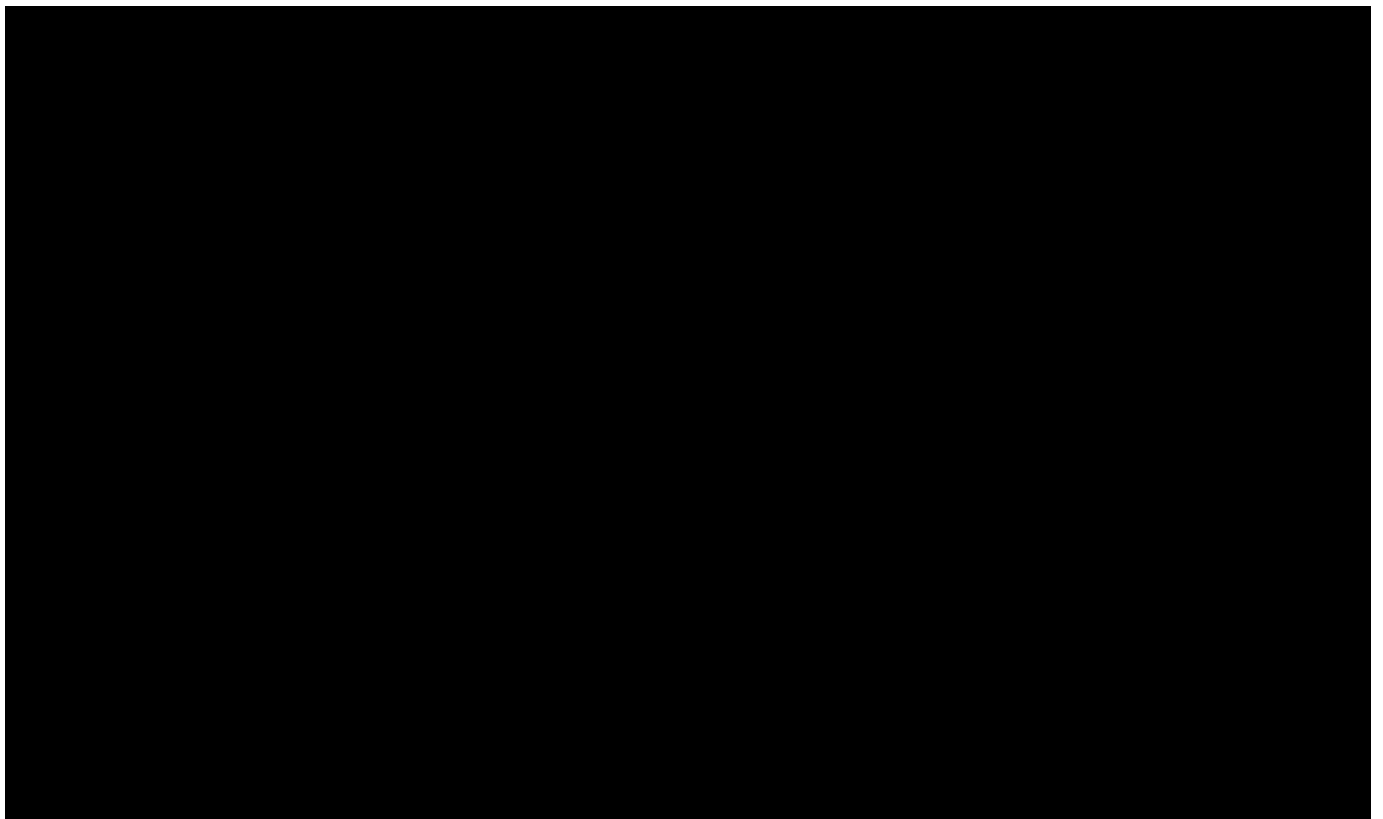
development plans, that will include further Train the Trainer courses, primarily online, and possible mentorship schemes by WWT regional and HQ staff. These will equip key individuals to support delivery of the hub in their regions.

Other steps to promote a lasting legacy have been the establishment of LinkedIn channels for both the Wetland Learning Hub and for the alumni. As we deliver the second and third regional courses in West Africa and Madagascar, we expect the number of active participants on these channels will grow. We are also actively scoping options to raise further funding in order to deliver the capacity building across more regions, as well as ways in which we could sustain the capacity building over the longer term by charging wetland conservation professionals for access to the self-study materials.

11. Darwin Initiative identity

The Darwin Initiative logo appears on the Wetland Learning Hub website and on all of the course materials – for example the opening/title slide of each presentation. We have acknowledged as we have interacted with course participants that the course has been funded by the UK Government. This Darwin Initiative funding is a distinct project with a clear identity and does not form part of a larger programme. Our networks in each of the regions are aware of the Darwin Initiative, e.g. Cambodian Ministry of Environment, as various divisions in the Ministry are dealing with the Darwin Initiative funded Biodiverse Landscapes Fund, conservation organisations all aware of Darwin, many of whom have been past recipients of Darwin funds. Similarly in West Africa and Madagascar our partners are familiar with the Darwin Initiative, and their networks are also likely to be familiar with it. A proportion of the participants on the course are likely to be familiar with the Darwin Initiative, as they may have worked on Darwin grant funded projects in the past. Wetland Learning Hub opened a LinkedIn account, with a page for alumni, which has already gained good traction with those alumni. We have also seen a steady increase in people joining the page. We are linked to Darwin Initiative social media channels.

12. Safeguarding



13. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2024 – 31 March 2025)

Project spend (indicative) since last Annual Report	2024/25 Grant (£)	2024/25 Total Darwin Initiative Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL	101947	101962.48		

Table 2: Project mobilised or matched funding during the reporting period (1 April 2024 – 31 March 2025)

	Secured to date	Expected by end of project	Sources
Matched funding leveraged by the partners to deliver the project (£)			IBRRI/IUCN Asia
Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project (£)			

14. Other comments on progress not covered elsewhere

None.

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

I agree for the Biodiversity Challenge Funds to edit and use the following for various promotional purposes

By delivering the first Wetland Learning Hub regional online and in person courses, this project demonstrates a significant advancement towards the 'Darwin Initiative Programme Objective of support to conventions, agreements or treaties...' In this case support to the Convention on Wetlands (Ramsar Convention). At COP 15, to be held in Zimbabwe in July 2025, one of the draft resolutions to be discussed is CEPA (Communication, Capacity-building, Education, Participation and Awareness Raising). The text of the draft resolution includes the following two goals: "resources provided to produce wetland management training and capacity building materials and carry out training and capacity building", and "partnerships with tertiary education institutions and other relevant organisations are developed to support production and delivery of wetland management training and capacity building materials and programmes ". At COP 15, the WWT delegation (as well as the DEFRA delegation) will be able to promote this project as an impactful contribution to these goals as set out in the draft resolution.

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

Annex 1: Report of progress and achievements against Indicators of Success for Financial Year 2024-2025

Project summary	Progress and Achievements April 2024 - March 2025	Actions required/planned for next period
Outcome Scalable approaches to online and regional capacity building have enhanced the wetland conservation ability of 30 priority conservation organisations and government departments and generated three effective regional capacity building hubs.		
Outcome indicator 0.1 30 conservation organisations and relevant government departments in Madagascar, West Africa and Indo-Burma are reporting increased ability to deliver improved wetland conservation action. (DIA04)	84 participants from 51 relevant organisations and government departments working in Cambodia, Lao PDR, Myanmar, Thailand and Vietnam successfully completed the online Wetland Health and Vitality Course for Indo-Burma. 29 participants filled in the post-course survey and 100% of these reported a positive impact of the course on their level of knowledge in the theory of wetland conservation. 86% (n=25) reported a positive impact on their ability to deliver practical wetland conservation action.	The online Wetland Health and Vitality Course for West Africa and Madagascar are currently being developed and will run between May and September 2025.
Outcome indicator 0.2 Three regional community support networks established by March 2026, each seeing at least 10 active contributions from those in and beyond those participating in courses within this project, demonstrating collaboration and resource sharing.	An interactive workspace for the Indo-Burma Wetland Health and Vitality Course was established. From October 2024 to February 2025, 58 discussions with 88 related comments were made in the workspace by 26 participants, discussing the course, its content, and related topics. 46 participants joined online study groups, which were encouraged to create their own WhatsApp/Telegram chats. 4 participants agreed to make the results of their student activities available to future cohorts as examples of good practice. 39 alumni of the Wetland Health and Vitality Course joined the LinkedIn WLT Alumni Group between October 2024 and March 2025.	Exceptional examples of student activity results from the Indo-Burma course will be integrated into future courses. Presentations on local conservation topics in Indo-Burma by participants of the in-person course will be integrated on the learning platform as resources.
Outcome indicator 0.3 Three local organisations established as regional capacity development Hubs and demonstrating ability to mobilise new resource for conservation capacity support in their regions.	WWT Cambodia significantly contributed to the organisation, design and delivery of the in-person Wetland Health and Vitality Course in Cambodia. An online Training of Trainers programme was developed to build capacity for future training provision in the target regions. One staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the training. A second staff member at WWT Cambodia partially completed the training before moving onto a new role in a different organisation in the region. WWT Cambodia reported an increase in capacity due to involvement in the Wetland Learning Hub in the following areas: Training event planning and coordination, training programme design and delivery, partnerships and	WWT Madagascar and PRCM are currently being involved in the development of the online and in-person courses. The Training of Trainers programme was further developed into a self-paced online course on the WLT learning platform. This will allow for future provision of this training to further staff. The project team is looking into

	networking, monitoring, evaluation, and learning capacity. One area that was highlighted as needing further development is the fundraising capacity of WWT Cambodia.	developing specific training materials on fundraising for future training.
Output 1 150 conservationists, selected from 30 priority conservation organisation and government departments have greater knowledge, access to networks and resources to deliver improved wetland conservation impact through their organisations		
Output indicator 1.1 150 course participants from key local and national organisations engaged in wetland conservation have completed the online WLH course in Wetland Health and Vitality. Participant selection will aim for gender balance where possible. At least 50% of early-career participants will report improved skills, knowledge, and confidence as a result of the course.	84 participants from key local and national organisations engaged in wetland conservation successfully completed the online Wetland Health and Vitality Course for Indo-Burma. 48% of these identified as female. 52% of these were in the 20-35 age group. 7 participants in the 20-35 age group filled in the post-course survey and 100% of these reported a positive impact on their knowledge in the theory of wetland conservation. 86% (n=6) reported a positive impact on their ability to deliver practical wetland conservation action.	The online Wetland Health and Vitality Course for West Africa and Madagascar will run between May and September 2025. Participant selection will aim for gender balance where possible.
Output indicator 1.2 50 online course participants actively participating in relevant online/social media networks (WLH community pages or social networks that participants have created themselves) to generate increased support and/or knowledge (DIA04)	58 discussions, with 88 related comments, were started in the interactive Indo-Burma workspace on the online learning platform. Discussions had contributions from 26 course participants. 46 participants joined online study groups, which were encouraged to create their own WhatsApp/Telegram chats. 4 participants agreed to make the results of their student activities available to future cohorts as examples of good practice. 39 former course participants joined the Wetland Learning Hub LinkedIn Alumni Group between October 2024 and March 2025, enabling networking beyond the course. 29 participants filled in the post-course survey. 52% of these reported that their level of interaction with other course participants was good or excellent. 52% (n=15) reported that they participated in online or social media networks to enhance their learning or network.	The Wetland Health and Vitality Courses for Madagascar and West Africa, respectively, are currently being developed. Both courses will have interactive workspaces and discussion forums. The Wetland Learning Hub LinkedIn Alumni Group will also be open to participants of these courses.
Output indicator 1.3	84 conservationists successfully completed the online Wetland Health and Vitality Course for Indo-Burma. 29 participants filled in the post-course survey and 100% of these reported a positive impact of the course on their level	The Wetland Health and Vitality Courses for Madagascar and West Africa, respectively, are currently being developed. 6-

75 conservationists reporting that they are using improved capabilities to enhance conservation and poverty alleviation impact (DIA04)	of knowledge in the theory of wetland conservation. 86% (n=25) reported a positive impact on their ability to deliver practical wetland conservation action and 72% (n=21) reported a positive impact on their ability to deliver on poverty alleviation in their work. 79% (n=23) reported that they shared information or learning from the course.	month post-course surveys for all three courses will assess whether former participants have been using their knowledge from the course in their work.
Output 2 45 conservationists, selected from 30 priority conservation organisation and government departments, have become regional champions for wetland conservation, with enhanced knowledge and practical experience of effective management approaches and tools required to scale effective conservation action in their regions		
Output indicator 2.1 By March 2026, 45 conservationists have completed in-person practical regional wetland conservation workshops (DIA01). At least 40% of selected participants will be women.	15 conservationists successfully completed the Wetland Health and Vitality in-person course in Cambodia in January 2025. 47% identified as women.	In-person courses in Senegal and Madagascar are planned for September and October 2025, respectively.
Output indicator 2.2 30 people reporting that they are using improved capabilities and have confidence to share new knowledge and resources within their networks (DIA04)	15 people successfully completed the Wetland Health and Vitality in-person course in Cambodia in January 2025. 8 participants filled in the post-course survey. 100% of these reported a positive impact of the course on their level of knowledge in the theory of wetland conservation and on their confidence in becoming a leader in wetland conservation for their region. 86% (n=6) reported a positive impact on their ability to deliver practical wetland conservation action. 100% (n=8) reported a positive impact on their confidence to share new knowledge and resources with their networks and that they intended to share their learning from the course in the future. All 15 participants actively contributed to the course by presenting on examples of challenges and best practice around wetland conservation from their work.	In-person courses in Senegal and Madagascar are planned for September and October 2025, respectively. 6-month post-course surveys will assess whether former participants have been using their knowledge from the course in their work.
Output indicator 2.3 By March 2026, 10 conservation orgs / gov depts in each region are reporting increased capability to deliver improved wetland conservation outcomes for poverty alleviation and biodiversity. At least 33% of these conservation orgs/gov departments will report this increased capability by March 2025, 100% by March 2026.	15 conservationists from 14 organisations and government departments successfully completed the in-person Wetland Health and Vitality Course in Cambodia. 100% of the 8 survey respondents reported a positive impact of the course on their ability to deliver on biodiversity conservation and poverty alleviation in their region.	In-person courses in Senegal and Madagascar are planned for September and October 2025, respectively. 6-month post-course surveys will assess whether former participants perceive their organisations to have increased capability to deliver on improved wetland conservation outcomes as a

		result of their participation in the course.
Output 3 Three regional hubs are mobilised to deliver capacity and capability for wetland conservation and management within their regions through training, resources and active networks		
Output indicator 3.1 Six staff placements (2 from each Regional Hub) within the Wetland Learning Hub, supporting the development of the online courses, practical regional workshops, resource pages and networks. (DIA03)	4 staff members at WWT Cambodia were actively involved in the design and delivery of the online and in-person courses for Indo-Burma. 4 staff members at PRCM are currently being involved in the development of the online course for West Africa. 2 of these are working in close collaboration with the project team. 2 staff members at WWT Madagascar are currently being involved in the development of the online course for Madagascar.	Staff at PRCM and WWT Madagascar will continue to be involved in the design and delivery of the online course, as well as the in-person courses in the respective regions.
Output indicator 3.2 Six regional trainers (2 from each Regional Hub) provided with intense training of trainer programmes, and ongoing training during the workshops in their regions. (DIA05)	An online Training of Trainers programme was developed to build regional capacity for future training provision in the target regions. One staff member at WWT Cambodia and WWT Madagascar, respectively, successfully completed the Training of Trainers programme. A second staff member at WWT Cambodia partially completed the training before moving onto a new role in a different organisation in the region. A second staff member at WWT Madagascar is currently undertaking the training. Additionally, 6 participants of the online Wetland Health and Vitality Course successfully completed the live Train the Trainers programme, building regional capacity for training provision in Indo-Burma beyond WWT Cambodia.	The Training of Trainers programme was further developed into a self-paced online course on the WLH learning platform. This will allow for future provision of training.
Output indicator 3.3 Three local organisations have increased capability and capacity to organise, deliver and fund regionally relevant training (DIA03)	WWT Cambodia reported an increase in capacity due to involvement in the Wetland Learning Hub in the following areas: Training event planning and coordination, training programme design and delivery, partnerships and networking, monitoring, evaluation, and learning capacity. One area that was highlighted as needing further development is the fundraising capacity of WWT Cambodia.	PRCM and WWT Madagascar are currently being involved in the project. Changes in their capacity to organise, deliver and fund training are being assessed throughout their involvement in the project. The project team is looking into developing specific training materials on fundraising for future training.

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

Project summary	SMART Indicators	Means of verification
Outcome: Scalable approaches to online and regional capacity building have enhanced the wetland conservation ability of 30 priority conservation organisations and government departments and generated three effective regional capacity building hubs.	0.1 30 conservation organisations and relevant government departments in Madagascar, West Africa and Indo-Burma are reporting increased ability to deliver improved wetland conservation action. (DIA04) 0.2 Three regional community support networks established by March 2026, each seeing at least 10 active contributions from those in and beyond those participating in courses within this project, demonstrating collaboration and resource sharing. 0.3 Three local organisations established as regional capacity development Hubs and demonstrating ability to mobilise new resource for conservation capacity support in their regions.	0.1 Before and end of project questionnaires evidence improved capacity for wetland conservation action (reporting greater knowledge, access to networks and resources) using quantitative and qualitative data collection. 0.2 Usage figures of online community groups on the Wetland Learning Hub website. Number of posts per month in other established relevant social media groups (e.g. WhatsApp/Telegram) 0.3 New independent funding and capacity development material/support in place
Output 1 150 conservationists, selected from 30 priority conservation organisation and government departments have greater knowledge, access to networks and resources to deliver improved wetland conservation impact through their organisations	1.1 150 course participants from key local and national organisations engaged in wetland conservation have completed the online WLH course in Wetland Health and Vitality (DIA01). Participant selection will aim for gender balance where possible. At least 50% of early-career participants will report improved skills, knowledge, and confidence as a result of the course. 1.2 50 online course participants actively participating in relevant online/social media networks (WLH community pages or social networks that participants have created themselves) to generate increased support and/or knowledge (DIA04) 1.3 75 conservationists reporting that they are using improved capabilities to enhance conservation and poverty alleviation impact (DIA04)	1.1 Course records and assessments evidencing number of participants who have successfully completed the course 1.2 Network membership and post-course surveys showing wider participation of conservationists in relevant networks following course participation 1.3 Post-course surveys showing that participants report increased capacity to enhance conservation and wise use of wetlands following the course
Output 2 45 conservationists, selected from 30 priority conservation organisation and government departments, have become regional champions for wetland conservation, with	2.1 By March 2026, 45 conservationists have completed in-person practical regional wetland conservation workshops (DIA01). At least 40% of selected participants will be women.	2.1 Course records and assessments. Workshop reports detailing participant numbers and workshop outcomes 2.2 Post-course surveys and voluntary case studies

enhanced knowledge and practical experience of effective management approaches and tools required to scale effective conservation action in their regions	<p>2.2 30 people reporting that they are using improved capabilities and have confidence to share new knowledge and resources within their networks (DIA04)</p> <p>2.3 By March 2026, 10 conservation orgs / gov depts in each region are reporting increased capability to deliver improved wetland conservation outcomes for poverty alleviation and biodiversity. At least 33% of these conservation orgs/gov departments will report this increased capability by March 2025, 100% by March 2026.</p>	2.3 Org/Dept capacity and capability assessment surveys: following course completion, surveys evidence self-reported increase in capability for wetland conservation and wise use of wetlands for local people.
<p>Output 3</p> <p>Three regional hubs are mobilised to deliver capacity and capability for wetland conservation and management within their regions through training, resources and active networks</p>	<p>3.1 Six staff placements (2 from each Regional Hub) within the Wetland Learning Hub, supporting the development of the online courses, practical regional workshops, resource pages and networks. (DIA03)</p> <p>3.2 Six regional trainers (2 from each Regional Hub) provided with intense training of trainer programmes, and ongoing training during the workshops in their regions. (DIA05)</p> <p>3.3 Three local organisations have increased capability and capacity to organise, deliver and fund regionally relevant training (DIA03) by the project end in March 2026.</p>	<p>3.1 Placement reports, timesheets</p> <p>3.2 Training and workshop reports. Ongoing follow-ups with WLH project staff.</p> <p>3.3. Modified version of the CEPF Civil Society Organisational Capacity Tracking Tool</p>
<p>Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)</p> <p>1.1 Course and platform updated. Participants recruited and supported. Work with regional organisations to promote, select and recruit participants. Support them to completion and carry out evaluation.</p> <p>1.2 Participants encourage to take part in active online/social media discussions</p> <p>1.3 Survey/evaluation carried out assess implementation of lessons learnt during the course.</p> <p>2.1 Regional face-to-face courses carried out at each hub, with up to 15 people at each receiving training, visiting sites and sharing experience.</p> <p>2.2 Evaluation of face-to-face participants immediately after and six months after the course to assess implementation of course content.</p> <p>2.3 Organisational assessment to show how the course has impacted on delivery of wetland conservation locally/nationally/regionally.</p> <p>3.1 Two colleagues in each region will be supported to develop the materials and content of the course, as well as input to the website and in-person course design.</p> <p>3.2 Six regional colleagues will be offered training and support to deliver training as part of the in-person events and future roll-out of the course</p> <p>3.3 Three local organisations supported to develop and deliver relevant training, monitored through modified CEPF tracking tool.</p>		

Important Assumptions

Sufficient interest in the course from relevant government and civil society groups

Local partners are able to deliver the logistics of holding regional meetings

Local partners work with us to create new materials and modules for the course

Participants go on to use the resources to train others

Participants apply what they have learnt

Political situations within the target areas remain positive

Table 1 Project Standard Indicators

Please see the Standard Indicator guidance for more information on how to report in this section, including appropriate disaggregation.

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	None	84			84	150
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Indo-Burma, Men	43			43	50
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Indo-Burma, Women	40			40	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Indo-Burma, Other	0			0	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Indo-Burma, Rather not say	1			1	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	West Africa, Men	0			0	50
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	West Africa, Women	0			0	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	West Africa, Other	0			0	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Madagascar, Men	0			0	50
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Madagascar, Women	0			0	
DIA01	Number of people in eligible countries who have completed structured and relevant training	1.1, 2.1	People	Madagascar, Other	0			0	

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	None	1			1	3
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Cambodia, Public	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Cambodia, Private	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Cambodia, Other	1			1	1
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Senegal, Public	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Senegal, Private	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Senegal, Other	0			0	1
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Madagascar, Public	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Madagascar, Private	0			0	0
DIA03	Number of local or national organisations with enhanced capability and capacity	3.1, 3.3	Organisations	Madagascar, Other	0			0	1

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DIA04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	0.1, 1.2, 1.3, 2.2	People	None	0			0	75
DIA05	Number of trainers trained under the project reporting to have delivered further training	3.2	People	None	0			0	6

Table 2 Publications

Title	Type (e.g. journals, best practice manual, blog post, online videos, podcasts, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)
WWT's First Regional Wetland Health and Vitality Course in Cambodia: Enhancing Wetland Conservation Skills along the East Asian-Australasian Flyway	Blog post	Wetland Learning Hub Team, 2025 Lead author: Marie Schlenker	Female	Germany	EAAFP website	WWT's First Regional Wetland Health and Vitality Course in Cambodia: Enhancing Wetland Conservation Skills along the East Asian-Australasian Flyway - Eaa-flyway
IBRRI supports first in-person training on wetland health and vitality in the Indo-Burma region	Blog post	Wetland Learning Hub Team, 2025 Lead author: Tina Redshaw	Female	United Kingdom	IUCN website	IBRRI supports first in-person training on wetland health and vitality in the Indo-Burma region - Story IUCN

Title	Type (e.g. journals, best practice manual, blog post, online videos, podcasts, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)
Indo-Burma Wetland Health and Vitality Course Photo Competition	Blog post	Wetland Learning Hub Team, 2025 Lead author: Marie Schlenker, 2025	Female	Germany	WLH website	https://wetlandlearninghub.org/indo-burma-wetland-health-and-vitality-course-photo-competition/

Checklist for submission

	Check
Different reporting templates have different questions, and it is important you use the correct one. Have you checked you have used the correct template (checking fund, scheme, type of report (i.e. Annual or Final), and year) and deleted the blue guidance text before submission?	x
Is the report less than 10MB? If so, please consider the best way to submit. One zipped file, or a download option is recommended. We can work with most online options and will be in touch if we have a problem accessing material. If unsure, please email to BCF-Reports@niras.com putting the project number in the Subject line.	Yes
Is your report more than 10MB? If so, please discuss with BCF-Reports@niras.com about the best way to deliver the report, putting the project number in the Subject line.	No
Have you included means of verification? You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	Yes
Have you provided an updated risk register? If you have an existing risk register you should provide an updated version alongside your report. If your project was funded prior to this being a requirement, you are encouraged to develop a risk register.	Yes
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 15)?	N/A
Have you involved your partners in preparation of the report and named the main contributors	Yes
Have you completed the Project Expenditure table fully?	Yes
Do not include claim forms or other communications with this report.	