

Applicant: **Phelps, Jacob**
Organisation: **Lancaster University**
Funding Sought: **£166,512.00**

DIR31CC\1746

Environment And Biodiversity Law Education (EnABLE)

Environmental law is central to biodiversity conservation, sustainable resource management and protecting human wellbeing. However, operationalising legislation relies entirely on capable lawyers to forward cases. Yet, environmental law education is often absent or incomplete, and lawyers, prosecutors and judges are often ill-trained to meaningfully operationalise existing laws. This project will empower law students, civil society and government lawyers in the Philippines to use existing laws to remedy environmental harm. This will develop a model that can be scaled globally.

PRIMARY APPLICANT DETAILS

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Environment And Biodiversity Law Education (EnABLE)

Section 1 - Contact Details

PRIMARY APPLICANT DETAILS

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Organisation

Lancaster University

Section 2 - Title & Summary

Q3. Project Title

Environment And Biodiversity Law Education (EnABLE)

Please attach a cover letter as a PDF document.

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Cover Letter EnABLE

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

☐ No

Q5. Summary of project

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

Environmental law is central to biodiversity conservation, sustainable resource management and protecting human wellbeing. However, operationalising legislation relies entirely on capable lawyers to forward cases. Yet, environmental law education is often absent or incomplete, and lawyers, prosecutors and judges are often ill-trained to meaningfully operationalise existing laws. This project will empower law students, civil society and government lawyers in the Philippines to use existing laws to remedy environmental harm. This will develop a model that can be scaled globally.

Section 3 - Title, Dates & Budget Summary

Q6. Country(ies)

Which eligible country(ies) will your project be working in?

Country 1	Philippines	Country 2	No Response
Country 3	No Response	Country 4	No Response

Do you require more fields?

☐ No

Q7. Project dates

Start date:	End date:	Duration (e.g. 1 years, 8 months):
29 September 2025	28 November 2026	14 months

Q8. Budget summary

Darwin Initiative Funding Request	2025/26	2026/27	Total request
(1 Apr - 31 Mar) £	£83,772.00	£82,740.00	£166,512.00

Q10. Do you have proposed matched funding arrangements?

☐ Yes

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

Q11. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

- Lancaster University: in-kind staff time and overhead for Jacob Phelps
- Law and Wildlife
- IUCN World Commission on Environmental Law: Contribution of in-kind expertise, networking and outreach, though we have not put an economic value to this
- Environmental Legal Assistance Center: is a small Global South NGO, so we have not proposed matched funding contributions from them

Q12. Have you received, applied for, or plan to apply for any other UK Government funding for your proposed project or a similar project?

☐ No

Section 4 - Project need

Q13. The need that the project is trying to address

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

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

Environmental law is central to sustainable development and biodiversity conservation (1). It is a last resort to protect people and biodiversity from environmentally harmful projects, and a tool to secure remedies (e.g., restoration, compensation) when they are harmed by actions such as illegal deforestation, mining, trade and pollution.

Law, however, relies entirely on access to capable legal practitioners to bring forward cases. Practitioners are key to overcoming the "implementation gap" between written law and actual outcomes (2, 3). Indeed, UNEP's First Global Report on Environmental Rule of Law notes that "environmental laws have grown dramatically over the last three decades but, due to the lack of implementation and enforcement, they fall far short of what is required to address environmental challenges." (4)

This is especially true across the Global South, where government lawyers are under-resourced, and ecological justice is often low priority. Instead, environmental cases are often represented by civil society public interest lawyers, who are often few and over-

stretched.

Yet, in many countries, existing, progressive laws present opportunities to protect biodiversity and communities. In the Philippines, for example, existing laws can hold offenders responsible for restoration; dedicated 'Rules of Procedure' help to increase access to justice in environmental cases, and a precedent-setting 2022 "environmental tort" verdict fundamentally reshaped how law could be used to protect nature (5, 6). Such provisions present opportunities to force actions that benefit biodiversity and poor communities, such as halt or reverse harmful projects; compensate victims; order legal reviews, rehabilitate injured wildlife; restore habitats, and clean-up pollution.

However, these opportunities remain little-known and underutilised in most countries, where practitioners often rely on a small number of familiar provisions (4, 6). For example, in a survey of 91 conservation organisations globally, 75% said they could do their jobs better if they had a greater understanding of relevant environmental laws; 93% were interested in legal alternatives to penalties, and 85% would like to use these in their organisation (7). Other legal opportunities involve their own concepts and procedures that lawyers, prosecutors and judges must understand so that laws can be operationalised (6, 8).

Although environmental law is increasingly part of law school syllabi, it remains absent from most globally or is treated as an elective elective, and little examine biodiversity (6). Continuing educational opportunities for environmental lawyers are extremely limited – especially when it comes to the country-specific content, focused on procedures and nuances, that is essential to operationalising laws. This means that, however progressive written legislation might be, lawyers often lack the capacity to meaningfully operationalise it.

There is a need to support and inspire environmental lawyers, whether students, civil servants or civil society activists. This relies on access to affordable, accessible and useful educational opportunities. Targeted professional development opportunities are essential to operationalising existing law, and to ensuring that recent new legal opportunities are not missed (9).

Section 5 - Darwin Objectives and Conventions

Q14. Biodiversity Conventions, Treaties and Agreements

Q14a. Your project must support the commitments of one or more of the agreements listed below.

Please indicate which agreement(s) will be supported.

- ☒ Convention on Biological Diversity (CBD)
- ☒ Nagoya Protocol on Access and Benefit Sharing (ABS)
- ☒ Convention on International Trade in Endangered Species (CITES)
- ☒ Convention on the Conservation of Migratory Species of Wild Animals (CMS)
- ☒ Ramsar Convention on Wetlands (Ramsar)
- ☒ United Nations Framework Convention on Climate Change (UNFCCC)
- ☒ Global Goals for Sustainable Development (SDGs)

Q14b. National and International Policy Alignment

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

Sound environmental governance – based on a legal community able to uphold existing legal rights and frameworks – is foundational to the domestic legislation and policies, and global environmental commitments of many countries. In the Philippines this includes commitments to the conservation of threatened species, to tackling wildlife trade, promoting equitable benefit sharing, and reducing forest sector emissions reductions. Notably, the country has Constitutional protection / the right to a clean environment, which is fundamental and progressive. The Philippines' National Biodiversity Strategy and Action Plan 2015-2028 specifically highlights that protecting its bio- and socio-cultural diversity requires policy responses that support strengthened law enforcement, and facilitate the restoration of ecosystem functions.

Such commitments require not only strong legal frameworks, but also a capable community of environmental practitioners who can support government, NGOs and communities to uphold these via administrative and judicial legal processes. This requires understanding not only the concepts of environmental law, but also the nuances of domestic legislation and the procedures of bringing cases.

Environmental and conservation legislation has also made great progress in recent years in many countries; in the Philippines this includes world-leading legal 'Rules of Procedure' to increase access to environmental justice. However, these are yet to fully operationalised, which this project will help address by supporting the relatively small, but vital community of legal practitioners who have the positions and skills to bring cases.

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

Q15. Methodology

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

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

Methods/Activities: The project will create a globally-unique, practitioner-oriented, online Master Class for environmental lawyers. It help lawyers use existing laws to secure remedies for harm to biodiversity and communities – including legal actions such as injunctions to stop harmful projects, restoration of harmed environments, and compensation for victims.

The Master Class will include an international component, created by lawyers and scientists from Lancaster University, Law and Wildlife, IUCN World Commission on Environmental Law, and the Biodiversity & Environmental Liability Scholar and Conservation-Litigation.org Networks. It will be promoted as a short, high-quality, professional development course for lawyers globally, answering:

- What types of legal actions can be taken when biodiversity and wellbeing are harmed?
- How are these claims developed?
- How to present science in court to support these claims?

The Master Class will also include a detailed Philippines-focused component, developed with the Environmental Legal Assistance Center and law professors nationally. It will delve into domestic legislation and focus on the procedures to operationalise existing law. This will provide a model for how the Master Class can be made country-specific.

The Master Class will be simple, inexpensive (digital infrastructure via 'Spacespace Courses' with GoogleForms), free, attractive and long-lived, creating global access to world-leading scholars, practitioners and resources not otherwise available. It will be structured, but self-directed/flexible to ensure access – comprising approx.15, 45-minute sessions over approx. 3 months, with short quizzes, video interviews, audio, case studies, and short activities. In the Philippines, it will include synchronous online tutorials. However, it will be designed so that it can be delivered asynchronously and without instructor participation, to ensure sustainability. The Class will deliver a certificate, and its international visibility and high-profile contributors will recruit interest. Importantly, its utility does not rely only on volume, but quality of engagement by the right lawyers who will implement these lessons.

In the Philippines the Master Class will target:

- Law students. The Master Class will be mainstreamed into 5 law schools' curricula, reaching at least 120 students. It will be promoted with the Association of Law Students, open to students nationally, including from law schools without environment modules. This will help build a generation of capable environmental lawyers.
- Civil society public interest lawyers. Colleagues from across ELAC's domestic network will benefit from professional development.
- "Champion" government lawyers. 10 lawyers from the Departments of Justice and of Environment and Natural Resources will receive targeted support to complete the Master Class. These will be purposely selected "champions" who are active willing to invest effort and likely to adopt new concepts in their practice. They will receive online tutorials/group discussion, and an in-person workshop to develop their skills, and build a cohort to inspire action.

After training, participants will have the capacity to develop cases of their own, and the opportunity to links up with each other for collaborations, and to join a global Community of Practice that, in parallel with this proposal, the partners have already established and gives access to future legal, scientific, financial, moral and logistical support (9). This will create cohorts and pathways for future action.

The Philippines experience will serve as a trial, to develop baseline material and gain experience, aiming to scale-up to other countries.

Evidence/Justification:

Our experience globally shows significant gaps in legal capacity, yet strong interest in securing legal remedies (7, 9). There is demand for access to justice – among activists, scientists, communities – but a lack of pathways through which to facilitate such access. This was clear during our Aug. 2024 workshop with Filipino judges, government officials and civil society lawyers, which highlighted how unfamiliar many leading lawyers are with the legal, scientific and procedural details of securing remedies (6).

Our team's experience as university educators in the UK and Philippines highlights huge gaps in existing environmental law education – core concepts are sometimes introduced, but nuances and procedures are lacking. Capacitating already-engaged lawyers is essential to operationalising existing laws.

Online hybrid education is a strategic approach for engaging diverse audiences, including busy professionals, with global instructors. Our experiences with this, including through COVID and actively learning from the successes/failures of MOOCs, shows how these resources can be effectively designed, and highlight it as affordable, accessible and scalable (10, 11, 12).

Management:

The overall project will be managed by Lancaster University, drawing technical inputs from the international partners (WCEL, LaW) to develop the new resources and deliver online tutorials. ELAC will manage content and teaching from the Philippines, and lead on recruiting participation across the 3 stakeholder groups.

Q16. How will you identify participants?

How did/will you identify and select the participants (individuals and/or organisations) to directly benefit from the capability and capacity building activities? What makes these the most suitable participants? How will you ensure that the selection process is unbiased, fair and transparent? How have you incorporated GESI considerations in identifying participants?

The principle of the Master Class is that it should be freely and widely available to anyone who is interested, without bias or preference. We will have targeted recruitment in the Philippines for:

- Law students will be identified via 5 participating law schools across the Philippines (Luzon, Visayas, Mindanao), where it will become part of their course materials. However, it will be open to any students, including at other (non-participant) schools, and this will be promoted via the Assoc. of Law Students in the Philippines (ALSP)
- Civil society lawyers will be recruited via ELACS' broad national network through the Alternative Law Groups, Philippine Misereor/Rights of Nature Network, the Alyansa Tigil Mina Network
- Government lawyers, 10 individuals (30% women) from the Dept. of Justice and Dept. of Environment and Natural Resources will be actively recruited via a biased selection process, focused on individuals who have shown greatest engagement, and in a role that allows them to engage. They will be selected based on recommendations from their respective offices based on officials with high relevant environmental case loads, and also via direct invitations to officials identified by our networks as advocates for environmental law. Importantly, this will be triangulated through an analysis of cases via the public case database to ensure they are appropriate individuals.

•Lawyers and students globally: The international portion of the Master Class will be globally available online, without bias. It will be promoted via the IUCN World Commission on Environmental Law, Law and Wildlife, Lancaster University and the global members of the Biodiversity & Environmental Liability Scholars Network, Conservation-Litigation.org Network, and via their respective networks and online platforms.

Q17. Gender Equality and Social Inclusion (GESI)

All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics. Please include reference to the GESI context in which your project seeks to work. Explain your understanding of how individuals may be disadvantaged or excluded from equal participation within the context of your project, and how you seek to address this. You should consider how your project will proactively contribute to ensuring individuals achieve equitable outcomes and how you will ensure meaningful participation for all those engaged.

The Master Class will help lawyers to craft legal responses to environmental harm, which has explicit GESI dimensions. This includes addressing issues of environmental justice, such as differentiated health and relational impacts on marginalised communities and women. It also includes securing legal recognition for the diverse types of environmental values that different members of the community hold, including Indigenous Peoples who are harmed. These topics will be explicitly discussed in the training, to help lawyers address them in their future legal actions.

The project itself will be inclusive: ELAC and LaW are led by women, and women will represent >60% of the project steering committee. Resources featured in the Master Class audio and videos will include women and people from different nationalities and diverse backgrounds.

Participant selection will also be inclusive, ensuring it is openly accessible. Women are typically approx. 50% of low school cohorts. However, these are typically in urban areas and represent local demographics, so rural and isolated communities are likely under-represented. However, we will work with the Association of Law Students to promote recruitment from across the country, including law schools in rural and under-served areas that are least likely to have environmental law courses. ELAC will ensure the civil society lawyers we will train have a strong track record of providing legal support to isolated and marginalised communities, which this project will help support. The selection process for the government lawyers will seek 30% women.

The project context has GESI considerations in terms of access to online connectivity, and the language barrier, although the educational attainment of most lawyers means they are proficient in English. The programme is also self-paced, online to allow maximum engagement, including among professionals and people with caring commitments.

Q18. Change expected

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

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

The Master Class will benefit >120 environmental law students (50% women), >10 civil society lawyers (50% women), and 10 government lawyers (30% women) from the Philippines, and >50 international lawyers from a range of countries. It will provide them access to opportunities and skills that are not widely accessible via existing programs, and are often unaffordable and inaccessible to lawyers from the Global South. This is especially true for civil society lawyers working in the public that are a target group; the Master Class will support them not only with professional development that can help them to be better lawyers, but also with improved career prospects. This is especially true because it will grant a free, but high-quality qualification from reputable international partners.

The benefits of strengthened practice are beyond the 14-month project duration. If public interest and government lawyers are capacitated to use existing legislation, then they will be in a better position to help represent the interests of nature and human communities nationally. This can significantly increase and diversify public access to justice.

Moreover, the Master Class will include explicit support for the development of legal cases that directly benefit biodiversity and reduce multidimensional poverty – by pursuing cases that challenge/stop harmful projects that affect biodiversity and already poor and marginalised communities, and/or cases that secure remedies and compensation when people and nature are illegally harmed by actions such as mining and deforestation. These types of cases are already possible in the Philippines (6) and many other countries (9), but lawyers need support and encouragement to use them, which the Master Class will help provide. Catalysing the use of these laws helps avoid and deter biodiversity loss, pollution and environmental harm to affects already poor and marginalised communities.

In the first instance, new cases are expected to come from the 10 government “Champion” lawyers trained, selected because they are expected to be early adopters of the proposed legal approaches and because they are already in decision-making positions.

Longer-term, cases are also expected to come through the students, some of whom may become environmental litigators, government lawyers, community advocates and judges. It is essential that these future leaders have a strong formation in how their country’s laws could work to help biodiversity and community wellbeing. Moreover, access to stimulating educational opportunities could help motivate some students to pursue careers in environmental law, which is essential in countries with limited numbers of practitioners.

Importantly, the three target audiences will also be treated as, and encouraged to develop as cohorts – inspiring connections, collaborations and sharing that are important to driving and supporting (collective) action and retention – particularly among early-adopters and in a challenging context.

This feeds into a broader theory of change being developed by the partners that includes a Communities of Practice, and direct support to people who are bringing cases (9). New colleagues from the Philippines and globally, identified through this Master Class, will have opportunities to join this network and receive support for their future cases.

Q19. Sustainable benefits and scaling potential

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

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

This will be an online resource that is freely and long-term available. It will be designed so that it can be self-directed, without active instructor input, to ensure sustainability, and yet still be engaging and promote completion. At the same time, the resource can be adapted into hybrid synchronous/asynchronous teaching design, online or in-person, as will be the case in this Philippines example. This dexterity will mean that the resource can be used in different ways and contexts in the future.

The Philippines work is also explicitly designed to create both new leaders and new cohorts who are likely to uptake and support one another in using these legal strategies: This is particularly important for the 10 government lawyers “champions”, who will also be brought together in person, explicitly to build camaraderie, peer-to-peer sharing and support networks as they seek to operationalise these new legal concepts. Similarly, the training for law students and civil society lawyers will create an initial, online community who deeply understand these legal opportunities and are new connected – providing new opportunities for future collaboration on cases, employment for students, and a shared understanding and sense of mission fostered during the Master Class.

Key to sustainability is also ensuring pathways for future uptake/use among students and lawyers. To this end, the Master Class will be mainstreamed into undergraduate curricula at 5 law schools, and be used beyond the project duration.The proposal also feeds into four growing international networks, World Commission on Environmental Law’s Biodiversity Law Specialist Group, the Biodiversity & Environmental Liability Scholars Network (BELS) and the Lawyers in Action for Biodiversity, Liability and Environment (LIABLE), themselves part of the Defra-supported Conservation-Litigation.org. This will support its further adoption and spread of the global curriculum part of the Master Class, and identify opportunities for future.

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

 Additional Information ENABLE

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Section 7 - Risk Management

Q20. Risk Management

Please outline the 7 key risks to achievement of your Project Outcome and how these risks will be managed and mitigated, referring to the Risk Guidance. This should include at least one Fiduciary, two Safeguarding, and one Delivery Chain Risk.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
Fiduciary (financial): funds not used for intended purposes or not accounted for (fraud, corruption, mishandling or misappropriated). Funds are misused or mismanaged by the partners, including inaccurate or incomplete reporting	moderate	rare	minor	-Project will start with training workshop on financial reporting and assessment requirements -Partners will undergo LU's due diligence process -Annual external audits conducted -Dedicated M&E specialist in the project team (via ELAC)	minor
Safeguarding: risk of sexual exploitation abuse and harassment (SEAH), or unintended harm to beneficiaries, the public, implementing partners, and staff. Interactions among project staff and participants, particularly law school students, presents a safeguarding risk even if online, notably related to abuse of power over participants	moderate	rare	moderate	-Association of Law Students Philippines has a reporting mechanism that we will disseminate to participating students -The partners, notably Lancaster University, have clear Code of Conduct and staff receive related training -A project safeguarding contact will be identified for all participants, as well as Lancaster University's related policies and procedures	minor
Safeguarding: risks to health, safety and security (HSS) of beneficiaries, the public. Implementing partners, and staff. Taking the Master Class may present safeguards HSS risks associated with over-work, particularly for groups such as public interest lawyers in the Global South	moderate	unlikely	moderate	-Provide upfront clarity to all participants about expectations, time, efforts, value -Do not pressure people to participate, even if they are they seem appropriate	minor
Delivery Chain: the overall risk associated with your delivery model. Online education, despite its strengths, traditionally has high attrition rates	moderate	likely	major	-Recruit strategically; although open to everyone (and attrition rates likely high), also recruit highly appropriate/committed lawyers who are likely to use the learning -Provide upfront clarity about expectations, time, efforts, value -Draw on best practices to make resources/design engaging -In the Philippines teaching will include synchronous teaching	moderate
Risk 5 Government agencies are not willing to allocate time for their staff to participate in the Master Class, or are simply too busy	major	likely	severe	-Purposively pick engaged participants -Do not pressure people to participate -Provide clarity about expectations, timelines, efforts, value -Deeply engage government departments o secure high-level buy-in -Provide tailored support and follow-up to 10 participants to keep engaged -Provide an in-person training component (involving a trip) to motivates completion	moderate
Risk 6 Law Schools are not willing to integrate resources into their teaching, such as due to lack fo time	severe	rare	major	-Pre-identify willing law schools professors, prior to project implementation, who are receptive to using the resource in their classes -Highlight the profile of the resource and partners to motivate participa	minor

Output 3 Government's "champion" lawyers in the Philippines demonstrate capabilities, capacity and tangible plans to operationalise diverse legal strategies to secure remedies for harm to biodiversity and wellbeing	3.1 80% of government participants from at least 5 organisations score >70% on final evaluation by end of project (baseline = no such training exists, target = 10 lawyers)	3.1 Post-test evaluation referencing sign-up details
	3.2 70% of government participants explain plans for how they will operationalise concepts from training in their work by end of project (baseline = no such training exists, target = 10 lawyers)	3.2 Training sign-up sheets with names and organisation/affiliation
		3.2 Post-training questionnaire
Output 4 Lawyers globally access the international portion of the Master Class (as a trial for scaling-up)	4.1 One new international Master Class resource online by end of FY1 (baseline - no such resource exists)	4.1 URL
	4.2 60% of international participants score >70% on final evaluation by end of project (baseline = no such training exists, target = 50 participants, TBD as this is a trial)	4.2. Post-test evaluation (disaggregated by gender, country, career stage)
	4.3 50% of international participants report intention to use new material in their work by of project (baseline = no such training exists, target = 50 participants, TBD as this is a trial)	
		4.3 Post-training questionnaire (disaggregated by gender, country, career stage)

Activities

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

- Output 1. Environmental Law Master Class on remedies for environmental harm, including global and Philippines-specific components
 - 1.1 Project Board meeting to establish shared plan and timeline for curriculum design
 - 1.2 Development of the international (LU, LaW) and Philippines-specific (ELAC) materials for the Master Class, and harmonisation between the two
 - 1.3 Review of the draft materials by Project Board and expert colleagues
 - 1.4 Development of audio-visual materials, with experts in Philippines and globally as teaching aids for the Master Class
 - 1.5 Editing and compilation of materials into an online platform
 - 1.6 Develop monitoring tools such as pre and post training evaluation questionnaires for law students and civil society lawyers and reporting tool for prosecutors and govt lawyers.
 - 1.7 Trial resource with some participants, and use this to revise
- Output 2. Law students and civil society practitioners in the Philippines demonstrate capabilities and capacity to operationalise diverse legal strategies to secure remedies for harm to biodiversity and wellbeing
 - 2.1 Engage law professors at >5 law schools to introduce the opportunity, and proposal for this to be integrated into their curricula, as a helpful resource
 - 2.2 In-Person workshop in Cebu with professors from 5 law schools and the Association of Student Lawyers in Philippines to introduced the proposed curriculum, obtain inputs, and establish enrolment timelines
 - 2.3 Lever ELAC network and public interest law networks to recruit civil society lawyers and law students to enrol participants in the Master Class (asynchronous online)
 - 2.4 Provide students and civil society participants with a series of online tutorials throughout the Master Class
 - 2.5 Evaluate student performance and, for students who meet completion and capacity criteria, deliver first Master Class Certificate.
 - 2.6 Host online and in-person (Manila, Cebu) networking sessions, and invite participants to get involved in and send participants to the Master Class and broader network.
- Output 3. Government lawyers demonstrate capabilities, capacity and tangible plans to operationalise diverse legal strategies to secure remedies for harm to biodiversity and wellbeing
 - 3.1 Lever the ELAC network to identify at least 5 organisations with prospective participants, including prosecutors from Dept of Justice and lawyers from Dept. of Environment and Natural Resources
 - 3.2 Review prospective participants case filing history to confirm their active status
 - 3.3 Reach out individually to prospective participants to introduce the opportunity and recruit them
 - 3.4 Meeting with Dept of Justice and lawyers from Dept. of Environment and Natural Resources to request their cooperation and allow the participation with the recruited individuals
 - 3.5 Establish timeline for training, as this will involve synchronous and asynchronous, online and in-person components
 - 3.6 Deliver the Master Class online (asynchronous), with scheduled synchronous online tutorials and discussion, with ELAC providing individualised support as needed
 - 3.7 Maintain post-training/post-project engagement to evaluate engagement and identify opportunities for collaboration/support
- Output 4. Lawyers globally access the international portion of the Master Class (as a trial for scaling-up)
 - 4.1 A international version of the Master Class (i.e. only the international portion, without the Philippines specific material) is launched online
 - 4.2 IUCN, Lancaster, LaW and their networks promote online participation in the international portion of the Master Class
 - 4.3 First Master Class Certificates awarded internationally

Important Assumptions:

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

1. People from the three target audiences for this training are interested enough to engage (have time, are motivated, have incentives to)
2. Law School professors are willing to draw on this resource to supplement/support their existing curriculum
3. Dept of Justice and Dept. of Environment and Natural Resources are willing to allow "champion" lawyers to spend time on continuing education
4. Online hybrid education is able to hold participant interest and retention, and students learn deeply

Q24b. Standard Indicators

Standard Indicator Ref & Wording	Project Output or Outcome this links to	Target number by project end	Provide disaggregated targets here
e.g. DI-A01: Number of people in eligible countries who have completed structured and relevant training	e.g. Output indicator 3.4 / Output 3	e.g. 60	e.g. 30 non-indigenous women; 30 non-indigenous men
DI-A01: Number of people in eligible countries who have completed structured and relevant training	Output indicator 2.2/Output 2	130	65 women
DI-A01: Number of people in eligible countries who have completed structured and relevant training	Output indicator 4.2/Output 4	50	25 women
DI-A03: Number of local or national organisations with enhanced capability and capacity	Output indicator 3.1/Output 3	5	Philippines, 5 public organisations
DI-A04: Number of people reporting that they are applying new capabilities 6+ months after training	Output Indicator 4.3/Output 4	5	2 women
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response

If you cannot identify three Standard Indicators you can report against, please justify this here.

No Response

Section 11 - Budget and Funding

Q25. Budget

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


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Q26. Alignment with other funding and activities

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

Q26a. Is this new work or does it build on existing/past activities (delivered by anyone and funded through any source)?

☐ Development of existing/past activities

Please provide details:

This builds on work originally supported by the UK Biodiversity Fund's Illegal Wildlife Trade Challenge Fund, which eventually led to the development of the Conservation-Litigation.org Network, which is still hosted at Lancaster University. This Network of legal and conservation practitioners and scholars focuses on one of the key themes of the EnABLE project: securing legal remedies for harm to biodiversity and wellbeing. The existing work focuses on conducting legal analyses that explain how to operationalise existing laws, and then supports government officials and NGOs to develop novel legal cases that use these laws. This proposed EnABLE project is the network's first venture into sharing its learning with a broader legal audience via structured educational intervention. As such this project builds on and contributes to a growing global initiative and network.

Q26b. Are you aware of any current or future plans for work in the geographic/thematic area to the proposed project?

☐ Yes

Please give details explaining similarities and differences, and explaining how your work will be additional, avoiding duplicating and conflicting activities and what attempts have been/will be made to co-operate with and share lessons learnt for mutual benefit.

There is no similar educational initiative for environmental lawyers that we know of, which is why we are proposing this new Master Class. However, the project would directly cooperate with others working in this space. That includes the Conservation-Litigation.org Network and its related bodies of scholars (Biodiversity & Environmental Liability Scholars Network) and body of lawyers (Lawyers in Action for Biodiversity, Liability and Environment). It also includes global groups such as the IUCN World Commission on Environmental Law, and SE Asia regional and global initiatives such as by Asian Research Institute for Environmental Law, and the Environmental Law Alliance Worldwide which, although not focused on remedies and this type of technical legal education, are nevertheless important relevant network through which to coordinate and share. The proposed team is very well embedded in these professional networks domestically and internationally.

Q27. Value for Money

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

A considerable part of the budget is allocated to ELAC in the Philippines which operates very affordably, rather than to institutions in the Global North. The budget is responsible and feasible because it leverages existing legal analyses, expertise and networks that the partners have already worked on, and brings it together into one place. The result is a new, unique and high-quality resource that integrates expertise from around the world and across disciplines, for which there is nothing similar currently available - online or at any university. We are very confident that this is a globally unique resource. The project makes it widely and freely available, and the resulting resources can be used long term, well beyond the project period, both within the Philippines and internationally.

Q28. Capital items

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

N/A

Section 12 - Safeguarding

Q29. Safeguarding

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

Please outline how your project will ensure:

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

Indicate which minimum standard protocol your project follows and how you meet those minimum standards, i.e. CAPSEAH, CHS, IASC MOS-PSEA. If your approach is currently limited or in the early stages of development, please clearly set out your plans to address this.

LU follows safeguarding standards developed with the UK Collaborative on Development Research (UKCDR), which follows the IASC, CSA and PSEA. LU staff receive training on these safeguarding policies and procedures, and the partners will receive copies of the relevant safeguards and procedures, and an introduction to how these relate to the project (e.g. how to report, how to handle reports, how to document, who to contact). Compliance with these policies will be part of the signed agreement between the institutions. When participants enrol in the Master Class, they will also be made aware of these policies, given contact details of Project Safeguarding Focal Point, and informed of ways to report.

Lancaster University has protocols for investigating, recording and responding to allegations and complaints, including those made anonymously or on behalf of others. Reports can be received via a number of pathways, including Project Safeguarding Focal Points, the University's Designated Safeguarding Lead, and the Online 'Unisafe' portal (https://portal.lancaster.ac.uk/ask/report). Depending on the nature of the report, the Pro-Vice-Chancellor of Research and Enterprise, in consultation with the Safeguarding Lead, will determine which LU process should be used. This includes specific responses to cases with credible, imminent threat of harm occurring, and processes to criminal offences. Where required, the University has a disciplinary process and various sanctions, and will ensure these processes are impartial, fair and timely, protecting the rights of the individuals involved. Disciplinary procedures are seen through to conclusion even where the subject of the investigation withdraws. The project will manage a Risk Register, and the University will hold a central record of all reports received under this framework and subsequent related documentation in Research and Enterprise Services, subject to LU's data holding and retention arrangements.

Defra recommend you appoint a safeguarding focal point to ensure the project's PSEAH work is taken forward. This can be a separate member of staff or a current member of staff who spends a proportionate amount of time for safeguarding and PSEAH activities. Please name this individual here - this person should also be included in your overall staff list at Q31 and in your budget.

Dr Jacob Phelps

Section 13 - British Embassy or High Commission Engagement

Q30. British embassy or high commission engagement

It is important for UK Government representatives to understand if UK funding might be spent in the project country/ies. Please indicate if you have contacted the relevant British embassy or high commission to discuss the project and attach details of any advice you have received from them. Please note that some embassies or high commissions may not be able to respond to you but your project will not be penalised for a lack of response.

☐ Yes

Please attach evidence of request or advice if received.

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Section 14 - Project Staff

Q31. Project staff

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

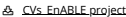
Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Jacob Phelps	Project Leader	23	Checked
Grizelda Mayo-Anda	Senior Lawyer, Philippines	48	Checked
Rafael Greggorrer Pajares	Philippines Project Leader	48	Checked
Asia Wee	Lawyer	48	Checked

Do you require more fields?

☐ Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Maria Isabel Rodriguez Valero	Senior Lawyer, International	14	Checked
Lynne Hempton	Website and Online Interface Design	20	Checked
Naila Bhatri	M&E, Reporting and Online Education	16	Checked
No Response	No Response	No Response	Unchecked
No Response	No Response	No Response	Unchecked
No Response	No Response	No Response	Unchecked
No Response	No Response	No Response	Unchecked
No Response	No Response	No Response	Unchecked

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









Have you attached all project staff CVs?
☒ Yes

Section 15 - Project Partners

Q32. Project Partners

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

Lead Organisation name:	Lancaster University, Lancaster Environment Center
Website address:	www.lancaster.ac.uk/lec/
	Roles: Will serve as project lead, coordinating the partners and development of the Master Class.
Why is this organisation the Lead Organisation, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):	Responsibilities: Support development of the international and Philippines content, with technical content and support to ensure clarity, quality and integration. LU will also lead the design of, and establishment of the online Master Class interface, including evaluations. LU will support dissemination and recruitment of the Master Class, and will be responsible for overall M&E and reporting. Capabilities: As a leading higher education institution, LU staff has experience with developing educational resources, including online education. LU also plays a central global role in convening law-scientific expertise on environmental law, and so has and can access the expertise needed to develop these new resources. LU has also delivered a number of Darwin-supported projects.
International/In-country Partner	☒ International
Allocated budget (proportion or value):	
Represented on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes

Do you have partners involved in the Project?
☒ Yes

1. Partner Name:	Environmental Legal Assistance Center (ELAC)
Website address:	https://www.elacphilippines.org/
	Roles: They will lead work in the Philippines, including curriculum, stakeholder engagement (students, government and civil society lawyers)
What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	Responsibilities: Develop technical inputs and resources for Philippines-specific materials of the Master Class, working with LaW to ensure coherence with the international curriculum. ELAC will also recruit government lawyers "champions" for the cohort, coordinating their participation via the Dept. of Justice and Dept. of Environmental and Natural Resource, and will be involved in targeted delivery of content to them. The will engage law schools/professors, and Assoc. Of Law Students in the Philippines to recruit law student participation. Capabilities: Established in 1990, ELAC is one of the Philippines' leading environmental law organisations, regularly called upon by the government, NGO and IGOs in the Philippines and across the region to advise on environmental law topics. They include scholars and legal practitioners from across the Philippines.
International/In-country Partner	☒ In-country
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes

2. Partner Name:	Law and Wildlife (LaW)
Website address:	https://www.lawandwildlife.org/
	Roles: They will lead technical inputs for the international content of the Master Class.
What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	Responsibilities: Lead on the curriculum content for the international part of the Master Class, including identifying resource persons and developing online case studies, audio and visual material. They will work with ELAC to ensure the international and Philippines-specific curricula are strongly integrated. Capabilities: They aim to equip the biodiversity community with access and understanding of laws already available in their jurisdictions. As part of this they include globally unique knowledge on wildlife, conservation, and environmental liability legislation, including very deep understandings of domestic legislation across multiple countries - including the Philippines.
International/In-country Partner	☒ International
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes

3. Partner Name:	IUCN World Commission on Environmental Law Biodiversity Law Specialist Group
Website address:	https://iucn.org/our-union/commissions/group/iucn-wcel-biodiversity-law-specialist-group
	Roles: Their role is advisory, serving on the Project Board. They will also be key to promoting the Master Class and lending it international legitimacy and visibility.
What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	Responsibilities: They will help review international materials for the curriculum. They will disseminate the Master Class, to promote engagement in the Philippines and internationally. Capabilities: This international network of lawyers and legal scholars promote scholarship, discourse, capacity-building and legal innovation in the regulation of the multiple relationships between humans and nature; and the intrinsic, relational and instrumental values of biodiversity.
International/In-country Partner	☒ International
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ No
Have you included a Letter of Support from this partner?	☒ Yes

4. Partner Name:	Law professors at 5 law schools in Philippines: University of the Cordilleras, University of Cebu, University of South Eastern Philippines, Ateneo De Manila University; Ateneo De Davao University
Website address:	https://www.uc-bcf.edu.ph/; https://www.universityofcebu.net/; https://www.usep.edu.ph/; https://www.google.com/search?q=University+of+South+Eastern+Philippines&rlz=1C5CHFA_enGB958GB962&oq=University+of+South+Eastern+Philippines&gs_lcrp=EgZjaHJvbWUqBggAEEUYOzIGCAAQRrg7MgYIARBFGD35AQcyNDZqMG03qAIA&sourceid=chrome&ie=UTF-8#:~:text=University%20of%20Southeastern%20Philippines%20%2D%20USeP,https%3A/www.usep.edu.ph; https://www.ateneo.edu/; https://www.addu.edu.ph/

What value does this Partner bring to the project?

Roles: Their role is both advisory, and central to the mainstreaming and recruitment into the Master Class.

Responsibilities: They will also help advise on context and structure and design, both virtually and during an inception in-person workshop. They will then work within their existing modules and law school systems to integrate/mainstream the Master Class resources into their environmental law programmes across the country.

(including roles, responsibilities and capabilities and capacity):

Capacity: Professors at these 5 law schools are already leading legal scholars and educators in the Philippines at some of the country's top law schools, and have access to law students.

International/In-country Partner

☒ In-country

Allocated budget:

Representation on the Project Board (or other management structure)

☒ Yes

Have you included a Letter of Support from this partner?

☒ No

If no, please provide details

ELAC has spoken with professors at the 5 schools and received interest and support. Securing a formal letter, however, requires going through the university bureaucracy and it is premature, and too much to ask of the partners to do this prior to a project being funded. ELAC has strong confidence.

5. Partner Name:

Association of Law Students The Philippines, Inc.

Website address:

https://alspnational.home.blog/

What value does this Partner bring to the project?

Role: They role is advisory, and they be involved in disseminating and recruiting students to the Master Class.

Responsibilities: They will join the inception workshop with the law professors, to help advise on the design of the module (e.g., length, ways to engage students online). They will also help recruit students from their members nationally, making them aware of the opportunity.

(including roles, responsibilities and capabilities and capacity):

Capacity: They are the country's main law student group, including at universities without environmental law and so are appropriate to help with brodening reach.

International/In-country Partner

☒ In-country

Allocated budget:

Representation on the Project Board (or other management structure)

☒ Yes

Have you included a Letter of Support from this partner?

☒ No

If no, please provide details

The opportunity has been discussed with the current leadership, who are supportive. A formal letter requires their board to grant approval which, given that the board will have changed by the time the project starts, only makes sense to do once the project is funded.

6. Partner Name:

Philippines Department of Justice

Website address:

https://www.doj.gov.ph/

What value does this Partner bring to the project?

Role: They will have a limited role, but are key to granting prosecutors from their office pe mission and time to participate in the Master Class

Responsibilities: Will help to identify and approve the participation of prosecutors.

(including roles, responsibilities and capabilities and capacity):

Capabilities: Have oversight of prosecutors nationally, and so the right to assign responsibilities

International/In-country Partner

☒ In-country

Allocated budget:

Representation on the Project Board (or other management structure)

☒ Yes

Have you included a Letter of Support from this partner?

☒ No

If no, please provide details

ELAC has spoken with key colleagues within the Department and there is support, and a credible pathway to securing the needed permissions. It is not viable to secure a letter prior to a project being approved, including because this requires multiple meetings/presentations, takes time and sets expectations prematurely.

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

Department of Environment and Natural Resources (DENR, https://denr.gov.ph/).

Role: They will have a limited role, but are key to granting DENR lawyers from their office permission and time to participate in the Master Class

Responsibilities: Will help to identify and approve the participation of DENR lawyers.

Capabilities: Have oversight of DENR lawyers nationally, and so the right to assign responsibilities

ELAC has spoken with key colleagues within the Department, with which it has collaborated multiple times. There is support, and a credible pathway to securing the needed permissions. It is not viable to secure a letter prior to a project being approved, including because this requires multiple meetings/presentations, takes time and sets expectations prematurely.

Please provide a combined PDF of all letters of support.

Letters of Support combined

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21/10/2024

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pdf 750.34 KB

Section 16 - Lead Partner Capability and Capacity

Q33. Lead Organisation Capability and Capacity

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

☒ Yes

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

Reference No	Project Leader	Title
IWT127	Dr Jacob Phelps	Conservation Litigation & Law (CLAW)
IWT083	Dr Jacob Phelps	Illegal trade/sustainable use of wild medicinal orchids Nepal
IWT061	Dr Jacob Phelps	Wildlife in Indonesia: Loss, Damage & Sanctions (WILDS)
No Response	No Response	No Response
No Response	No Response	No Response
No Response	No Response	No Response

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

☒ Yes

Section 17 - Certification

Q34. Certification

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

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

On behalf of the
Trustees

of
Lancaster University

I apply for a grant of
£166,512.00

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

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

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

Checked

Name	Yvonne Fox
Position in the organisation	Associate Director of Research Services
Signature (please upload e-signature)	 Signed Certification page Oct 24  18/10/2024  21:53:06  pdf 99.69 KB
Date	17 October 2024

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

 Statement - Financial Accounts - LU  18/10/2024  21:52:15  pdf 118.36 KB	 2023 Lancaster University Annual Accounts  18/10/2024  21:51:56  pdf 1.81 MB
 2022 Lancaster University Annual Accounts  18/10/2024  21:51:50  pdf 1.7 MB	

Please upload the Lead Organisation's Safeguarding Policy, Whistleblowing Policy and Code of Conduct as a PDF. Optionally you can also upload your Health, Safety and/or Security policy or Security Plan here.

 Lancastetr Uni Health and Safety Policy e-brochure  18/10/2024  21:51:35  pdf 1014.09 KB	 Lancaster University Policies Merged IWTCE  18/10/2024  21:51:29  pdf 866.67 KB
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Section 18 - Submission Checklist

Checklist for submission

Ensure you submit this application on	Check
I have read the Guidance, including the "Darwin Initiative Guidance", "Monitoring Evaluation and Learning Guidance", "Standard Indicator Guidance", "Risk Guidance", and "Finance Guidance".	Checked
I have read, and can meet, the current Terms and Conditions for this fund.	Checked
I have provided actual start and end dates for the project.	Checked
I have provided the budget based on UK government financial years i.e. 1 April – 31 March and in GBP.	Checked
I have checked that our budget is complete, correctly adds up and I have included the correct final total at the start of the application.	Checked
The application been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).	Checked
I have attached the below documents to the application: a cover letter from the Lead Organisation.	Checked
a budget (which meets the requirements above) using the template provided.	Checked
a signed copy of the last 2 annual report and accounts for the Lead Organisation (or other financial evidence – see Finance Guidance), or provided an explanation if not.	Checked
a completed workplan as a PDF using the template provided.	Checked
a copy of the Lead Organisation's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 29).	Checked
a copy of the Lead Organisation's Health, Safety and/or Security policy or Security Plan (Question 29)	Checked
1 page CV or job description for all the Project Staff identified at Question 31, including the Project Leader, or provided an explanation of why not, combined into a single PDF.	Checked
a letter of support from the Lead Organisation and partner(s) identified at Question 32, or an explanation of why not, as a single PDF.	Checked
I have been in contact with the FCDO in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.	Checked
The additional supporting evidence is in line with the requested evidence, amounts to a maximum of 5 sides of A4, and is combined as a single PDF.	Checked
(If copying and pasting into Flexi-Grant) I have checked that all the responses have been successfully copied into the online application form.	Checked
I have checked the Darwin Initiative website immediately prior to submission to ensure there are no late updates.	Checked
I have read and understood the Privacy Notice on the Darwin Initiative website.	Checked
Ensure you submit this application on Flexi-Grant.	

We would like to keep in touch!

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

Checked

Data protection and use of personal data

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

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