

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 2024

Submit to: BCF-Reports@niras.com including your project ref in the subject line

Darwin Initiative Project Information

Project reference	DARCC031
Project title	Strengthening community action for regeneration in the Colombian Caribbean
Country/ies	Colombia
Lead Partner	OpEPA- Organization for Environmental Education and Protection
Project partner(s)	SED- District Education Secretariat of Barranquilla CRA- Corporación Autónoma Regional del Atlántico British Embassy in Bogotá Barranquilla Verde (Mayor's Office of Barranquilla)
Darwin Initiative grant value	£166,374.00
Start/end dates of project	Start date: 1 April 2023. End date: 31 October 2024
Reporting period (e.g. Apr 2023 – Mar 2024) and number (e.g. Annual Report 1, 2, 3)	April 2023- March 2024. Annual report No. 1
Project Leader name	Laura Sandoval
Project website/blog/social media	https://opepa.org/red-dulcesal/ , https://twitter.com/OpEPA/ , https://www.facebook.com/opepa/reels/ , https://www.instagram.com/opepa/ https://podcasters.spotify.com/pod/show/dulcesalpodcast/ , https://www.youtube.com/@opepacolombia , OpEPA (@opepa) en Threads , https://co.linkedin.com/company/opepa
Report author(s) and date	Pilar Gómez, Laura Sandoval, Andrés Pérez, Luisa Castellanos, Sergio Borrero, Andrea Olarte, Sandra Herrera, Nelson Gutierrez. April 2, 2024

1. Project summary

Capability and Capacity Building: The main objective of the project is to improve the collaborative capacity of the local community for biodiversity conservation. The Ciénaga de Mallorquín is a knowledge space to be replicated in the region. This involves providing training programs aimed at empowering the community to take proactive measures in biodiversity conservation and promoting regenerative economic alternatives.

Relevance and Stakeholders: The project's relevance lies in its potential to address pressing environmental, economic, cultural, and social challenges faced by the local community and the broader Barranquilla region. By empowering the local community to become stewards of their environment, the project not only contributes to biodiversity conservation but also fosters a sense of ownership and responsibility among the residents. Additionally, by promoting ecotourism and sustainable development initiatives, the project aligns with Barranquilla's goal of becoming the first "Biodiversity" in Colombia.

Biodiversity and Human Development Challenges: The project seeks to tackle the degradation of the CM ecosystem, which has seen significant loss of habitat over the past few decades. Human activities such as illegal settlements and urbanization have contributed to this degradation. By engaging in conservation efforts and promoting green businesses like ecotourism, the project aims to mitigate these biodiversity challenges. Furthermore, by providing training in economic options such as green business and ecotourism can reflect economic opportunities and ownership of the territory. It seeks that participants find opportunities throughout the region and city, contributing to poverty reduction and human development of the local community.

Problem Identification: The problems addressed by the project were identified through a combination of scientific research, community engagement, and government initiatives. The degradation of the CM ecosystem has been well-documented, and the impacts of this degradation on both biodiversity and human well-being have been recognized by local authorities and stakeholders.

Project Location: The project is in the city of Barranquilla, specifically focusing on the Ciénaga de Mallorca wetland ecosystem and its surrounding areas. The CM is part of the larger northern alluvial floodplain of the Magdalena River and is protected under the RAMSAR Convention due to its ecological significance. The project's interventions will also extend to the Mallorca Basin and the León Stream, which are integral parts of the CM ecosystem.

In summary, the project aims to address the intertwined challenges of biodiversity conservation, sustainable development, and community empowerment in the Ciénaga de Mallorca ecosystem. Through capacity building, stakeholder engagement, and the promotion of green businesses, the project seeks to create a more resilient and sustainable future for both nature and people in Barranquilla.



Project location: Barranquilla, Ciénaga de Mallorca and metropolitan area. Source: Google Maps, 2024.

2. Project stakeholders/ partners

The project has fostered strong partnerships with various stakeholders, both formal partners and key actors in the local community, contributing to its success and impact. Here's an overview of the partnerships and how they have evolved over the last year:

Biodiversity Challenge Funds (BCF) and British Embassy in Bogotá: These entities have provided financial support and guidance throughout the project. Regular meetings have been held to review progress and identify areas for improvement. Additionally, support was extended for participation in events such as the International Mangrove Festival, facilitating broader engagement with stakeholders.

Education Secretariat of Barranquilla and Puerto Colombia: The strategic alliance formed with the local education authorities has been crucial for project implementation. Regular reporting and collaboration with educational institutions have ensured the project's integration into the regional education system.

Local Educational Institutions: A total of thirty-two educational institutions are directly involved, with teachers and students engaging in workshops and training sessions. These institutions actively participate in capacity-building activities and project initiatives.

Barranquilla Verde: The local governmental entity has supported the project by providing access to educational resources and spaces, such as botanical garden and environmental classrooms. Their expertise has also been valuable in advising project activities.

Corporación Autónoma Regional del Atlántico (CRA): As an environmental authority, CRA has provided essential data and expertise, facilitating the alignment of project activities with regional biodiversity conservation goals and policies.

Civil Society Organizations and International Partners: Various organizations, such as Conservation International, Von Humboldt Institute, Climate Fresk, and Youth Environmental Movement, have contributed expertise and resources to the project. Their involvement has enriched capacity-building efforts and facilitated knowledge exchange.

Selection of Participants: Schools were initially identified based on their involvement in educational projects and interest in joining the network. Teachers and students were selected based on criteria emphasizing creativity, leadership potential, and commitment to biodiversity conservation and sustainable development. An impartial evaluation committee oversaw the selection process, ensuring transparency and fairness.

Overall, the project's success is attributed to the collaborative efforts of diverse stakeholders, including government agencies, educational institutions, civil society organizations, and international partners. By fostering strong partnerships and engaging with relevant stakeholders, the project has effectively addressed biodiversity challenges and promoted sustainable development in the Ciénaga de Mallorquín ecosystem.

Evidence: Interviews published in a video on our YouTube channel <https://youtu.be/A1uWHLIM8sw>

3. Project progress

3.1 Progress in carrying out project Activities.

Output 1: Strengthening teachers' capacities in NBE and regenerative leadership for the appropriation and conservation of the territory.

1.1. Diagnosis of teachers on leadership and territory appropriation

- The diagnosis of teachers was successfully completed, providing valuable information about their capacities, motivations, and previous experiences in leadership and nature-based education (NBE).
- The data collection and analysis of the interviews conducted confirm the active participation of teachers and their interest in strengthening their skills in regenerative leadership and territory conservation.

[Progress evidence: Anex 4. Output 1.1. Evidence of activities](#)

1.2. 3 sessions (1 on inclusion and gender equality) to recognize the principles of life in nature as a guide to establishing cooperative and organisational relationships as a strategy to conserve and protect their territory, identifying actors and elements of the territory to establish alliances and strategies to conserve the wetland and reduce poverty in the territory:

- Understanding of the principles of life in nature and their application in regenerative leadership was promoted, fostering cooperation and inclusion.
- Strategies were established to conserve the wetland and reduce poverty, recognizing the interdependence between individuals and their environment.

[Progress evidence: Anex 4. Output 1.2. Evidence of activities](#)

1.3. 4 training sessions explaining the Mallorquín Wetland and mangroves as living systems, climate action, and methodological strategies of nature-based education as tools to conserve local ecosystems:

- Theoretical and practical knowledge was provided on the importance of local ecosystems and climate action, strengthening capacities in NBE and regenerative leadership.
- The connection between nature-based education and regenerative leadership was facilitated, promoting a deeper understanding of the interrelation between living systems and human well-being.

[Progress evidence: Anex 4. Output 1.3. Evidence of activities](#)

1.4. 2 training sessions on regenerative leadership, conservation of the territory's ecosystems, and adaptation of learning environments.

- The training sessions made significant progress in implementing the adaptation of learning environments, emphasizing the need to foster innovative approaches to education.
- The activity made substantial progress in addressing regenerative leadership. There was a clear understanding of its continued application throughout the project, recognizing its importance in fostering collective action and systemic change.

[Progress evidence: Anex 4. Output 1.3. Evidence of activities](#)

Output 2: Strengthening students' capacities (academic and soft skills) in biodiversity conservation with an emphasis on the Mallorquín Wetland

2.1. 4 sessions of support to teachers in their work with students to recognize purposes, identify students' interests to define life plans in their territories:

- Student integration into biodiversity conservation processes was encouraged, recognizing their purposes, and developing life plans in their territories.
- It contributed to the strengthening of soft skills and the recognition of the good life as a basis for territory conservation.

[Progress evidence: Anex 4. Output 2.1. Evidence of activities](#)

Output 3: Strengthening the network's capacity to formulate projects and promote strategic alliances.

3.1. 3 training sessions on project management, identity strengthening, purpose-building, and setting network objectives for territory appropriation:

- The first guidelines of the collaborative network were established, strengthening the identity and collective purpose of its members.
- The viability and sustainability of projects were promoted, as well as the construction of strategic alliances for territory appropriation.

[Progress evidence: Anex 4. Output 3.1. Evidence of activities](#)

These summaries highlight how each activity contributes to strengthening capacities in nature-based education, regenerative leadership, and biodiversity conservation, in line with the project's objectives. Evidence supports the progress made in the implementation of project activities. It includes analysis results, session descriptions, testimonials, and audio-visual material.

3.2 Progress towards project Outputs

Output 1: Strengthening teachers' capacities in NBE and regenerative leadership for the appropriation and conservation of the territory.

1.1. Diagnosis of teachers on leadership, purposes, motivations, appropriation of the territory, patterns of quality of life, wellbeing, and health for them and their environments

- **Baseline Condition:** Initial interviews with teachers revealed varying levels of familiarity with nature-based education (NBE) and regenerative leadership.
- **Change Recorded:** Through comprehensive interviews and engagement efforts, teachers gained deeper insights into their roles, motivations, and prior experiences related to NBE and regenerative leadership. The diagnosis highlighted the importance of recognizing individual and collective purposes in serving the earth.
- **Measurement of Output Indicators:** 60% (m/f) claim to have strengthened their skills in regenerative leadership. 20 teachers from 20 educational institutions, strengthen their collaborative skills. [DI-A01] Number of people from key national and local stakeholders completing structured and relevant training. [DI-A03] Number of local/national organisations with improved capability and capacity as a result of the project. [DI-A04] Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.
- **Source of Evidence:** Photographic record, interview systematisation, attendance lists, pre and post evaluation, participant feedback, and observation report.

For evidence go to: [Annex 5. Output 1.1. Sources of evidence.](#)

1.2. 3 training sessions (1 on inclusion and gender equality) on the recognition of nature's principles of life for establishing cooperation relationships and self-organization to conserve and protect the territory

- **Baseline Condition:** Limited awareness among teachers about the principles of life in nature and their applicability to cooperative relationships and territory conservation.
- **Change Recorded:** Teachers actively engaged in sessions exploring the principles of life in nature, leading to a deeper understanding of their relevance to cooperative relationships and conservation strategies. The sessions facilitated the identification of key actors and elements within the territory, fostering the establishment of alliances and strategies for wetland conservation and poverty reduction.
- **Measurement of Output Indicators:** 20 teachers from 20 educational institutions, strengthen their collaborative skills. [DI-A01] Number of people from key national and local stakeholders completing structured and relevant training. [DI-A01] Number of people from key national and local stakeholders completing structured and relevant training. [DI-A03] (core indicator) Number of local/national organisations with improved capability and capacity as a result of the project. [DI-A04] (core indicator) Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.
- **Source of Evidence:** Photographic record, attendance lists, pre and post evaluation, participant feedback, and observation report.

For evidence go to: [Annex 5. Output 1.2. Sources of evidence.](#)

1.3. 4 training sessions on the explanation of the Ciénaga de Mallorquín and the mangroves as living systems, climate action and nature-based education methodological strategies as tools to conserve local ecosystems

- **Baseline Condition:** Limited understanding among teachers regarding the ecological significance of the Mallorquín Wetland and mangroves, as well as the connection between climate action and nature-based education.

- **Change Recorded:** Teachers gained theoretical and practical knowledge about the ecological importance of local ecosystems, climate action, and methodological strategies for nature-based education. The sessions facilitated a deeper understanding of the interrelation between living systems, human well-being, and the role of education in conservation efforts.
- **Measurement of Output Indicators:** 60% trained teachers (m/f) increased their knowledge in NBE. 20 teachers from 20 educational institutions, strengthened their collaborative skills. [DI-A01] Number of people from key national and local stakeholders completing structured and relevant training. [DI-A03] (core indicator) Number of local/national organisations with improved capability and capacity as a result of the project. [DI-A04] (core indicator) Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training. [DI-D02] (Core indicator) Number of people whose disaster/climate resilience has been improved.[DI-C08] Identified areas of importance for biodiversity.
- **Source of Evidence:** Photographic record, attendance lists, pre and post evaluation, participant feedback, and observation report.

For evidence go to: [Annex 5. Output 1.3. Sources of evidence.](#)

1.4. 2 training sessions on regenerative leadership, conservation of the territory's ecosystems, and adaptation of learning environments.

- **Baseline Condition:** Limited understanding among participants regarding regenerative leadership, ecosystem conservation, and the adaptation of learning environments.
- **Change Recorded:** Through 2 intensive training sessions, participants gained comprehensive knowledge and practical skills in regenerative leadership, ecosystem conservation, and adapting learning environments. As support for this training, a manual was developed for implementation with the environmental committee [to adapt learning environments](#). It is available for free download to all schools. The sessions emphasized the strategic importance of these topics within the network's goals, highlighting the interdependence between leadership, environmental conservation, and innovative learning environments. Participants recognized the need to adapt their teaching approaches to promote biodiversity conservation and climate resilience, integrating outdoor and nature-based learning methodologies. Participants acknowledged their individual and collective purposes in serving the earth, understanding that regenerative leadership extends beyond individual action to collective efforts.
- **Measurement of Output Indicators:** 60% (m/f) claim to have strengthened their skills in regenerative leadership. 20 teachers from 20 educational institutions, strengthen their collaborative skills. [DI-A01] Number of people from key national and local stakeholders completing structured and relevant training. [DI-A03] (core indicator) Number of local/national organisations with improved capability and capacity as a result of the project. [DI-A04] (core indicator) Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.
- **Source of Evidence:** Photographic record, attendance lists, pre evaluation, participant feedback and observation report. Governance structure with projects. Manual for the adaptation of learning environments. Also, an [education platform](#) on the web for teachers, where they can find support documents to share with students (to log in, register for free).

For evidence go to: [Annex 5. Output 1.4. Sources of evidence.](#)

Output 2. Strengthened capacities (academic and soft skills) of students in biodiversity conservation with emphasis on the Ciénaga de Mallorquín.

2.1. 4 accompaniment sessions to teachers in their work with students to recognize their purposes, identify interests and define life plans in their territories.

- **Baseline Condition:** Limited recognition among students of the importance of biodiversity conservation and their role in defining life plans within their territories.
- **Change Recorded:** Teachers received support in guiding students to recognize the purposes and interests relevant to biodiversity conservation and life planning in their territories. This support facilitated students' integration into conservation processes and the development of soft skills necessary for effective participation.
- **Measurement of Output Indicators:** 60% of the students (m/f) strengthened their abilities to apply the life principles of nature in biodiversity conservation actions. [DI-A01] (core indicator) Number of people from key national and local stakeholders completing structured and relevant training. [DI-A03] (core indicator) Number of local/national organisations with improved capability and capacity as a result of the project.
- **Source of Evidence:** Pre and post evaluation, attendance lists, photographic record, participants feedback, observation reports.

For evidence go to: [Annex 5. Output 2.1. Sources of evidence.](#)

Output 3. Strengthened the network capability to formulate economically viable and sustainable biodiversity conservation projects and to promote strategic alliances.

3.1. 3 training sessions on project management to strengthen the identity, purpose and build the network's objectives for the appropriation of the territory.

- **Baseline Condition:** Limited capacity within the network to formulate projects and establish strategic alliances for territory appropriation.
- **Change Recorded:** Training sessions focused on project management, identity strengthening, and purpose-building contributed to enhancing the network's capacity to formulate projects and establish strategic alliances. Participants gained clarity on network objectives and developed strategies for territory appropriation.
- **Measurement of Output Indicators:** 60% of trained teachers and students (m/f) participate in the formulation of an economically viable and sustainable biodiversity conservation project (in progress). 50 students in 2 sessions strengthen project formulation skills.
- **Source of Evidence:** Photographic record, attendance lists for formulation sessions, Strategic Plan of the Dulce Sal School Network.

For evidence go to: [Annex 5. Output 3.1. Sources of evidence.](#)

3.2. 3 training sessions on associativity, teamwork, cooperative work and definition of strategies to link strategic allies to the network.

- **Baseline condition:** Initial assessment of participants' understanding and skills in associativity, teamwork, and cooperative work.
- **Change recorded to date:** Improvement in participants' ability to collaborate, formulate collective conservation projects, and engage with strategic allies.
- **Measurement of Output indicators:** 20 teachers in 2 sessions strengthen their project formulation skills. Action plan of the network designed in a participatory manner, stating its lines of action and priority activities. [DI-B05] Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)
- **Source of evidence:** Photographic record, attendance lists for formulation sessions, Action plan of the network, participant feedback, observation report.

For evidence go to: [Annex 5. Output 3.2. Sources of evidence.](#)

3.3 Progress towards the project Outcome

During the reporting period (April 2023 - March 2024), significant progress was made towards the project Outcome of strengthening collaborative capacities, sense of belonging, and appropriation of conservation efforts in the Ciénaga de Mallorquín. Specifically, Outcome indicator 0.1, which focuses on the formalization of the network of schools and strategic allies, was successfully addressed (Evidence is in [Annex 6. 1.](#), and stakeholders feedback video <https://youtu.be/A1uWHLIM8sw>). The baseline condition indicated zero participants and zero formalizations. However, by the end of the reporting period, significant progress was achieved. The network was formalized through the design and validation of a governance structure by all members, as evidenced by the document included in [Annex 5. 1.4.](#) This validated network governance structure reflects the collaborative efforts of all stakeholders involved, indicating progress towards achieving the intended Outcome.

During the reporting period (April 2023 - March 2024), progress was made towards Outcome indicator 0.2, which focuses on the design of an action plan for the network in a participatory manner. The baseline condition indicated zero action plans, lines of action, and priority activities. However, by the end of the reporting period, significant progress was achieved, with the establishment of the Dulce Sal School Network action plan ([Annex 5 3.1](#)). This plan includes a mission, vision, objectives, and three action lines: waste management and circular economy, adaptation of learning environments, and biodiversity conservation. Each action line is supported by at least four defined activities. The development of the action plan was conducted through various training sessions in regenerative leadership and project management, involving all members of the network. This participatory approach ensured that the action plan reflects the collective input and priorities of the network members, demonstrating progress towards achieving the intended Outcome.

3.4 Monitoring of assumptions

Assumption 1: Nature-based education reconnects people with the environment and leads them to act for its protection, resulting in biodiversity conservation.

Comments: The project has shown evidence of fulfilling this assumption through various activities aimed at educating participants, especially teachers, about the importance of biodiversity conservation. Engagement in workshops, diagnostics, and ecosystem mapping has increased awareness and understanding of the local environment. Participants have expressed motivation to take action, as evidenced by their involvement in project ideation and collaboration with stakeholders. (Evidence in participants feedback in [Annex 4. 1.1. 1.2, 1.3](#))

Assumption 2: As critical players in biodiversity conservation, educational institutions can generate positive transformations in their communities by implementing educational actions.

Comments: The project continues to demonstrate the validity of this assumption by actively engaging educational institutions in biodiversity conservation efforts. Through capacity-building workshops and collaborative initiatives, schools have become key partners in implementing educational actions for biodiversity conservation. This is evidenced by their participation in project activities and the integration of environmental topics into their curriculum (Evidence in Governance structure and project nodes in [Annex 5. 4.1](#)).

Assumption 3: Biodiversity conservation projects can be economically viable and sustainable.

Comments: The project has made progress in validating this assumption by exploring economic opportunities linked to biodiversity conservation, waste management and adaptation of learning environments. Initiatives such as eco-tourism development and sustainable business workshops demonstrate efforts to create economic value while promoting conservation and reducing poverty. While economic viability requires ongoing assessment, initial steps have been taken towards identifying sustainable income-generating activities. (Evidence in Spiral of Conversations. Nodes, Vision and Voice in [Annex 5. 3.1](#)).

Assumption 4: The systemic approach of the project at the level of the Ciénaga de Mallorca Basin will allow greater effectiveness and impact of the actions for the conservation of the Ciénaga de Mallorca.

Comments: The project's systemic approach to biodiversity conservation in the Ciénaga de Mallorca Basin remains valid and has contributed to greater effectiveness in conservation actions. By engaging multiple stakeholders and addressing interconnected social, economic, and environmental factors, the project has enhanced its impact on biodiversity conservation. Evidence includes the involvement of diverse partners and the integration of ecosystem-based approaches in project activities (Stakeholders feedback <https://youtu.be/A1uWHLIM8sw>, Governance structure and node Projects in [Annex 5. 4.1](#)).

Assumption 5: Ecotourism is a viable and sustainable economic alternative that promotes biodiversity conservation.

Comments: While the project is still in the early stages of developing ecotourism initiatives, initial findings support the assumption that ecotourism can be a viable and sustainable economic alternative. Through stakeholder consultations and feasibility studies, the project has identified opportunities for ecotourism development that align with biodiversity conservation goals. Continued monitoring and evaluation will be necessary to assess the long-term sustainability of ecotourism initiatives.

3.5 Achievement of positive impact on biodiversity and poverty reduction

Contribution to Biodiversity Conservation:

- **Increased Awareness and Understanding:** Through project activities such as workshops, diagnostics, and engagement with stakeholders, there's a growing recognition among participants, especially teachers, of the importance of biodiversity conservation in the Ciénaga de Mallorca.
- **Capacity Building:** Training sessions and knowledge-sharing activities have enhanced the capacity of participants to understand ecosystem dynamics, identify conservation priorities, and develop conservation strategies.
- **Empowerment for Action:** Participants are not only gaining knowledge but also becoming empowered to take concrete actions for biodiversity conservation. This includes project formulation, collaboration with allies, and practical initiatives like ecosystem restoration and sustainable business development.
- **Alignment with Sustainable Development Goals:** The project emphasizes the importance of integrating biodiversity conservation with sustainable development goals, fostering a holistic approach to environmental management and community well-being.

Contribution to Poverty Reduction and Human Development:

- **Inclusive Engagement:** The project actively involves diverse stakeholders, including women and youth, in decision-making processes related to biodiversity conservation and sustainable development. This inclusive approach aims to address social inequalities and empower communities.
- **Promotion of Green Business Opportunities:** By promoting green business ideas and initiatives, the project offers opportunities for economic growth and poverty reduction while ensuring environmental sustainability. This includes activities such as eco-tourism development, sustainable agriculture, and eco-friendly product manufacturing.
- **Enhanced Education and Awareness:** Through environmental education programs and community engagement, the project contributes to raising awareness about the importance of biodiversity conservation and sustainable living practices. This education empowers individuals to make informed decisions and take proactive steps towards environmental stewardship.
- **Community Resilience Building:** By fostering a deeper connection between communities and their natural environment, the project helps build resilience to climate change and

other environmental challenges. This resilience is essential for poverty reduction and sustainable development in vulnerable regions like the Ciénaga de Mallorquín.

Overall, the project's efforts towards biodiversity conservation and poverty reduction demonstrate a holistic approach that integrates environmental, social, and economic dimensions for sustainable development. By empowering communities, fostering collaboration, and promoting innovative solutions, the project is making significant strides towards its overarching goals.

Evidence in Spiral Conversation [Annex 5.3.1](#), Strategic Plan [Annex 5.3.1](#)., and Governance Structure and Project Nodes [Annex 5.4.1](#).

4. Project support to the Conventions, Treaties or Agreements

1. National Policy Contributions:

- The project aligns with Colombia's National Policy for the Comprehensive Management of Biodiversity and its Ecosystem Services (PNGIBSE) by prioritizing the conservation of moorland and wetland ecosystems in the Ciénaga de Mallorquín.
- By focusing on the protection and conservation of threatened species and unique ecosystems like mangroves, the project directly supports PNGIBSE's strategic lines.
- The project also contributes to the National Program for the Sustainable Use, Management, and Conservation of Mangrove Ecosystems by creating educational programs on mangrove importance and management.
- Furthermore, it aligns with Colombia's NDC by emphasizing the protection of strategic ecosystems like mangroves and wetlands and promoting sustainable tourism, in line with the country's adaptation and mitigation measures.

2. Interactions with Convention Focal Points:

- The project has engaged with host country convention focal points, fostering dialogue and collaboration on biodiversity conservation. This interaction enhances national reporting and supports the implementation of international agreements.
- Specific activities, such as forums on living systems in the territory, directly relate to indicators of the Convention on Biological Diversity (CBD), promoting awareness, education, and discussion about biodiversity.

3. Contribution to International Conventions, Treaties, and Agreements:

- The project contributes significantly to the CBD's objectives by promoting the understanding and protection of living systems like mangroves, wetlands, and watersheds.
- Through its emphasis on inclusive participation, especially, women and youth, the project supports CBD indicators related to decision-making processes concerning biodiversity.
- Additionally, the project's activities, such as the development of strategic plans like the Red Dulce Sal Strategic Plan, demonstrate its commitment to sustainable development goals (SDGs) like quality education, climate action, and partnerships for the goals.

4. Updates and Progress:

- Recent activities, such as workshops on climate change resilience and the involvement of local communities in conservation efforts, illustrate ongoing efforts to support national policies and international agreements.
- The project's focus on gender perspective, community engagement, and sustainable development aligns with various national policies and international frameworks, reinforcing its role as a catalyst for positive change.

Overall, the project's holistic approach to biodiversity conservation, community engagement, and sustainable development demonstrates its strong contribution to national and international efforts to protect ecosystems and promote biodiversity conservation.

5. Gender Equality and Social Inclusion (GESI)

Please quantify the proportion of women on the Project Board ¹ .	66.6% are women. Also, the director of the project is a woman.
Please quantify the proportion of project partners that are led by women, or which have a senior leadership team consisting of at least 50% women ² .	High level of gender responsiveness in leadership, with 66.6% of project partners being women

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.	
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	X
Transformative	The project has all the characteristics of an 'empowering' approach whilst also addressing unequal power relationships and seeking institutional and societal change	

In assessing our progress in Gender Equality and Social Inclusion (GESI), we have observed notable advancements and achievements within the Dulce Sal Schools Network. We have actively sought to promote inclusivity and empowerment, particularly among women teachers, by providing them with a supportive network that recognizes their contributions and fosters their professional development.

One significant achievement is the increase in the number of women teachers connected to the network. Through our efforts, we have witnessed the strength and empowerment of these women in their educational roles within the Educational Institutions (IEDs). This underscores the necessity for a support network where women feel included, valued, and supported, such as the Dulce Sal Network.

Our activities are intentionally designed to be inclusive, ensuring that all individuals, regardless of gender, can participate fully while recognizing their unique essence, dreams, and purposes.

¹ A Project Board has overall authority for the project, is accountable for its success or failure, and supports the senior project manager to successfully deliver the project.

² Partners that have formal governance role in the project, and a formal relationship with the project that may involve staff costs and/or budget management responsibilities.

For instance, in the creation of the five nodes with regenerative projects, three of these nodes are led by women and two by men. Importantly, these projects are developed collaboratively, incorporating input from girls, boys, young people, women, and men, therefore recognizing and respecting the diversity of voices within the network.

Furthermore, we are committed to establishing equitable processes within the nodes to ensure a balanced distribution of responsibilities and opportunities among all members. This prevents anyone from carrying an excessive charge.

An illustrative example of our commitment to amplifying marginalized voices is the case of a teacher who initially felt unheard in her IED. With the tools and support provided by the network, she was empowered to share her voice and initiate a project born from the inspiration and strength she found within our community.

To substantiate our efforts and progress, we have gathered evidence, including database records (██████) and images of the nodes, along with a (██████) documenting our initiatives. Additionally, we are actively engaged in creating (██████) showcasing the impactful work of teachers within the institutions, aiming to garner recognition from the Secretary of Education and other stakeholders.

Moving forward, we remain dedicated to furthering inclusive practices within educational spaces, recognizing the vital contributions of teachers and ensuring their voices are valued and respected. Through continued collaboration and advocacy, we strive to create a more equitable and supportive environment for all members of the Dulce Sal Schools Network.

6. Monitoring and evaluation

In our project, we implemented robust systems and processes internally to monitor and evaluate our progress effectively throughout the year. A series of matrices were developed, including a summary of the logical framework, a theory of change diagram, and a results chain. These tools formed the basis of our monitoring and evaluation (M&E) plan, which included various elements such as impact assessment, expected results chain, rationale linking outcomes and outputs, SMART indicators, baseline data, targets, measurement methods, data sources, frequency of measurement, timeline, methodology, and responsible personnel.

To ensure alignment with project objectives, indicators were defined based on the project's outcomes and outputs. These qualitative and quantitative indicators were validated in the agreement, encompassed Darwin Standard Indicators relevant to the project, and included others linked to national and international policies. Establishing this comprehensive M&E plan greatly facilitated the work of our MEL coordinator, enabling the collection of necessary data, frequent meetings with the implementation team, and adjustments to activities based on expected results.

Additionally, we employed a valuable tool: the closure report for each activity. These reports analysed both positive and negative aspects, identified implementation challenges, and extracted lessons learned. This process helped us identify methodological shortcomings, assess risks, and address them promptly. Furthermore, it allowed us to identify opportunities and strengths within the project framework.

As part of the MEL team's responsibilities, we also produced project reports every three months for both our organization and the stakeholders. These reports served multiple purposes, including facilitating adjustments to the monitoring and evaluation plan and providing project partners like the District Education Secretariat (SED), Schools, and the British Embassy in Bogotá with insights to track project progress.

Lastly, I want to emphasize the invaluable contributions of our project's designer and community manager. Their work in communication aided in documenting each activity, capturing partial results, designing educational materials, gathering participant feedback, and disseminating project updates via social media platforms to engage the wider community.

7. Lessons learnt.

1. Planning and time management:
 - Planning activities with insufficient time led to rushed execution and overlapping of tasks, impacting the quality and completion of work.
 - Activities should be realistically planned to allow adequate time for completion and to avoid conflicts with other commitments.
 - Ensure proper scheduling to accommodate potential delays, such as traffic or unexpected events.
1. Engagement and participation:
 - Encountered challenges with participant engagement, including low attendance and tardiness, highlighting the need for better communication and motivation strategies.
 - It's essential to actively involve participants and ensure their commitment to the activities, by offering incentives and a clear communication of expectations.
 - For the indicators related with the number of people trained, we sent a change request that has not been answered yet, reducing the target in terms of teachers and students trained at the end of the project, since in this first year we were below the goal, even though we implemented different strategies to increase participation and commitment.
2. Logistics and technical challenges:
 - Technical difficulties, such as poor internet connectivity and unfamiliarity with virtual tools, hindered the smooth conduct of activities.
 - Adequate preparation and provision of technical support are crucial to address these challenges and ensure seamless execution of virtual activities.
3. Flexibility and adaptability:
 - Flexibility in adapting activities to changing circumstances proved vital, demonstrating the importance of having contingency plans and being responsive to unexpected situations.
 - Prioritizing tasks and adjusting plans on the go can help manage time constraints and unexpected obstacles effectively.
4. Communication and Coordination:
 - Effective communication among team members and with participants is key to successful project implementation.
 - Clear roles, responsibilities, and expectations should be defined to ensure everyone is aligned and aware of their tasks and deadlines.
5. Reflection and continuous improvement:
 - Reflecting on past experiences and identifying areas for improvement is essential for continuous learning and growth.
 - Incorporating feedback from stakeholders and team members can inform future planning and enhance project outcomes.
6. Collaboration and partnership:
 - Collaborating with reliable partners and stakeholders is crucial for project success.
 - Building strong relationships and fostering collaboration can lead to greater support and participation from all involved parties.

By synthesizing these lessons learned during the year, the project team developed strategies to address challenges, refine project plans, and improve execution in the future. This knowledge has been integrated into project management practices to foster continuous improvement and adaptive management.

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

Not applicable

9. Risk Management

Over the past 12 months, the project team has identified and addressed three new risks that were not previously accounted for in our risk register.

1. Limitations due to institutional schedules of participating teachers and students: This risk arises from the challenge posed by the institutional schedules of participating teachers and students. Their time restrictions, school principals' permissions, and school hours can create logistical hurdles for project implementation.
2. Decrease in the number of participants caused by potential challenges in maintaining teacher engagement and involvement in project activities. The risk event entails a gradual decline in participant numbers despite proactive motivational efforts. If realized, this risk could significantly hinder project outcomes by limiting the diversity of perspectives and contributions.
3. Exchange rate fluctuations: Fluctuating exchange rates pose a significant challenge to the project's financial stability. While having local staff and incorporating online activities mitigates this risk by reducing exposure to currency fluctuations, the project remains vulnerable to unforeseen shifts in exchange rates. This vulnerability could impact budget allocation and resource management.

To address these risks, the project has made significant adaptations to the project design. For the first risk, we have consulted participant teachers to develop a flexible scheduling system that accommodates their institutional schedules. This involves offering alternative time slots for training sessions, workshops, or project-related activities. Additionally, we have established clear communication channels with school principals to streamline the permission process and emphasize the project's benefits to encourage their support. For the second risk, we maintain direct contact with participants to encourage continued engagement, supported by communication campaigns, leveraging social media platforms, and collaborating with local community organizations. In response to lower-than-expected participation rates, we initiated additional support measures, including the implementation of a virtual educational platform, providing transportation assistance, and offering incentives for participation.

For the third risk, the project strategically incorporates online activities wherever feasible to minimize reliance on travel expenses and reduce exposure to currency fluctuations. Furthermore, the initiative leverages local personnel to implement activities, thereby reducing dependence on foreign resources and potentially volatile currency exchanges.

Find the Risk framework in [Annex 7](#).

10. Sustainability and legacy

Over the past year, the project has established a collaborative educational network known as the Dulce Sal Schools Network, which aims to strengthen the capacities of teachers and educational institutions. This network promotes the conservation and stewardship of biodiversity in the region, particularly in the Ciénaga de Mallorquín and the broader Atlantic area. The project has garnered support and recognition from the District Education Secretariat of Barranquilla, as well as other educational institutions interested in joining the network. Additionally, the municipality of Puerto Colombia, through its Education and Environment Secretariat, has joined efforts, recognizing the importance of collaborative networks in project management.

The project's sustainability plan includes rotating leadership, self-organization and self-governance principles, and positioning the network at a governmental level through the CIDEA (Interinstitutional Committee for Environmental Education). These strategies aim to maintain the network's continuity and expand its impact at a regional level. The project's collaborative educational network model has the potential to be replicated in other territories based on this

successful experience, with plans to showcase it at the COP 16 as a conservation model through basic education.

11. Darwin Initiative identity

The project has made significant efforts to publicize the Darwin Initiative:

1. The Darwin Initiative and UK International Development logos are prominently displayed on all project presentations and workshop materials. This ensures that participants are aware of the funding source and objectives.
2. Whenever the project network is mentioned, it is indicated that it is financed by the UK Darwin Initiative grant fund, emphasizing the fund's objectives of biodiversity conservation and poverty reduction.
3. Presentations to allies or new members include information about the Darwin Initiative, its establishment, the number of funded projects, and the biomes and ecosystems it supports. This helps increase awareness among stakeholders.
4. The project has given the Darwin Initiative a distinct name and identity, using logos on banners, presentation slides, educational materials, videos on social networks, headers of letters, and printed materials such as educational booklets and podcast covers.
5. The project actively promotes the Darwin Initiative on social media platforms such as Twitter, Facebook, Instagram, and in virtual meetings on Zoom. Additionally, the logo is used on the project's website, ensuring visibility across various communication channels.

12. Safeguarding

Has your Safeguarding Policy been updated in the past 12 months?	Yes
Have any concerns been reported in the past 12 months	No
Does your project have a Safeguarding focal point?	Yes Nelson Gutierrez - [REDACTED]
Has the focal point attended any formal training in the last 12 months?	No
What proportion (and number) of project staff have received formal training on Safeguarding? The project has 12 colleagues of 43 in OpEPA. it corresponds to 27% of the organisation between staff personnel and individual contracts	Past: 100% [12 of 12r] Planned: 100% [12 of 12]
Has there been any lessons learnt or challenges on Safeguarding in the past 12 months? Please ensure no sensitive data is included within responses. Throughout the project execution we have not suffered similar events. Nevertheless, in this period in general Colombia faced army conflict in the territories due to the control of routes, specifically in pacific and south zones with influence in communities. This situation alerted us to keep in mind measures to mitigate risks, and reduce the risk to live in these kinds of situations. We create policies focused on actions in shoot situations, recommendations before, and travel on-going, public transportation recommendations, and measures against kidnapping, all of them socialised with the team.	
Please describe any community sensitisation that has taken place over the past 12 months; include topics covered and number of participants. Community sensitisation was done with support of the field technical team which took measures considering place, records of events, time to avoid criminal actions, and promote the safeguarding situation, it allows that community feel safety and secure. In addition to that, we took in consideration policy reports and information from the community.	

Have there been any concerns around Health, Safety and Security of your project over the past year? If yes, please outline how this was resolved.

We have not been any concerns around Health, Safety and Security of our project, and the reason was we developed material that included: policies, recommendations, trainings and creation of the intranet with this topic in order to keep informed to our colleagues.

13. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2023 – 31 March 2024)

Project spend (indicative) since last Annual Report	2023/24 Grant (£)	2023/24 Total Darwin Initiative Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				Change Request 24/07/24
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL	£81.249	£81.259		

Project mobilised or matched funding during the reporting period (1 April 2023 – 31 March 2024)

	Secured to date	Expected by end of project	Sources
Matched funding leveraged by the partners to deliver the project (£)			OpEPA's own resources
Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project (£)			OpEPA and the British Embassy in Bogotá, to the Mangrove festival stand support.

14. Other comments on progress not covered elsewhere.

One significant challenge encountered during the year has been the decrease in participation among network members in both physical and virtual meetings due to various factors like schedule, distance, transportation costs, and safety concerns. To address this, we have conducted meetings with school principals and written formal letters with the support of the Education Secretariat to facilitate permissions. We have conducted surveys to determine the most suitable dates and times. We have also organised physical workshops in different locations to ensure accessibility. We have allocated funds for transportation, and in some cases, we have provided financial support for students to access mobile data for connectivity, considering that not all individuals have the necessary economic resources.

One specific issue that emerged is that some students are unable to attend workshops due to safety concerns in their neighbourhoods. This highlights broader social conflicts within Barranquilla, which our project efforts to address through nature-based education and regenerative leadership activities, aiming to bring peace to these communities.

These challenges underscore the importance of our project's efforts to promote inclusivity and overcome logistical barriers to ensure meaningful participation and impact. Despite these difficulties, our commitment to addressing environmental and social issues remains steadfast, driven by the belief in the transformative power of education and community engagement.

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 (please leave this line in to indicate your agreement to use any material you provide here).

In its first year, the Dulce Sal Schools Network has made remarkable progress in several dimensions, including networking, capacity building in nature-based education, project management, and regenerative leadership.

This holistic experience has had a profound impact, not only influenced individual growth but also influenced the teaching profession. Empowered by the wealth of knowledge and guidance provided by the network, teachers have embraced newfound confidence and leadership roles. What once appeared as an elusive ideal in leadership has transformed into a tangible reality, with educators acknowledging their focal roles as environmental leaders within their local and regional contexts.


The project's impact and effectiveness have materialized notably in biodiversity conservation efforts, adaptive learning environment initiatives, and the promotion of circular economy practices. Regarding biodiversity, the network has headed initiatives aimed at safeguarding native species in the tropical dry forest ecosystem. Additionally, strategies borrowed from other institutions have been successfully replicated, particularly in solid waste management, including bottle recycling and composting.


A distinctive aspect of leadership, as highlighted by participants, is the commitment to engage directly with the community and to lead by example. Despite the challenges and physical demands, the importance of fostering leadership qualities among students remains paramount.

The significant results of this approach are evident in the enthusiasm and commitment of students who have actively participated in network-led initiatives. Their initiative to contribute the knowledge they have acquired highlights the transformative impact of the network's activities.

Moreover, by promoting nature-based education and regenerative leadership, the network imparts valuable skills and values in students that can enhance their future prospects and overall well-being. This holistic approach not only contributes to individual empowerment but also cultivates a more prosperous and sustainable community.

Looking ahead, the Dulce Sal School Network remains committed to working hand-in-hand with educational community to further advance conservation efforts, nature-based education and regenerative leadership. Through collaboration and shared dedication, the network continues to clear the way for a more sustainable and equitable future.

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)
Video		"Dulce Sal School Network: One year project" at Barranquilla and Puerto Colombia. By	@OpEPA @sergioaborrero	Yes

		OpEPA and Sergio Borrero, 2024.		
Image		Personal development workshop of the Dulce Sal School Network. March 5, 2024. Ciénaga de Mallorquín, Colombia, by OpEPA and Sergio Borrero.	@OpEPA @sergioaborrero	Yes

Annex 1: Report of progress and achievements against Indicators of Success for Financial Year 2023-2024

Project summary	Progress and Achievements April 2023 - March 2024	Actions required/planned for next period
<p>Outcome Strengthened collaborative capacities, sense of belonging, and appropriation of the territory by the community for implementing biodiversity conservation actions and promoting regenerative economic alternatives in Barranquilla.</p>		
<p>Outcome indicator 0.1. Network of schools and strategic allies for the conservation of the Ciénaga de Mallorquín formalized through the design and validation of a governance structure by all members.</p>	<p>The formalization of a network of schools with members and allies, made up of educational institutions, universities, governmental and private entities, and civil society organizations, was achieved successfully. The design and validation of the network governance structure was carried out with remarkable results. 5 nodes with their respective leaders, and each node with a project related to the thematic axes of the lines of action. Evidence in Governance Structure: Annex 5. 4.1</p>	<p>The allies are already linked, but they need to be engaged with the Network's projects and with the schools' projects.</p>
<p>Outcome indicator 0.2. Action plan of the network designed in a participatory manner, stating its lines of action and priority activities.</p>	<p>Significant progress was made in achieving the Dulce Sal School Network's action plan. This holistic plan includes mission, vision, objectives and three key lines of action focused on waste management, circular economy, adaptation of the learning environment and biodiversity conservation. Each line of action is supported by a minimum of four defined activities. The development of this action plan was carried out in a collaborative manner through various trainings in regenerative leadership and project management. Evidence in Strategic Plan Annex 5. 3.1</p>	<p>Aligning the priority activities of the action lines with the proposed actions in both the Network's projects and the school projects. Additionally, efforts will be made to coordinate the action lines with the work of allies to provide support for the project.</p>
<p>Outcome indicator 0.3. 40% of the participants are women</p>	<p>Progress towards Outcome indicator 0.3 shows that as of the current stage of the project, female participation stands at 59%, while male participation is at 41%. This indicates a predominance of women in decision-making processes within the Network and suggests that they are receiving more training than men. Evidence in attendance lists Annex 5.</p>	<p>Conduct gender equality workshops for students to emphasize the importance of diverse representation. Provide ongoing support to empower and encourage leadership roles for women within the network. Regularly review gender</p>

		representation metrics and adjust strategies as needed to address disparities.
Output 1. Strengthened capacities of teachers in nature-based education (NBE) and regenerative leadership for the appropriation and conservation of the territory.		
Output indicator 1.1, 60% of teachers (m/f) claim to have strengthened their skills in regenerative leadership.	The progress against indicator 1.1 shows that 85% of participants claimed to have strengthened their skills in regenerative leadership based on pre-training and post-training assessments conducted six months apart. Initial assessments revealed that 66% had prior knowledge in regenerative leadership topics. See the evidence in pre and post evaluation Annex 5, Output 1.	In August 2024 we plan to conduct a new post-training knowledge measurement on some topics, as the six months have not yet been completed. We intend to implement more effective strategies to ensure a more accurate assessment of participants' knowledge and skills.
Output indicator 1.2 60% of trained teachers (m/f) increased their knowledge in Nature- Base Education.	Initial evaluations indicate that 88% of the participants claim to have prior knowledge in areas such as environmental education, experiential learning and outdoor education. However, only 19% claim to apply this knowledge in their teaching practices. Evaluation of the extent to which participants have incorporated these concepts into their teaching is pending, as the six-month post-training evaluation has not yet been conducted. Evidence of this aspect is present in the attendance lists 3.2. in Output 1.1.	Actions planned for the next period include conducting the post-training evaluation in June 2024. It is expected that over 60% of teachers will have increased their knowledge in Nature-Based Education after receiving the training, utilized the manuals provided to them, and benefitted from the information available on the educational platform.
Output indicator 1.3 40 teachers from 20 educational institutions, in 9 sessions, strengthen their collaborative skills.	An average of 32 teachers from 28 educational institutions participated in the 13 activities of Output 1. The activity with the highest number of participants, with 44 people, was 1.2.3. Alife Maps. Another network partner, Youth Environmental Movement, was also present in this activity. The activity with the least	The intention is to continue calling for new teachers. In addition, to continue strengthening the leadership of the members of the

	number of participants, with 22 people from the network, was the Living Systems Forum. This webinar was attended by 65 people, but not all members of the network. The evidence is in attendance lists, Annex 5 , and in Members: Schools Annex 6 .	network towards collaborative work.
Output 2. Strengthened capacities (academic and soft skills) of students in biodiversity conservation with emphasis on the Ciénaga de Mallorca		
Output indicator 2.1. 60% of the students (m/f) strengthened their abilities to apply the life principles of nature in biodiversity conservation actions.	Thus far, an average of 92 students have participated, of which 60% claim to have prior knowledge of personal development, purpose in the territory, and well-being. Some activities are still pending, including conducting post-training evaluations on the skills to apply the principles of nature in conservation actions. Evidence: attendance lists and pre and post evaluation, Annex 5 , Output 2 .	Continue conducting the necessary trainings on specific topics to further strengthen the skills for applying life principles in the projects of the nodes.
Output indicator 2.2. 60% of the students strengthened their knowledge about the systemic functioning of the Ciénaga de Mallorca, including recognition of interdependence and interconnections between natural and social systems of the territory	Progress against this indicator is pending as activities have not yet been conducted. The planned activities are scheduled for July and August 2024. However, students have already been taken to the Ciénaga de Mallorca to work on their connection with nature. Through nature-based education, they were able to connect with themselves and their inner nature.	The planned activities are scheduled for July and August 2024.
Output indicator 2.3. 80 students from 20 educational institutions strengthen their academic capacities and biodiversity conservation skills through nature-based education.	The activities are scheduled, and we are ready to go.	The activities are scheduled to take place in August 2024.
Output 3. Strengthened the network capability to formulate economically viable and sustainable biodiversity conservation projects and to promote strategic alliances.		
Output indicator 3.1. 60% of the trained teachers and students (m/f) participate in the formulation of an economically viable and sustainable project for the conservation of biodiversity.	In progress. We already have advances in the projects, such as leaders, title, general objective, problem to be solved, activities and related thematic axes: waste management, biodiversity conservation and adapting learning environments. This process will be concluded in the activities scheduled for September 2024.	Have well formulated projects to present to experts and receive feedback. Also, expose them at the Great Dulce Sal Festival, to receive support from allies.

	Evidence: Annex 5, Node projects	
Output indicator 3.2.1 economically viable and sustainable biodiversity conservation project formulated by the network.	In progress. We already have advances in the projects, but work will continue until September 2024 to have them ready (Evidence provided in Annex 5. 4.1).	The project needs to be strengthened in its formulation, to articulate the school projects and the potential partners that will be involved.
Output indicator 3.3. The network increased its strategic allies by 30%	Progress against this indicator has been consistently tracked throughout the project. We initially established a strategic ally, the Secretaría de Educación de Barranquilla, which has been instrumental in project implementation. Currently, we have more than 22 allied organizations, including local, national, and international public entities, private organizations, local, regional, and national civil society organizations, and educational institutions. Therefore, the percentage achieved with the 22 allies compared to the base of 1 ally is 2100%. This indicates significant growth in the number of allies compared to the initial goal of 30%. (Evidence provided in Stakeholders feedback video)	The allies are already linked, but they need to be engaged with the Network's projects and with the schools' projects.
Output 4. Strengthened the network in its knowledge and skills of green businesses based on ecotourism as a regenerative way of life in Barranquilla.		
Output indicator 4.1. 70% of the students and teachers (m/f) participated in elaborating the interpretive framework.	The activities are scheduled, and we are ready to proceed.	The activities are planned to take place in June 2024.
Output indicator 4.2. 1 interpretive framework of the Ciénaga de Mallorquín designed within the network framework.	The activities are scheduled, and we are ready to proceed.	The activities are planned to take place in June 2024.
Output indicator 4.3. 60% of students and teachers (m/f) state that they have increased their knowledge about green businesses based on ecotourism.	The activities are scheduled, and we are ready to proceed.	The activities are planned to take place in August 2024.

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
<p>Outcome: Strengthened collaborative capacities, sense of belonging, and appropriation of the territory by the community for implementing biodiversity conservation actions and promoting regenerative economic alternatives in Barranquilla</p>	<p>0.1 The Network of Schools and Strategic Allies for the conservation of the Ciénaga de Mallorquín is formalized through the design and validation of a governance structure by all members. 0.2 The action plan of the network (lines of action and priority activities) is designed in a participatory manner. 0.3 40% of the participants are women.</p>	<p>0.1. Document with the network structure validated. 0.2. Network action plan. 0.3. Attendance lists</p>
<p>Output 1. Strengthened capacities of teachers in nature-based education (NBE) and regenerative leadership for the appropriation and conservation of the territory.</p>	<p>1.1. 60% of teachers (m/f) claim to have strengthened their skills in regenerative leadership. 1.2. 60% of trained teachers (m/f) increased their knowledge in NBE.</p>	<p>1.1. Pre and post training evaluations. 1.2. Attendance lists. 1.3. Photographic record</p>
<p>Output 2. Strengthened capacities (academic and soft skills) of students in biodiversity conservation with emphasis on the Ciénaga de Mallorquín.</p>	<p>2.1. 60% of the students (m/f) strengthened their abilities to apply the life principles of nature in biodiversity conservation actions. 2.2. 60% of the students strengthened their knowledge about the systemic functioning of the Ciénaga de Mallorquín, including recognition of interdependence and interconnections between natural and social systems of the territory</p>	<p>2.1. Pre and post training evaluations. 2.2. Attendance lists. 2.3. Photographic record.</p>
<p>Output 3. Strengthened the network capability to formulate economically viable and sustainable biodiversity conservation projects and to promote strategic alliances</p>	<p>3.1. 60% of the trained teachers and students (m/f) participate in the formulation of an economically viable and sustainable project for the conservation of biodiversity. 3.2. 1 economically viable and sustainable biodiversity conservation project formulated by the network. 3.3. The network increased its strategic allies by 30%</p>	<p>3.1. Attendance lists for formulation sessions. 3.2. Documents with the formulated projects. 3.3. Completed adherence forms to the network.</p>
<p>Output 4. Strengthened the network in its knowledge and skills of green businesses based on ecotourism as a regenerative way of life in Barranquilla</p>	<p>4.1. 70% of the students and teachers (m/f) participated in elaborating the interpretive framework. 4.2. 1 interpretive framework of the Ciénaga de Mallorquín designed within the network framework. 4.3. 60% of students and teachers (m/f) state that they have</p>	<p>4.1. Pre and post-training evaluations. 4.2. Attendance lists. 4.3. Document with the interpretive framework</p>

	increased their knowledge about green businesses based on ecotourism.	
<p>Activities</p> <p>Output 1. 1.1. Diagnosis of teachers on leadership, purposes, motivations, appropriation of the territory, patterns of quality of life, wellbeing, and health for them and their environments. 1.2. 3 training sessions (1 on inclusion and gender equality) on the recognition of nature's principles of life for establishing cooperation relationships and self-organization to conserve and protect the territory. 1.3. 4 training sessions on the explanation of the Ciénaga de Mallorca and the mangroves as living systems, climate action and nature-based education methodological strategies as tools to conserve local ecosystems. 1.4. 2 training sessions on regenerative leadership, conservation of the territory's ecosystems, and adaptation of learning environments.</p> <p>Output 2. 2.1. 4 accompaniment sessions to teachers in their work with students to recognize their purposes, identify interests and define life plans in their territories. 2.2. 4 accompaniment sessions to teachers in their work with students to recognize the life principles of nature, such as cooperation, inclusion, and gender equality. 2.3. 6 training sessions on the Ciénaga de Mallorca and the mangroves as living systems of the territory, their social and environmental dynamics and the interrelation with efficient water management, land use and management, biodiversity conservation and climate action.</p> <p>Output 3. 3.1. 3 training sessions on project management to strengthen the identity, purpose and build the network's objectives for the appropriation of the territory. 3.2. 3 training sessions on associativity, teamwork, cooperative work and definition of strategies to link strategic allies to the network. 3.3. 2 training sessions on project management and economically viable and sustainable collaborative undertakings for the appropriation of the territory, focused on the Ciénaga de Mallorca. 3.4. 2 accompaniment sessions for preparing and convening the meeting between the network and strategic local actors. 3.5 Development of the encounter between the network and strategic local actors to present the project proposal and strengthen alliances.</p> <p>Output 4. 4.1. 1 training session on the interpretation of natural and cultural heritage that includes the development of an interpretative framework for the definition of tourism products. 4.2 1 training session on green businesses based on ecotourism as a regenerative economic alternative.</p>		
<p>Important Assumptions</p> <ol style="list-style-type: none"> 1. Nature-based education reconnects people with the environment and leads them to act for its protection, resulting in biodiversity conservation. 2. As critical players in biodiversity conservation, educational institutions can generate positive transformations in their communities by implementing educational actions. 3. Biodiversity conservation projects can be economically viable and sustainable. 4. The systemic approach of the project at the level of the Ciénaga de Mallorca Basin will allow greater effectiveness and impact of the actions for the conservation of the Ciénaga de Mallorca. 5. Ecotourism is a viable and sustainable economic alternative that promotes biodiversity conservation. 		

Annex 3: Standard Indicators

Table 1. Project Standard Indicators

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Men	41%			41%	50%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Women	59%			59%	50%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Age group: 0-18	41%			41%	41%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Age group: 18- 36	18%			18%	18%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Age group: up to 36	41%			41%	41%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Stakeholder group: teachers and students	90%			90%	88%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Stakeholder group: allied organizations.	10%			10%	12%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Training typology: Regenerative leadership	31%			31%	18%

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Training typology: Nature- Based Education	19%			19%	23%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Training typology: biodiversity conservation	21%			21%	30%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Training typology: formulate economically viable and sustainable projects	29%			29%	18%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	People proportion	Training typology: green businesses based on ecotourism	0			0	11%
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	Weeks	Total training-weeks (1 week = 30 hours)	2 weeks and 7.6 hours			2 weeks and 7.6 hours	4 weeks
DI-A03	Number of local/national organisations with improved capability and capacity as a result of the project.	Number of organisations	Organisation Type: State entity	3				3
DI-A03	Number of local/national organisations with improved capability and capacity as a result of the project.	Number of organisations	Organisation Type: Private entity	1				2
DI-A03	Number of local/national organisations with improved capability and capacity as a result of the project.	Number of organisations	Organisation Type: Civil society organisation	2				3

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A03	Number of local/national organisations with improved capability and capacity as a result of the project.	Number of organisations	Organisation Type: Educational institutions	37				25
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Men	45%			45%	43%
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Women	55%			55%	57%
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Age group: 18- 36	35%			35%	40%
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Age group: up to 36	65%			65%	60%
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Stakeholder group: teachers	91%			91%	90%
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People proportion	Stakeholder group: allies' organizations.	9%			9%	10%

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People proportion	Men					45%
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People proportion	Women					55%
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People proportion	Age group: 18- 36					40%
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People proportion	Age group: up to 36					60%
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People	Stakeholder group: teachers					99%
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project	People	Stakeholder group: allies' organizations.					1%
DI-B05	Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)	People	Men	18			18	25
DI-B05	Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)	People	Women	27			27	35

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-B05	Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)	People	Age group: 0-18	18			18	20
DI-B05	Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)	People	Age group: 18- 36	4			4	5
DI-B05	Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement)	People	Age group: up to 36	12			12	13
DI-C01	Number of best practice guides and knowledge products published and endorsed	Number	Knowledge/practice area: Biodiversity	1				1
DI-C01	Number of best practice guides and knowledge products published and endorsed	Number	Knowledge/practice area: Natural and cultural heritage interpretation					1
DI-C01	Number of best practice guides and knowledge products published and endorsed	Number	Product typology: Catalogue	1			1	1
DI-C01	Number of best practice guides and knowledge products published and endorsed	Number	Product typology: Interpretative framework				1	1

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-C07	Number of projects contributing biodiversity conservation or poverty reduction evidence to policy/regulation/standards consultations.	Number	Community: national					5
DI-C08	Areas of importance for biodiversity identified	Area hectare	Identified/Protected: Internationally important wetland area, forming part of the larger Delta Estuarine System of the Magdalena River and Ciénaga Grande de Santa Marta-CGSM (Decree 224 of 1998)	579.800			579.800	579.800
DI-C08	Areas of importance for biodiversity identified	Area hectare	Identified/Protected: Ciénaga de Mallorquín belonging to the Delta Estuarine System of the Magdalena River, Ciénaga Grande de Santa Marta - CGSM (Decree 224 of 1998).	700			700	700
DI-C08	Areas of importance for biodiversity identified	Area hectare	Types/schemes: RAMSAR Site: Wetlands of International	579.800			579.800	579.800

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
			Importance Especially as Waterfowl Habitat					
DI-C12	Social Media presence	Number	Posts by year on different platforms	190			190	216
DI-C12	Social Media presence	Number	By year. Facebook: reach	400			400	350
DI-C12	Social Media presence	Number	By year. Facebook: followers	5400			5400	5500
DI-C12	Social Media presence	Number	By year. Instagram: followers	3111			3111	3150
DI-C12	Social Media presence	Number	By year. Instagram: reach	510			510	550
DI-C12	Social Media presence	Number	By year. Instagram: likes	109			109	150
DI-C12	Social Media presence	Number (metrics to be defined)	By year. X: followers	4054			4054	4000
DI-C12	Social Media presence	Number	By year. Spotify Podcast: reproductions	19			19	22
DI-C12	Social Media presence	Number	By year. Spotify Podcast: followers	13			13	20
DI-C12	Social Media presence	Number	By year. Apple Podcast: reproductions	21			21	25

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-C12	Social Media presence	Number	By year. Apple Podcast: followers	23			23	25
DI-C13	Number of webinar attendees.	% People	Men	40%			40%	45%
DI-C13	Number of webinar attendees.	% People	Women	60%			60%	55%
DI-C13	Number of webinar attendees.	Number	number of webinars	11			11	21
DI-C13	Number of webinar attendees.	People	live/catch-up views.	487			487	600
DI-D02	Number of people whose disaster/climate resilience has been improved.	People/ Household	Income, disaster/climate resilience, water and food security, health Gender, Biome/Ecosystem/Habitat.	25			25	45

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
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 15)?	Yes
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.	