

CEPF Final Project Completion Report

Organization Legal Name:	Durrell Conservation Training Ltd
Project Title:	Developing Indian Ocean Capacity for Conservation Through Training and Exchange
Grant Number:	66399
CEPF Region:	Madagascar and Indian Ocean Islands
Strategic Direction:	3 Strengthen civil society capacity at local and regional levels through training, exchanges and regional cooperation.
Grant Amount:	
Project Dates:	July 01, 2017 - October 31, 2020
Date of Report:	November 11, 2020

IMPLEMENTATION PARTNERS

List each partner and explain how they were involved with the project.

Durrell Conservation Training (DCT Ltd) was in charge of overall project management and reporting to CEPF. Also responsible for the development and delivery of training courses in Mauritius, notably the one week-classroom training and coordinated weekly half-day lectures at MWF office and field visits during each of the four weeks of field work in Mauritius. Association Vahatra coordinated and delivered the Madagascar school composed of a two week-field component in fauna and flora monitoring and research at Ambohitantely Special Reserve and one week-classroom component at Vahatra head office in Antananarivo. Mauritian Wildlife Foundation (MWF) coordinated and delivered the four week-Mauritius Species and Ecosystem Recovery (SER) field training (one week of field work embedded within each of the following field teams: Vallée de Ferney; Brise Fer, Ile Aux Aigrettes, Ebony Forest).

CONSERVATION IMPACTS

Summarize the overall impact of your project, describing how your project has contributed to the implementation of the CEPF ecosystem profile.

A total of 37 conservation professionals were trained during the three schools, plus four people who attended either the Mauritius or the Madagascar school. The majority of the professionals trained were from Madagascar (n = 25, 70%), with additional professionals trained from Mauritius (n = 7), Comoros (n = 3) and the Seychelles (n = 2). Out of 107 applicants to the first school, fifteen were selected but only thirteen participants attended both the Madagascar first school in April 2018 and the Mauritius first school in August – September 2018. Out of 47 applicants to the second school, twelve were selected and attended both the Madagascar second school in November 2018

and the Mauritius second school in January – February 2019. Out of 127 applicants to the third school, fourteen were selected but only twelve attended both the Mauritius third school in August – September 2019 and the Madagascar third school in November 2019. Overall 73% of the participants claimed to have a good or high level of knowledge and skills after training compared to 27% before training, hence a significant difference, as evidenced by the before/after training impact survey conducted. Similarly, 71% of the participants claimed to have a good or high level of confidence to apply knowledge and skills after training, compared to 42% before training, hence again a significant difference. 84% of the participants feel very or extremely confident in their ability to overcome challenges, achieve positive results and make a difference in conservation, compared to 63% before training, hence again a significant difference. 85% of the participants feel very or extremely capable they feel of doing their job well and developing in their career, compared to 61% before training, hence again a significant difference. Six graduates (four Malagasy, one Mauritian, and one Comoros) completed the three month-DESMAN course (Durrell Endangered Species Management certificate) in Jersey (which replaced the six month post-graduate diploma which used to be delivered in Mauritius). More than 65 mentoring meetings and visits were conducted to support the first, second and third school participants in the design and implementation of their personal development plan (PDP). 70% of PDPs were partially implemented or still ongoing, but 46% of the first school PDPs were not designed (or designed but not implemented) and overall 38% of the participants are no longer responding or moved to another organisation. The one year post-training survey showed that 70% of the participants said their ability to take conservation action was significantly influenced by training and 95% had applied at least one new skill in their work. 384 additional professionals were trained by 20 graduates of the first, second and third school, and 1,696 people sensitized by nine graduates. The vast majority of additional professionals trained were from Madagascar (322 overall) and by the second school graduates (240 trained by 10 second school graduates). The key results from the online survey questionnaire about the organisational impacts (i.e. at the level of the organisations, not at the individual level) conducted towards the graduates' supervisors were as follows: 86% of respondents (12/14) said new skills have actually been implemented as a result of the programme; 72% (10/14) also said the performance of the organisation has been improved as a result of the programme but about 20% actually said they actually don't know; only 36% of respondents confirmed new projects have actually been developed as the result of the training; but 93% (13/14) confirmed existing projects have been improved.

Planned Long-term Impacts – 3+ years (as stated in the approved proposal)

Impact Description	Impact Summary
The status of species and systems within the Western Indian Ocean region is improved and managed more effectively through the structured exchange of skills and knowledge between leading conservation organisations	As evidenced by the results of the before/after training survey and the one year post-training survey, the 37 conservation professionals trained under the project (scaled up to 384 additional professionals trained by the graduates) now demonstrate increased individual competencies, confidence and performance at work, hence are now more effective conservation leaders and in a better position to contribute to improve the status of threatened species and ecosystems within the Western Indian Ocean region, but the latter is a very long-term impact which is out of the scope of this three year project

Planned Short-term Impacts – 1 to 3 years (as stated in the approved proposal)

Impact Description	Impact Summary
Measurable change in individual competencies, confidence and performance at work will be achieved with positive knock-on effects on the organisations in which they work and the collaborative work these organisations deliver.	Overall 73% of the participants claimed to have a good or high level of knowledge and skills after training, compared to 27% before training, hence a significant difference. Similarly, 71% of the participants claimed to have a good or high level of confidence to apply knowledge and skills after training, compared to 42% before training. 84% of the participants feel very or extremely confident in their ability to overcome challenges, achieve positive results and make a difference in conservation, compared to 63% before training. 85% of the participants feel very or extremely capable of doing their job well and developing in their career, compared to 61% before training. The one year post-training survey showed that 70% of the participants said their ability to take conservation action was significantly influenced by training and 95% had applied at least one new skill in their work. Positive knock-on effects on the organisations in which the graduates work have been evidenced by the testimonies of the graduates' supervisors (Cf. 13th October webinar .ppt presentation)
Regional capacity to conserve biodiversity increased through extensive capacity development within 45 conservation professionals multiplied to over 500 through peer-to-peer learning.	A total of 37 conservation professionals were trained during the three schools, plus four people who attended either the Mauritius or the Madagascar school. The majority of the professionals trained were from Madagascar (n = 25, 70%), with seven professionals trained from Mauritius, three from the Comoros and two from the Seychelles. 384 additional professionals were trained by 20 graduates of the first, second and third school, the vast majority of these additional professionals trained by the graduates being also from Madagascar (322 overall), but also from the Comoros (30), Mauritius (20) and the Seychelles (12).

Describe the successes or challenges of the project toward achieving its short-term and long-term impact objectives.

Challenges

- **Not possible to have a 'joint schedule of events' & a 'common protocol for selecting target organizations and individuals' between TBA and DCT, because of the difference of training approaches & selection procedure; TBA built up on pre-identified less structured CSOs/NGOs having a clear link with CEPF projects and asked senior management to nominate staff for training; at the contrary, DCT widely advertised (through Durrell website, FB, sub-grantees' network), and selected participants on CVs/cover letters and interviews according to specific criteria (e.g. motivation, professional experience, training experience, commitment to train others).**
- **Formal interviews not done initially for the first school and not always possible to find appropriate candidates from Seychelles, Comoros or even Mauritius (potential reasons: advertising process, reluctance of organisations to release their staff for periods of up to five weeks)**
- **Pre-training coordination meeting with all the staff involved in the delivery of the training activities initially not done for the Mauritius first school, which highlighted the need for the trainers to better integrate the participants, tap on their experiences/competencies and not treated them as newbies or students,**
- **High proportion of first/second school trainees who moved to another organization less than one year after the training; 38% overall of**

participants no longer responding or moved to another organisation/job (raising to 46% for the first school and 50% for the second school)

- 30% of Personal Development Plan (PDP) not designed or designed but not implemented
- Dependency on National Parks and Conservation Services (NPCS) in Mauritius to access and stay overnight at National Park field stations (Brise Fer)
- Participants had different backgrounds and diverse fields of interest which sometimes made it difficult to have them speak together the same language
- Directly contact with the supervisors, to seek their support for the design and implementation of the graduates' Personal Development Plan, was not systematically established just after training

Successes

- Managed to use some shared result indicators between TBA & DCT
- Improved recruitment process (with formal interviews) implemented for the second and third school
- Managed to find an arrangement with NPCS for the third school in Mauritius for the access and overnight stay at National Park field stations
- 37 conservation professionals trained directly (plus four attended either Mauritius or Madagascar school)
- Managed to train directly seven Mauritian, three Comoros, two Seychellois, although the majority of the professionals trained were from Madagascar (n = 25, 70%)
- Six graduates (four Malagasy, one Mauritian, one Comoros) completed the three month-DESMAN course in Jersey
- Documented significant difference (after training compared to before training) in the level of individual knowledge and skills, confidence to apply knowledge and skills, self-confidence and personal effectiveness, across all three schools
- 384 additional professionals trained by 20 graduates; 1,696 people sensitized by nine graduates
- Organisational impacts evidenced through online smart survey with the graduates' supervisors
- A new WhatsApp group set up to promote exchanges and share ideas between the three cohorts

Were there any unexpected impacts (positive or negative)?

Positive unexpected impacts Graduates bringing a new vision to their project and organisation (e.g. how to help local communities to see the local forest as a resource that can provide socio-economic benefits only if protected, such as with eco-tourism or sustainable harvesting) Graduates starting to inform their work with ideas from outside of their home country One graduate decided to set up his own conservation NGO as a result of the extra confidence gained One graduate got a promotion thanks to the independent leadership he brought to the reforestation programme of his organisation

PROJECT COMPONENTS AND PRODUCTS/DELIVERABLES

Describe the results from each product/deliverable:

Component		Deliverable		
#	Description	#	Description	Results for Deliverable
1	Technical field skills development through delivery of Field School training in the monitoring of fauna and flora in Madagascar (2 week field school per annum).	1.3	A regional online learning network group established for trainees to exchange skills, knowledge and experience following training, evidenced through enrollment records on the group and levels of exchange between individuals.	23 graduates from the first, second and third field school registered to a new WhatsApp group to continue to exchange skills, knowledge and experience following training. All graduates automatically receiving Durrell e-newsletters covering upcoming courses and news, and encouraged to follow us on social media.
1	Technical field skills development through delivery of Field School training in the monitoring of fauna and flora in Madagascar (2 week field school per annum).	1.4	Series of lectures will be presented on writing scientific articles, the use of published literature, ex-situ conservation and the pros and cons of community conservation projects.	One week-classroom training organised and delivered by Vahatra in Madagascar (general conservation policy and history of Madagascar PAs, assessment of the effectiveness of community conservation, valuation of the IUCN Red List, Madagascar natural history, Madagascar avifauna, importance of natural history collections, conservation issues in Madagascar: the case of lemurs, overview of the fragmentation of the natural forest in the Ambohitantely SR, the extinct animals and ecosystems of Madagascar) One week-classroom training organised and delivered by DCT in Mauritius (three day training-of-trainers course, fundraising, project management, scientific writing, design of personal development plan) and weekly half-day lectures at MWF office (in-situ and ex-situ conservation programmes in Mauritius, IAS control/eradication on small islands, the bat debate, the impact of invasive plant species on the ecology of native forests in Mauritius, the importance of biosecurity measures taken to avoid disease transmission and

				the risk of disease introduced by parrots, feasibility studies and pre-release activities related to the translocation of endangered birds, etc.)
1	Technical field skills development through delivery of Field School training in the monitoring of fauna and flora in Madagascar (2 week field school per annum).	1.2	Post-training evaluation report documenting pre/post-training professional development in perceived skills and knowledge increase	Before/After online impact evaluation questionnaires completed and analysed, and post-training impact evaluation report completed for each of the three schools
1	Technical field skills development through delivery of Field School training in the monitoring of fauna and flora in Madagascar (2 week field school per annum).	1.1	45 conservation professionals trained (15 per annum for three years), evidenced through post-training reports and attendance lists	A total of 37 conservation professionals trained during the project (13 during the first school, 12 during the second school, 12 during the third school). Post-training M&E report produced by Vahatra and MWF/DCT for each of the three schools
2	Species and system recovery and management skills development through Species and Ecosystem Recovery Training in Mauritius (5 week training course per annum).	2.3	Minimum of 500 additional conservation professionals receive training, delivered by those trained in Mauritius. Evidenced through attendance sheets, photos of training events and any media articles produced for or as a consequence	Total of 384 additional conservation professionals trained and 1,696 other people sensitized by the first, second and third school graduates: - 97 additional conservation professionals trained, plus 387 additional people sensitized by 6 of the 13 first school graduates (see attached "PDP summary CEPF first school_October 2020") - 240 additional conservation professionals trained and 49 additional people sensitized by 10 of the 12 second school graduates (see attached "PDP summary CEPF second school_October 2020") - 47 additional conservation professionals trained and 1,260 additional people sensitized by 4 of the 12 third school graduates (see attached "PDP summary CEPF third school_October 2020")

			of these events	
2	Species and system recovery and management skills development through Species and Ecosystem Recovery Training in Mauritius (5 week training course per annum).	2.1	45 conservation professionals trained in endangered species and ecosystem recovery techniques (15 per annum for three years), evidenced through post-training reports and attendance lists	A total of 37 conservation professionals trained during the project (13 during the first school, 12 during the second school, 12 during the third school). Post-training M&E report produced by Vahatra and MWF/DCT for each of the three schools
7	Sub-grants provided to the Mauritian Wildlife Foundation (Mauritius) for their collaboration in delivering the above training to conservation professionals nationwide.	7.1	Impacts of the training work delivered by sub-grantees evidenced through post-training M&E reports, detailing participants trained, training content delivered and pre/post-training impact assessments	Technical reports for each of the three Mauritius school and Madagascar school completed respectively by MWF/DCT and by Vahatra. Post-training impact evaluation report completed for each of the three schools
7	Sub-grants provided to the Mauritian Wildlife Foundation (Mauritius) for their collaboration in delivering the above training to conservation	7.2	Sub-grant agreement established in conformity with CEPF procedures and signed by parties	Sub-grant agreement developed and signed between DCT and MWF on 3 January 2018

	professionals nationwide.			
7	Sub-grants provided to the Mauritian Wildlife Foundation (Mauritius) for their collaboration in delivering the above training to conservation professionals nationwide.	7.3	Regular (6-monthly) technical and financial reports submitted to DCT for review and approval.	Reports related to the Mauritius schools reviewed and finalised by DCT in 2018 & 2019
6	Coordination of project delivery between DCT and their partners, and with other CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))	6.2	Minutes of quarterly meetings (starting in 2017 Q4), and at least one initial face-to-face meeting with TBA and GIF, by end of 2017. THIS DELIVERABLE HAS BEEN CANCELLED PER 2019 AMENDMENT .	CANCELLED
6	Coordination of project delivery between DCT and their partners, and with other CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))	6.3	Joint schedule of events and common protocol for exchanging information and selecting target (beneficiary) CSOs and individuals to attend training events organised by DCT, TBA and GIF	CANCELLED

6	Coordination of project delivery between DCT and their partners, and with other CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))	6.5	A joint 'lessons learned' report, documenting the combined impact of DCT, TBA and GIF projects, analysis of good practices, and lessons for future capacity building activities for conservation, by October 2020.	DCT TBA shared lessons learned report completed on 10th October 2020
6	Coordination of project delivery between DCT and their partners, and with other CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))	6.1	A joint project implementation plan with roles and responsibilities by end of 2017, and minutes of regular co-ordination meetings held between 2017 and 2020 between DCT, Association Vahatra and MWF within the existing project	Project implementation plan, detailing roles and responsibilities, developed by DCT and submitted to Vahatra and MWF on 5 April 2018 for review
6	Coordination of project delivery between DCT and their partners, and with other	6.6	Minutes of coordination meetings, technical and financial project reports to	A coordination meeting held on 17 July 2019 with MWF and Ebony Forest staff for the debriefing of the second school and preparation of the third school. Online meetings were regularly conducted with representatives of the two sub-grantees (Vikash Tatayah/MWF and Steve

	CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))		CEPF, and feedback from CEPF on project performance demonstrate seamless engagement with the CEPF RIT leading to achievement of project objectives by end of project funding	Goodman/Vahatra) for the organisation and delivery of the schools in Mauritius and Madagascar
6	Coordination of project delivery between DCT and their partners, and with other CEPF-funded projects (led by Tropical Biology Association (TBA) and Green Island Foundation (GIF))	6.4	Common protocol on monitoring the impact on capacities built at individual and organization levels (by end of 2017) allowing assessment of value-addition of project activities by DCT, TBA and GIF at end of funding period.	Some result indicators shared between TBA & DCT but not possible to have a 'common protocol for selecting target organizations and individuals', because of the difference of training approaches and selection procedure (Cf. CEPF Monitoring and Evaluation Workshop report, March 2018)
4	Regional exchange and development of institutional capacity within the three project partners to deliver effective capacity building	4.4	Summary report and score on the development of each partner submitted using the CSTT	end of project CSTT and GTT submitted for DCT, Vahatra, MWF

	projects across the Western Indian Ocean			
4	Regional exchange and development of institutional capacity within the three project partners to deliver effective capacity building projects across the Western Indian Ocean	4.5	Presentation on the results of the project (including training impacts and lessons learnt) delivered at a regional CEPF meeting	Results of the project (including training impacts and lessons learnt) presented during the 13th October 2020 Zoom webinar to CEPF, subgrantees, graduates and graduates' supervisors
4	Regional exchange and development of institutional capacity within the three project partners to deliver effective capacity building projects across the Western Indian Ocean	4.3	A peer-reviewed publication on the monitoring and evaluation of capacity building for conservation projects submitted to a regional journal. THIS HAS BEEN CANCELLED IN 2019 AMENDMENT .	CANCELLED
5	Sub-grants provided to Association Vahatra (Madagascar) for their collaboration in delivering the above training to conservation professionals nationwide.	5.3	Regular (6-monthly) technical and financial reports submitted to DCT for review and approval.	3-monthly financial reports and 6-monthly technical progress reports submitted by Vahatra and approved by DCT in 2018 & 2019

5	Sub-grants provided to Association Vahatra (Madagascar) for their collaboration in delivering the above training to conservation professionals nationwide.	5.1	Impacts of the training work delivered by sub-grantees evidenced through post-training M&E reports, detailing participants trained, training content delivered and pre/post-training impact assessments	Post-training impact evaluation reports already completed in 2018 and 2019 for each of the three schools
5	Sub-grants provided to Association Vahatra (Madagascar) for their collaboration in delivering the above training to conservation professionals nationwide.	5.2	Sub-grant agreement established in conformity with CEPF procedures and signed by parties	Sub-grant agreement developed and signed between DCT and Vahatra on 3 January 2018
2	Species and system recovery and management skills development through Species and Ecosystem Recovery Training in Mauritius (5 week training course per annum).	2.2	Post-training evaluation report documenting pre/post-training professional development in perceived skills and knowledge increase	Before/After online impact evaluation questionnaires completed and analysed, and post-training impact evaluation report completed for each of the three field school.
3	Post-graduate accredited training delivered to a	3.3	Post six-month impact evaluation	Post 6 month-DESMAN Graduate Certificate evaluation report completed for Ben Moussa (third school Comoros trainee), Ny Koloina RATINARIVO, Mamy RAZAFITSALAMA, Mirana

	selection of 'graduates' of the field school and endangered species and system recovery skills training in Mauritius and Madagascar (6 month training programme per annum in Mauritius).		reports completed	ANDRIANANTENAINA (second and third school Malagasy trainees)
3	Post-graduate accredited training delivered to a selection of 'graduates' of the field school and endangered species and system recovery skills training in Mauritius and Madagascar (6 month training programme per annum in Mauritius).	3.2	Post-training evaluation report documenting pre/post-training professional development in perceived skills and knowledge increase	Before/After online impact evaluation questionnaires completed and analysed, and post-training impact evaluation report completed for each of the three field school.
3	Post-graduate accredited training delivered to a selection of 'graduates' of the field school and endangered species and system recovery skills training in Mauritius and Madagascar (6 month training programme	3.1	6 conservation professionals complete the Post-Graduate Diploma in Endangered Species Recovery in Mauritius, evidenced through post-training reports and attendance records	2 trainees from the first field school, Sedera RAMAROMANANA (Kew Royal Botanic Gardens, Madagascar) and Erwin AMAVASSEE (Friends of the Environment, Mauritius) completed the DESMAN in Jersey in 2019. Two additional trainees from the second school, Mirana Andrianantenaina (ex-C3 Madagascar) and Mamy Razafitsalama (Planet Madagascar) and two additional trainees from the third school, Ben Moussa (Moheli NP) and Ny Koloina RATINARIVO (Asity Madagascar) completed the DESMAN in Jersey in 2020

	per annum in Mauritius).			
4	Regional exchange and development of institutional capacity within the three project partners to deliver effective capacity building projects across the Western Indian Ocean	4.1	Two-day facilitated workshop on the monitoring and evaluation of capacity building projects (min. 10 representatives of capacity building organisations), evidenced through attendance records and electronic copies of workshop content and discussion outputs	2 day-monitoring and evaluation workshop organised and delivered on 13-14 March 2018 in Antananarivo with 10 representatives of capacity building organisations
4	Regional exchange and development of institutional capacity within the three project partners to deliver effective capacity building projects across the Western Indian Ocean	4.2	Post-workshop report submission to CEPF including suggested guidelines to inform the development of effective capacity building projects across the region	Report of the 2 day-monitoring and evaluation workshop completed and submitted to MWF, Vahatra and TBA

Describe and submit any tools, products or methodologies that resulted from this project or contributed to the results.

Monitoring and Evaluation workshop report final
Online pre- and post-training impact evaluation questionnaire: for measuring the level of individual change in knowledge and skills, confidence to apply knowledge and skills, self-confidence,

and personal effectiveness, after training compared to before (Cf. 'CEPF pre- and post-training and one year post-training results summary') Personal Development Plan (PDP): individual action plan designed and implemented by the graduate following training, with regular mentoring support from DCT staff (Cf. 'PDP summary CEPF first school_Oct 2020', 'PDP summary CEPF second school_Oct 2020', 'PDP summary CEPF third school_Oct 2020') Online smart survey questionnaire about organisational impacts: conducted towards the graduates' supervisors to assess the impacts at the level of the organisation (Cf. 'CEPF Organisational Survey Results Summary')

LESSONS LEARNED

Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building.

Consider lessons that would inform:

- Project design process (aspects of the project design that contributed to its success/shortcomings)
- Project implementation (aspects of the project execution that contributed to its success/shortcomings)
- Any other lessons learned relevant to the conservation community

It was not possible to have a 'joint schedule of events' between TBA and DCT and a 'common protocol for selecting target organizations and individuals because of the difference of training approaches and selection procedure (Cf. 'CEPF Monitoring and Evaluation Workshop' report, March 2018) but we managed to use some shared result indicators. The majority of the demand came from Madagascar and it was not always possible to find appropriate candidates from the Seychelles (and also from the Comoros or even from Mauritius). Potential reasons for this may be related to the advertising process, notably for the first school where CSOs/NGOs part of the CEPF network were not specifically targeted; also, the number of CSOs/NGOs in the Seychelles who are willing to release their staff to attend capacity building are not many. Within a future regional capacity building project, DCT Ltd would actually aim for engaging NGOs/CSOs prior to the training programme and conducting a training needs assessment to try to better match capacity gaps at the individual and organizational level, as experienced by the TBA project. The importance of conducting formal interviews with applicants (as was done remotely for the second and third school applicants), and of double-checking that applicants actually seek approval from their supervisor when applying and that they do not suffer from any medical condition. The importance of trying to select candidates with a higher probability of committing to their organization in the mid/long term (or requesting organizations to nominate staff for training as was done by TBA), given the high proportion of first/second school trainees who moved to another organization less than one year after training. The need to allow some government staff to apply in countries like Mauritius, given the dependency on National Parks and Conservation Service (NPCS) to access and stay overnight at National Park field stations. The importance of conducting systematic pre-training coordination and post-training debrief meeting with all the sub-grantee staff involved in the delivery of the training activities, as was done for the Mauritius second and third school. The importance of directly liaising with the supervisors to seek their support for the trainees' Personal Development Plan (PDP) design and implementation. Participants had different backgrounds and

diverse fields of interest which sometimes made it difficult to have them speak together the same language. Being project/programme managers with well-defined responsibilities in their respective field, participants generally expected direct practical things (e.g. case study), whereas we also wanted to convey messages highlighting the importance of scientific knowledge and data in the management and conservation of biodiversity, as well as the use of standardized appropriate methods for collecting scientific information (e.g. ecological monitoring). Participants were very interested by field trips where they could see direct conservation actions and applications (e.g. restoration sites, control of invasive species in Mauritius).

SUSTAINABILITY/REPLICATION

Summarize the successes or challenges in ensuring the project will be sustained or replicated, including any unplanned activities that are likely to result in increased sustainability or replicability.

70% of Personal Development Plans have been partially implemented or are still ongoing and we plan to continue providing regular support and remote mentorship on a quarterly basis to the graduates who are willing to do so, thus increasing the sustainability of the project. Based on the lessons learned from this project, we also plan to offer in 2021 a range of short training courses for conservation professionals within the SWIO region. Transfer of skills/knowledge from individual to peers; this remains a challenge as only few participants had previous training experience and mastering capacity building skills would require more than a 3 day train-the-trainers course. Hence we plan to continue to speak with the graduates' supervisors within the each organization to understand their ability to value new skills, find out what they want to achieve in terms of skills transfer and how we could further support them in this process. Transfer of skills/knowledge from individuals to institutions - This has only been partially investigated (through the online smart survey conducted with some of the graduates' supervisors) as we were more focused on individual capacity development within this project. For our new training programmes for the SWIO region, we are planning to better integrate the feedback from the organizations about what is the actual value of the training, how has the training improved the performance of the organization, new skills being implemented within the organization, and maybe auditing the organization to see what skills have been taken on board and changes in processes.

SAFEGUARDS

If not listed as a separate project component and described above, summarize the implementation of any required action related to social, environmental or pest management safeguards.

ADDITIONAL COMMENTS/RECOMMENDATIONS

Use this space to provide any further comments or recommendations in relation to your project or CEPF.

Mentoring support was provided by DCT through quarterly remote skype/zoom meetings with the graduates but, funding permitting and to increase the efficiency

of this mentoring support, future training projects should also include mentoring in-country visits to the graduates and their supervisors, at least twice during the project lifespan.

ADDITIONAL FUNDING

Provide details of any additional funding that supported this project and any funding secured for the project, organization or region as a result of CEPF investment.

Total additional funding (US\$)

Type of funding

Provide a breakdown of additional funding (counterpart funding and in-kind) by source, categorizing each contribution into one of the following categories:

- A. Project co-financing (other donors or your organization contribute to the direct costs of this project)
- B. Grantee and partner leveraging (other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF-funded project)
- C. Regional/portfolio leveraging (other donors make large investments in a region because of CEPF investment or successes related to this project)

INFORMATION SHARING AND CEPF POLICY

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned and results. Final project completion reports are made available on our website, www.cepf.net, and may be publicized in our e-newsletter and other communications.

1. Please include your full contact details (name, organization, mailing address, telephone number, email address) below.

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