

DPLR4\1009

Darwin Plus Local - Final Report (1)

Officer: Linzi Ogden

Section 1 - Darwin Plus Local Project Information (Essential)

Project Reference Number

DPL00122

Q1. Project Title

No Response

Overseas Territory(ies)

☒ Bermuda

Lead Organisation or Individual

Bermuda Underwater Exploration Institute

Partner Organisation(s)

Bermuda Ministries of: Education; Home Affairs; Cabinet Office; NGO's Bda National Trust, Lionsfish Task Force, Greenrock, Bda Audubon Society, Bda Ocean Prosperity Project

Value of Darwin Plus Local Grant Award

£49,994.00

Project Start Date

02 October 2024

Project End Date

31 March 2025

Project Leader Name

Karla Lacey

Project Website/Twitter/Blog etc.

buei.bm/visit/therippleeffect

Report Author(s)

Report Date

31 March 2025

Project Summary

No Response

Project Outcomes

Unchecked	Biodiversity: improving and conserving biodiversity, and slowing or reversing biodiversity loss and degradation;
Unchecked	Climate Change: responding to, mitigating and adapting to climate change and its effects on the natural environment and local communities;
Unchecked	Environmental quality: improving the condition and protection of the natural environment;
Checked	Capability and capacity building: enhancing the capacity within OTs, including through community engagement and awareness, to support the environment in the short- and long-term.

Section 2 - Project Outcomes (Essential)

On a scale of 1 (high – outcome substantially exceeded) to 5 (low – outcome substantially did not meet expectation), how successful do you think your project has been?

Ⓐ 2 - Outcome moderately exceeded

Project outcomes and justification for rating above

There were five goals for this initiative. Five had measurable results (Goals 1, 2, 4, 5), one was embedded as a component of the project (3).

Campaign Goals:

1. Increase ocean literacy

Changes: 87% knowledge recall response rate from 202 M3 students (on average) per assembly

2. Connect personal choices with environmental impacts.

Changes: Focus group responses indicated some emergent behavior change as per the report attached.

3. Promote individual sustainable practices.

4. Amplify the influence of young voices.


Changes: 11 students trained as spokespersons, representing 3 public schools and 2 private schools. 190, 226 view social media campaign views


5. Identify and implement impactful communication methods that will increase environmental knowledge, promote positive attitudes, and drive action-oriented outcomes among middle school students and their


educators in Bermuda.


Changes to come: The research concluded that future iterations of the program should aim to cultivate a stronger personal sense of place and environmental identity among students—encouraging them to see Bermuda's biodiversity not just as an asset for tourism, but as something that belongs to them and shapes their community, wellbeing, and future.

Supporting Evidence - file(s) upload

 [Final Report.The Ripple Effect](#)

 04/04/2025

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 pdf 2.12 MB

Supporting Evidence - links to published document/online materials

The Ripple Effect Assets | Bermuda Underwater Exploration Institute

<https://buei.bm/visit/therippleeffectassets/>

The Ripple Effect asset page contains the following for each of the 4 monthly topics: guidance notes, school assembly presentation, student hosted public television programme and live talk radio episode, live radio interviews, 30-second television spots (audio used for radio), and social media graphics.

Project Challenges

Planning Challenges: Funding approval for the project was received the last week of September, providing only four weeks to confirm all aspects of the project with stakeholders and participants. While we had maintained contact with all while awaiting confirmation, we were unable to commit to specific timelines before funding had been secured which impacted media bookings and subject matter expert availability. School assembly times had to be secured in advance.

Assembly Challenges: Monthly dates for middle school assemblies from November through March inclusive were scheduled in October. Over the course of five months, a couple of unexpected scheduling challenges arose due to previously unidentified conflicting school activities and exams and unexpected labour action by teachers. BUEI worked closely with school administrators to adjust when necessary, ensuring all assemblies were delivered during their designated topic months.

Media Campaign Challenges: Most of the media content was able to be produced prior to the launch of the campaign. However, due to a scheduling conflict with Subject Matter Experts (SME), television production had to be split over two sessions more than a month apart. The change impacted students who had been prepped to host as new dates conflicted with their schedules. Given the amount of study the students had completed for the role, they were disappointed. BUEI sought to provide additional opportunities for them to participate wherever possible.

Lessons Learned

Campaign

The multi-media approach across various platforms worked well to a diverse audience. The Ripple Effect messaging was seen and heard by tens of thousands of residents from youth to seniors. Strategic placement of promotional spots, multiple airings of television programming and live radio interviews during key drive times increased visibility and awareness for the campaign.

Some of the media campaign youth hosts and adult guests were less confident about their participation in the recorded discussions and live interviews. They would have benefitted from more coaching and rehearsals. However, for youth participants involved in multiple facets of the campaign, their confidence increased, and conversations flowed more organically with their growing number of public appearances.

Recommendation: Provide media and public relations coaching for all campaign participants, youth and adults, including interview rehearsals prior to filming and/or conducting interviews.

School Assemblies

BUEI's design and delivery of the middle school education lessons was very effective. Students reported they enjoyed the format of the assembly lessons: lively introduction; fifteen-minute lesson presentation; twenty minutes of student groups rotating around interactive tables, reinforcing lesson elements; formal feedback via a brief survey; followed by a fun and informal quiz that included small giveaways for correct answers. However, the level of teacher engagement impacted student outcomes.

Recommendations: Expand hands-on activities and outdoor learning opportunities to improve student retention and enjoyment.


Improve program/teacher communication to enhance student engagement and participation.

General Recommendations: Identify potential risks and plan solutions for school programme disruptions and loss of subject matter experts.

Section 3 - Project Finance (Essential)

Project Expenditure

Project Spend (indicative) since last Annual Report	2023/24 Grant (£)	2023/24 Total actual Darwin Plus Costs (£)	Variance %	Comments (please explain significant variances)
Staff Costs				
Consultancy Costs				

Overhead Costs			
Travel and Subsistence			
Operating Costs			
Capital Items			
Others			
Total	49,994.00	51,405.00	3%

Please provide a short narrative summary on project finances.

The multiple elements of this initiative required more administration than originally anticipated.

Section 4 - Contribution of Project to Darwin Plus Programme Objectives

Please select up to **one** indicator that applies within **each group/indicator list (A, B, C, D)** and report your results for that indicator in the text box underneath. If you do not have relevant results to report for any of the indicators in a particular group, you can leave them blank.

Please also submit some form of evidence (above) to demonstrate any results you list below, where possible.

Group A: Capability and Capacity - Core Darwin Plus Standard Indicators (select one)

Checked	DPLUS-A01: Number of people from key national and local stakeholder groups completing structured and relevant training.
Unchecked	DPLUS-A02: Number of secondments or placements completed by individuals of key local and national stakeholders.
Unchecked	DPLUS-A03: Number of local/national organisations with improved capability and capacity as a result of project.
Unchecked	DPLUS-A04: Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.

Unchecked	DPLUS-A05: Number of trainers trained reporting to have delivered further training by the end of the project.
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Group A Indicator Results

202 Public Middle School M3 students. 21 educators.

Group B: Policies, Practices and Management- Core Darwin Plus Standard Indicators (select one)

Unchecked	DPLUS-B01: Number of new/improved habitat management plans available and endorsed.
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Unchecked	DPLUS-B02: Number of new/improved species management plans available and endorsed.
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Unchecked	DPLUS-B03: Number of new/improved community management plans available and endorsed.
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Unchecked	DPLUS-B04: Number of new/improved sustainable enterprises/ community benefits management plans available and endorsed.
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Unchecked	DPLUS-B05: Number of people with increased participation in local communities / local management organisations (i.e., participation in Governance/citizen engagement).
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Unchecked	DPLUS-B06: Number of Local Stakeholders and Local Communities (people) with strengthened (recognised/clarified) tenure and/or rights.
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Group B Indicator Results

n/a

Group C: Evidence and Best Practices - Core Darwin Plus Standard Indicators (select one)

Unchecked	DPLUS-C01: Number of best practice guides and knowledge products published and endorsed.
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Unchecked	DPLUS-C02: Number of new conservation or species stock assessments published.
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Unchecked	DPLUS-C03: New assessments of habitat conservation action needs published.
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Unchecked	DPLUS-C04: New assessments of community use of biodiversity resources published.
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Unchecked	DPLUS-C05: Number of projects contributing data, insights, and case studies to national Multilateral Environmental Agreements (MEAs) related reporting processes and calls for evidence.
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Group C Indicator Results

n/a

Group D: Sustainable Benefits to People, Biodiversity and Climate - Core Darwin Plus Standard Indicators (select one)

Unchecked **DPLUS-D01 Hectares of habitat under sustainable management practices.**

Unchecked **DPLUS-D02: Number of people whose disaster/climate resilience has been improved.**

Unchecked **DPLUS-D03: Number of policies with biodiversity provisions that have been enacted or amended.**

Group D Indicator Results

n/a

Section 5 - Project Partnerships, Wider Impacts and Contributions

Project Partnerships

There were 13 SMEs involved in this initiative representing 6 environmental NGO's and 4 Government agencies. Government Ministries of Education and of Home Affairs, and Departments of Education and of Environment and Natural Resources approved access to schools and students, provided subject matter experts to review materials and participate in assemblies, authorized and endorsed public television programming and civil servant media participation.

The NGOs also provided subject matter experts as volunteers to review materials and participate in media programming and school assemblies.

This initiative required clearly communicating the goals and objectives to all involved including school administrators and educators, student spokespersons, Government and environmental NGO partners. Key lessons included to always communicate clear expectations with internal stakeholders, including roles, responsibilities and timelines for project deliverables.

Wider Impacts and Decision Making

Future iterations of the programme should aim to cultivate a stronger personal connection to the environment and a sense of place and environmental identity among students and adults. All programming should encourage participants to see Bermuda's biodiversity as something that belongs to them and shapes their community, wellbeing, and future, and to take action to protect the same.

Sustainability and Legacy

Guidance notes and presentation materials will be shared directly with Bermuda’s schools to support environmental curriculum and have been made available for environmental NGOs and relevant Government agencies. BUEI’s education team is currently developing the middle school assembly presentations and curriculum for primary school students.

Section 6 - Communications & Publicity

Exceptional Outcomes and Achievements





























"The Ripple Effect," was a four-month youth-led environmental action campaign aimed at enhancing biodiversity awareness. The campaign focused on engaging youth across multi-media platforms and gathering critical data on community engagement and perceptions regarding sustainability and biodiversity. The initiative engaged local student environmental advocates aged 6-22 and included assemblies for 210 M3 students (ages 12-13) at public middle schools.

Guidance notes on the four featured biodiversity topics were written and customized to incorporate Bermuda-specific elements. The notes were the foundation for educating student participants responsible for engaging their peers and local subject matter experts throughout the media campaign and for the development of campaign creative content.

The guidance notes also informed each 50-minute biodiversity lesson plan, including a hands-on activity component developed to accommodate a large student assembly format.

Photo, video or graphic to be used for publicity and communications.

Please upload at least one relevant and engaging image, video or graphic that you consent to be used alongside the above text in Defra, JNCC or NIRAS communications material.

<div> DPL00122_3</div> <div> 27/03/2025</div> <div> 14:59:48</div> <div> qt 3.25 MB</div>	<div> DPL00122_1</div> <div> 27/03/2025</div> <div> 14:30:27</div> <div> png 139.34 KB</div>
<div> DPL00122_7</div> <div> 27/03/2025</div> <div> 14:30:26</div> <div> jpg 71.71 KB</div>	<div> DPL00122_2</div> <div> 27/03/2025</div> <div> 14:30:26</div> <div> jpg 13.31 KB</div>
<div> DPL00122_4</div> <div> 27/03/2025</div> <div> 14:30:25</div> <div> jpg 11.1 KB</div>	<div> DPL00122_6</div> <div> 27/03/2025</div> <div> 14:30:25</div> <div> jpg 8.91 KB</div>
<div> DPL00122_9</div> <div> 27/03/2025</div> <div> 14:30:25</div> <div> jpg 9.45 KB</div>	

Photo, video, and/or graphic captions and credits.

DPL00122_1 – Logo – Bermuda – BUEI
DPL00122_2 – Middle School Marine Assembly – Bermuda – BUEI
DPL00122_3 – Middle School Wetlands Assembly – Bermuda – BUEI
DPL00122_4 – Middle School Wildlife Assembly Station – Bermuda – BUEI
DPL00122_5 – Minister of Education Programme Welcome – Bermuda – CITV
DPL00122_6 – Podcast Record – Bermuda – BUEI
DPL00122_7 – Promo Spot Recording – Bermuda – BUEI
DPL00122_8 – School Assembly Video – Rotation - Bermuda – BUEI
DPL00122_9 – TV programming – Bermuda – BUEI

I agree for the Biodiversity Challenge Funds Secretariat, Administrator, and/or JNCC to publish the content of this section.

☒ Yes, I agree for the BCFs Secretariat and/or JNCC to publish the content of this section.

Please list any accounts that you would like tagged in online posts here. This can include project pages, partners’ pages or individuals’ accounts for any of the following platforms: LinkedIn, Facebook, Twitter, or Instagram.

www.facebook.com/BUEIbermuda
www.buei.bm/visit/therippleeffect-2/
www.instagram.com/bueibermuda/

Section 7 - Darwin Plus Contacts

Please tick here to confirm that you have read and acknowledge the BCF's Privacy Notice on how contact details will be used and stored and that you have sought agreement from anyone that you are sharing personal details with us on their behalf.

☒ I confirm I have read the Privacy Notice and have consent to share the following contact details

Project Contact Details

Project Contact Name	Traci Burgess
Role within Darwin Plus Project	CEO
Email	
Phone	
Do you need further sections to provide additional contact details?	<input checked="" type="radio"/> No
