

Darwin Plus – Round 14

Stage 2 Webinar: Frequently Asked Questions





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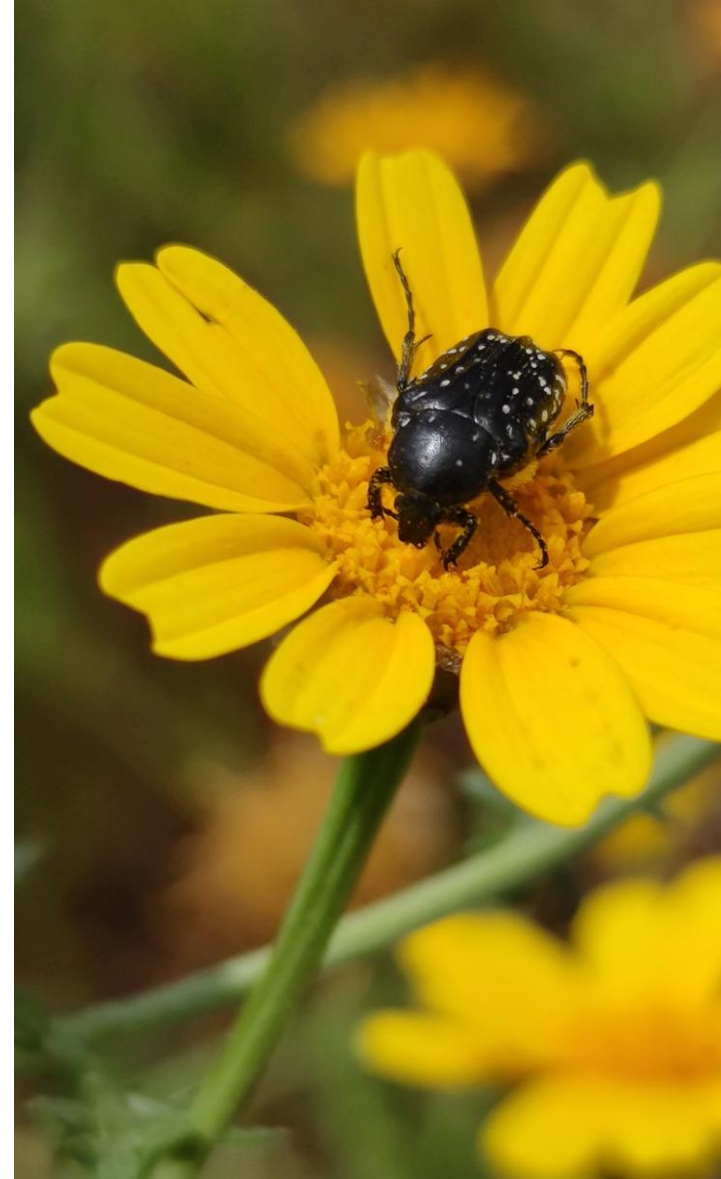
Jess Tsvetanova

BCFs Grant Administrator

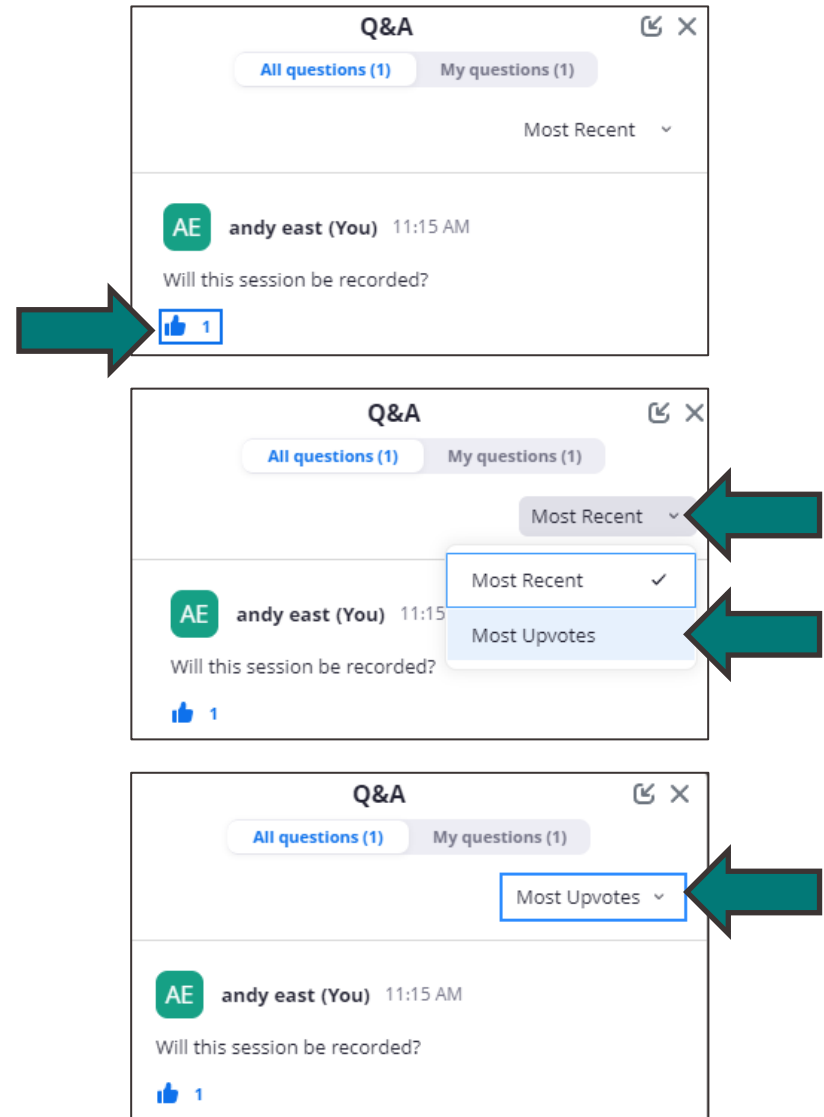
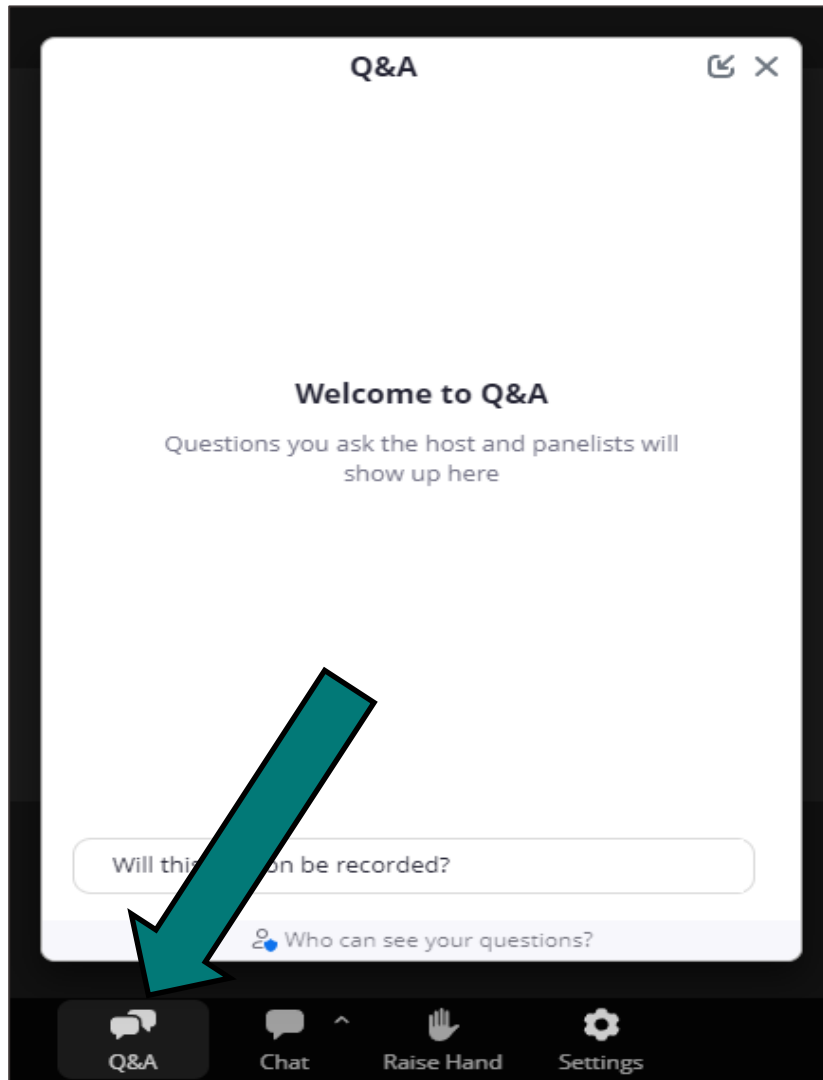
Agenda



- Welcome
- Administrative eligibility
- Meeting objectives
- Finance
- Project team expertise and letters of support
- Avoiding common issues
 - *Questions*
- Gender Equality and Social Inclusion
- Safeguarding
- Communications
 - *Questions*



Housekeeping - Q&A



Themes of Darwin Plus



The themes for Darwin Plus in Round 14 are:

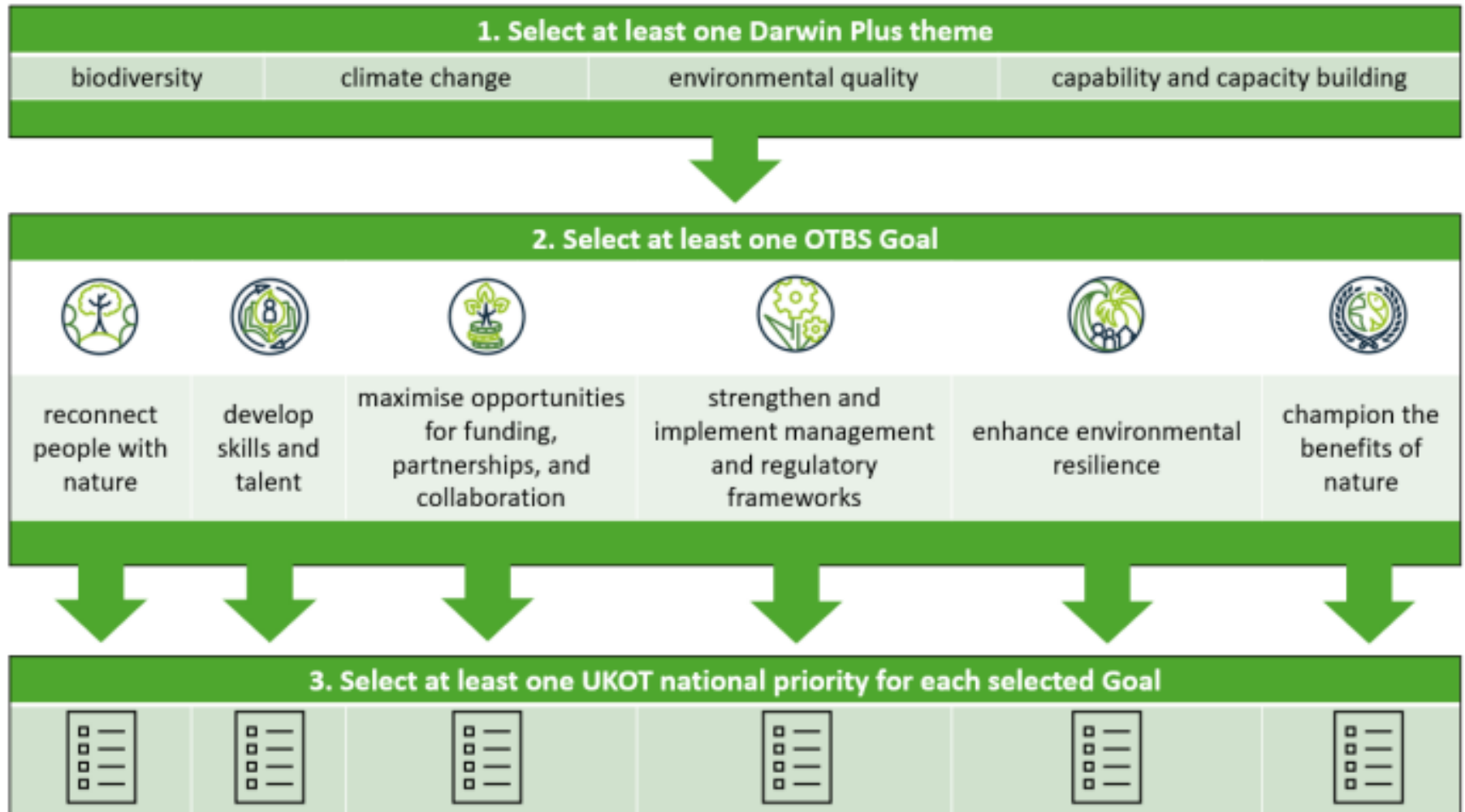
- **Biodiversity**: improving and conserving biodiversity, and slowing or reversing biodiversity loss and degradation;
- **Climate change**: responding to, mitigating and adapting to climate change and its effects on the natural environment and local communities
- **Environmental quality**: improving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

Meeting D+ Broader Objectives



- Outlined in full in guidance
 - Select at least one relevant Darwin Plus theme.
 - Identify at least one of the six **UK Overseas Territories Biodiversity Strategy (OTBS) Goals** your project will contribute to.
 - Link this to at least one relevant **national priority for the UKOT concerned**.
 - Explain **how your project outcomes will contribute** — don't simply list themes, Goals or priorities.
 - Where relevant, you can also identify links to UK/OT policies, Multilateral Environmental Agreements or Sustainable Development Goals.

Meeting D+ Broader Objectives



Key Information

- Apply page:
<https://darwinplus.org.uk/how-to-apply/>
- All key documents, including guidance and templates, there including:
 - Guidance for applicants
 - Finance guidance
 - Flexi-Grant guidance
 - MEL and Standard Indicator guidance
 - Terms & Conditions
 - Draft Word form – but submit via Flexi-Grant!
- **Deadline** – 23:59 BST / GMT+1
Monday 21st September 2026



Key Application Requirements



- Word counts are strictly enforced in Flexi-Grant
- Past experience and awards (if new as a lead) including independent contacts for references (all in application – no uploads)
- Ensure you **check websites for any updates to templates**
- **Supporting docs including:**

Cover Letter	Required for all – maximum 2 pages, submitted as a PDF. Do not use the cover letter to respond to Stage 1 feedback. Address each feedback point in your St2 application and explain how and where you have addressed it in question 4, at the start of the application
Logframe	Logframe required using the template provided for Stage 2
Budget and Financial evidence	Required – use the provided Excel template, plus the last two sets of audited or independently examined accounts covering the last three financial years in English , with the currency clearly stated
Workplan	Required. Use the Workplan template

Key Application Requirements

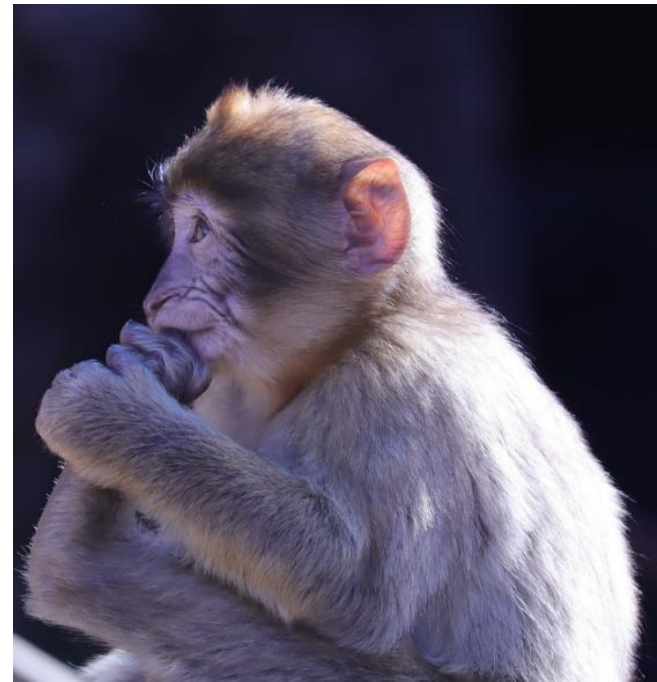


Supporting docs continued... **(see Guidance for full list):**

CVs	Required for all the key project staff named in the application form : partners and project teams – each CV should be one page, and all CVs should be combined into one PDF document
Letters of Support	Required - including the Lead Organisation – in one PDF document (partners, government, stakeholders...)
Safeguarding Policy, Whistleblowing policy and Code of Conduct	Required - Lead Organisation's Safeguarding and associated policies Documents should include a statement on commitment to safeguarding and zero-tolerance statement on bullying, harassment, sexual exploitation and abuse
Risk Register	Not required at application stage – submitted if awarded
Additional Material	Optional – up to 5 A4 pages only, could include a map, list of references or Theory of Change. If you submit more than 5 pages your application will be rejected as ineligible.

Finances - Budget

- PL normally expected 10% or more on project: if less please clarify
- 'Consultancy costs' and 'Other' – provide adequate detail
- Capital costs normally <10% otherwise clearly justify in text
- Allow for exchange rates fluctuation – but no 'contingency' – build it in



Finances – Audit Costs



Make sure you only include audit costs for the Lead Organisation: check [T&Cs](#) and Finance Guidance for requirements and totals you can claim

- Projects between £50,000 - £100,000 - up to £3,000 in last FY of project
- Projects between £100,000 - £1m - up to £4,000 in last FY of project



Matched Funding in Flexi-Grant



Example from the application form

* Q9. Do you have matched funding arrangements?

☒ Yes
☐ No

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

Q10. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

You have entered 0 words (100 words max)

* Q11. Have you received, applied for or plan to apply for any other UK Government funding for the proposed project or similar?

☐ Yes
☐ No

- Ensure dates are eligible for this round
- Budget figures should match spreadsheet and certification
- For matched funding, the % should be of the **total** project cost (not compared to the Darwin Plus request) i.e. if the Darwin Plus % of total project cost is 70% then matched funding is 30%
- Large % matched funding unsecured is risky - we ask you to outline how you will manage if this is not secured

Finances – General



- It is good to see a significant % of funds going directly to territory costs – but no specified amount
- Consider budget spread across FYs – don't front load
- % of funds on M&E (between 5% and 10%)
- Refer to [Finance Guidance](#)



Attention to Risk - Financial



Ensure you fully consider the financial risks and threats to your project including

- Fraud
- Bribery
- Misappropriation of funds e.g. ineligible allowances, arithmetical errors, lack of reconciliation of funds
- Exchange rate fluctuations. You cannot increase the budget later
- Recruitment delays leading to shift in timescales and funds being approved for the wrong financial year

These are different to the Assumptions in the simplified logframe which may also include

- Staff retention and reliance on key people
- Natural disasters e.g. weather, disease, physical
- Change of government/partner personnel

Project Team Expertise



- Include CVs or ToRs of team members *critical* to delivery
- Ensure skills presented match all the work proposed
- Tailor CVs to ensure *skills* are clear and avoid long lists of publications
- Relate CVs presented to budget table i.e. roles and names
- Avoid submitting teams with too many 'TBC' posts or pen portraits



Project Team – in Flexi-Grant



Example from the application form

Q33. Project staff
Please identify the core staff (identified in the budget), their role and what % of their time they will be working on the project (these should match the details you provide in the budget).
Please provide 1-page CVs or job description - further information on who is considered core staff can be found in the Finance Guidance.

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
	Project Leader		☐
			☐
			☐
			☐

Do you require more fields?
☐ Yes
☐ No

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

or drag and drop files here to upload

File name	Date uploaded	Action
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* Have you attached all project staff CVs and job descriptions?
☐ Yes
☐ No

- Make sure that staff names here match the names and roles in the budget
- This is for project staff key for delivery – no need to list **all** staff (up to 12 slots). If more than 12 needed, provide a full table with CV pdf
- For anyone named here:
 - Max. 1 page CV must be provided
 - If funded, permission needed to change person (via Change Request)

Project Partners



- Partners vs stakeholders – partners have explicit project governance role
- Clear evidence of buy-in from partners is needed through provision of Letters of Support
- Important that listed partners actually reflect true partnerships – are they critical to project delivery and involved in project management/decision making? (vs stakeholders who may well be involved but not actually delivering activities)
- **Evidence of support from the OT government is particularly critical**

Letters of Support



Avoid 'template' letters of support. Strong letters of support are expected to include the following elements:

- The extent to which partners have been involved in the development of the proposal
- An outline of how the proposed work aligns with organisational priorities **and** the priorities of the OT
- Information on the capacity of partners to support the project
- Specify actual level of support e.g. any matched funding your organisation is proposing, either financially or in kind
- English or translation required (doesn't need to be certified)



Poll

Additional Materials



***Q15. Methodology**
Describe the methods and approach you will use to achieve your intended Outcome and contribute towards your Impact. Provide information on:

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

This may be a repeat from Stage 1, but please review and strengthen as necessary.

You have entered 0 words (750 words max)

If necessary, please provide supporting documentation e.g. maps, diagrams, references etc., as a PDF using the File Upload below:
Maximum of 5 sides of A4, and is combined as a single PDF.

or drag and drop files here to upload

File name	Date uploaded	Action
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Methodology should be clear and link to logframe

Additional maps / Theory of Change / references (for example) can be included as **one PDF** – but be reasonable!

5-page limit and Hyperlinks are not permitted.

They must not be used as a means of providing additional information or avoiding word limits!

Standard Indicators



Q25b. Standard Indicators

In addition to your Project Indicators in your logframe please outline which Standard Indicators you can report on including your expected targets by project end.

Darwin Plus projects are required to report against a minimum of three Standard Indicators. If you can report against more than three Standard Indicators, this is strongly encouraged. Try to select indicators from as many groups as is feasible for your project and its context.

Standard Indicator Ref & Wording	Project Output or Outcome this links to	Target number by project end	Provide disaggregated targets here
<i>e.g. DPLUS-A01: Number of people in eligible countries who have completed structured and relevant training</i>	<i>e.g. Output indicator 3.4 / Output 3</i>	<i>e.g. 60</i>	<i>e.g. 30 women; 30 men</i>
Please Select... ▾			
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If you cannot identify three Standard Indicators you can report against, please justify this here.

- Latest Standard Indicators guidance: Version 2.1. Further update expected following GESI/GEDSI changes.
- Key changes will be outlined in more detail in MEL workshop Tuesday 1st of September.
- No longer need to map Standard Indicators in your logframe
- Ideally select **3 indicators** – explain why if you can't.
- **Upcoming change:** disaggregation terminology will change from **gender to sex**

Other Common Issues



- **SMART logframes** – ensure a clear link between activities, outputs, outcome and indicators. More detail will be covered in the MEL workshop.
- **Partnerships take time** – consider whether partnerships are new or established and allow sufficient time to build effective working relationships.
- **Plan realistically for project start-up** - agreements, recruitment, procurement, visas and other arrangements can take longer than expected.
- Consider **how project results will be taken up** (policy and research projects common offenders!). Communication strategies should be clear and consider who the audience is, how they will use the results, when they will be engaged etc.
- **Matched funding** – where matched funding is included, ensure the **Darwin Plus-funded component is clearly identifiable** and its contribution to the project is clear.

Flexi-Grant FAQs



I have completed my application, but I can't see the "submit" button.

I am not the lead applicant but would like to be – how do I do this?

I use Flexi-Grant for other grant schemes and they require another stage of sign off – do you have this stage?

For all of the above, if you continue to have problems, please get in touch – if you can't submit at the deadline, please send us an email and we will get in touch the following morning.



Any questions?



Gender Equality and Social Inclusion



Department
for Environment
Food & Rural Affairs



What is GESI?



Gender Equality and Social Inclusion (GESI) is comprised of two key terms:

Gender Equality	is about addressing inequalities and transforming the distribution of opportunities, choices and resources available to girls, women and non-binary individuals so that they have equal power to shape their lives and participate in the process thereby increasing equality between people of all genders.
Social Inclusion*	refers to the process of improving the terms of individuals and groups to take part in society , and the process of improving the ability, opportunity and dignity of people disadvantaged and historically excluded from decision making and spheres of influence on the basis of their identity.

*inclusive of Disability Inclusion and Indigenous People and Local Communities

The Importance of GESI



GESI is important to understand:

- Biodiversity practices and engagement with natural resources
- Knowledge acquisition and use of resources
- Inequalities in management and control of resources

An understanding of gender and social characteristics further identifies the ways in which those affected by exclusion and discrimination are unable to access the same economic opportunities.

A **GESI Sensitive approach** is understood to demonstrate programming will “do no harm”, not exacerbate inequality and ensure meaningful and context appropriate engagement and participation of those involved in the project.

Projects that address
basic needs and
vulnerabilities of
women and
marginalised groups

Projects that increase
equal access to
assets, resources and
capabilities for women
and marginalised
groups

Projects that address
unequal power
relationships and seek
institutional and
societal change

Sensitive



Empowering



Transformative

GESI Requirements



All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics.

All successful projects should demonstrate they:

1. Understand the GESI context in which the project is working within.
2. Ensure inclusive and meaningful participation of all those engaging with the project.
3. Will not contribute to or create any further inequalities – i.e. “do no harm”

GESI in Your Applications



At Stage 2 you will be asked to complete a GESI Analysis.

Q17. Gender Equality and Social Inclusion (GESI)

All applicants must consider how their project will contribute to promoting equality between persons of different gender and social characteristics, with GESI considerations integrated into the design of the project.

Please complete a GESI Analysis for the project. You should refer to the six principles as outlined below, providing the summary of findings and actions taken within the table below, noting we would expect this to be supported by your own more comprehensive analysis. If your project is successful, you will be asked to refer back to this analysis upon regular reporting.

For more information on how to conduct a GESI Analysis please see the GESI Analysis 'How to Guide' and samples on the [Gender Equality & Social Inclusion](#) page on the Darwin Plus website.

Principle	Summary of findings <i>Please provide a summary of the findings under each of the six principles.</i>	Action <i>Outline the action that has been taken or the decision made based on these findings.</i>
Rights	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)
Practice	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)
Environment	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)
Roles and Responsibilities	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)
Representation	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)
Resources	* You have entered 0 words (50 words max)	* You have entered 0 words (50 words max)

GESI Analysis Example – Project A



Project A is working in a UKOT to restore coastal habitats that support internationally important seabird populations. The project will remove invasive species, restore native vegetation, involve volunteers in habitat management, and develop educational activities with local schools and community groups.



GESI Analysis Example – Project A



Principle	Summary of findings	Action
Rights	National equality legislation prohibits discrimination, but there are no specific policies promoting accessibility in environmental volunteering programmes. Consultation found that some people with disabilities have historically been excluded from practical conservation activities due to inaccessible sites and a lack of appropriate support.	Accessibility considerations are built into activity planning with volunteer events held at accessible locations. Budget is allocated for transport support and adaptive equipment where needed. Recruitment materials clearly state that reasonable adjustments are available.
Practice	Interviews reveal a common perception that field-based conservation work is primarily suited to physically fit adult men. Women, older people and people with disabilities are less likely to volunteer for practical habitat management activities despite expressing an interest in conservation.	Project communications include diverse role models and emphasise that participation can take many forms. Activities include monitoring, education, data collection and community engagement opportunities, in addition to physical restoration work.
Environment	Coastal restoration activities take place in remote locations with uneven terrain. Severe weather events are increasing due to climate change, creating additional safety risks. Vulnerability to these risks varies between individuals depending on age, disability, health status and access to transport.	Educational resources created. Risk assessments consider different participant needs. Flexible participation options are offered during periods of extreme weather.

GESI Analysis Example – Project A



Principle	Summary of findings	Action
Roles & Responsibilities	Community consultations show that women are more likely to have caring responsibilities, limiting their availability for early morning or full-day volunteering events. School-age young people also have limited availability during school terms.	Activities are scheduled at a range of times and durations. Some events take place during weekends and school holidays. Childcare costs are eligible where appropriate for community workshops and consultation events.
Representation	Existing environmental committees are predominantly composed of older men. Young people, women and people with disabilities report limited opportunities to influence conservation decision-making.	A Community Advisory Group is established with representation targets for women, young people and persons with disabilities. Project consultations are held in different formats to ensure a wider range of voices informs decisions.
Resources	Access to conservation training, volunteering opportunities and environmental career pathways is uneven across the territory. Young people from lower-income households are less likely to participate in environmental activities due to transport costs and lack of awareness.	Outreach activities and training opportunities are delivered for free through schools and community organisations to broaden access to environmental skills development.

GESI Analysis Example – Project B



Project B is conducting marine mammal monitoring on an uninhabited island. Activities include remote fieldwork, species surveys, deployments of monitoring equipment, data analysis, and informing future conservation management decisions. Field teams spend several weeks in isolated conditions and are recruited from partner organisations and research institutes.



GESI Analysis Example – Project B



Principle	Summary of findings	Action
Rights	Though uninhabited, the island is still governed by a legal framework which includes gender equality and social inclusion considerations. It is noted this framework is perhaps less meaningful in the context of this project as there is no resident population on the island.	The project is familiar with the legal frameworks, but no specific action is required due to there being no local community.
Practice	There is a widespread perception within some conservation and scientific sectors that remote fieldwork is better suited to individuals with extensive previous expedition experience. This may discourage applications from early-career professionals, women, or underrepresented groups.	Recruitment materials highlight that training and support will be provided. Opportunities are actively advertised through diverse professional networks and early-career programmes.
Environment	Remote fieldwork involves challenging environmental conditions, isolation, and limited access to medical facilities. These factors may create different barriers for different individuals and can increase wellbeing risks for all team members.	Comprehensive health, wellbeing and safeguarding protocols are established. Flexible participation options are offered where possible, including opportunities to contribute through data analysis, GIS, or remote support roles.

GESI Analysis Example – Project B



Principle	Summary of findings	Action
Roles & Responsibilities	Extended field deployments may present barriers for staff with caring responsibilities. Such requirements may disproportionately affect women, although individuals of all genders may be impacted.	Field schedules are designed to minimise deployment duration where feasible. Some project roles can be undertaken remotely, and flexible working arrangements are supported.
Representation	Historical project records show that senior scientific and expedition leadership roles have primarily been held by a relatively small demographic group. There are limited opportunities for underrepresented groups to gain experience that would support progression into leadership positions.	The project builds in mentoring opportunities to the design of the project and provides leadership responsibilities for early-career scientists. Team composition and leadership opportunities are monitored throughout implementation.
Resources	Access to specialist training, field experience and professional networks can influence future career opportunities within conservation science. Some groups face greater barriers to accessing these opportunities.	Field training, equipment, mentoring and networking opportunities are provided free of charge to participants. Capacity strengthening activities are designed to broaden access to future conservation careers.

GESI Analysis – Key Reminders



When completing your GESI Analysis you should:

- Acknowledge the ways in which various social identities such as ethnicity, age, class, gender, and disability interact to inform how an individual or group are affected or impacted by the various principles
- Consider the six principles as interrelated rather than in isolation of one another
- Speak with local partners and stakeholders to ensure your contextual understanding is relevant and up to date
- Avoid including generic statements, such as that your organisation is an equal opportunities employer – we are interested in this **project specifically**, not your broader work
- Consider how the findings inform your approach to risk management and Safeguarding.



Safeguarding



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Safeguarding

- Health, Safety, and Security
- Sexual Exploitation, Abuse, and Harassment (SEAH)



Who Should Be Safeguarded?

All projects are expected to provide a **safe and trusted environment** which safeguards anyone who the organisation has contact with.

This includes:

- Beneficiaries
- The public
- Project staff including partner staff
- Volunteers

This includes where **downstream partners** are involved in project delivery.



Commitment to PSEAH



- [CAPSEAH](#)
- [IASC 6 Principles](#)
- Relevant [CHS standards on PSEAH](#)



Common Approach to Protection from
Sexual Exploitation, Abuse and Harassment



How This is Assessed



In your application....

- You need to upload your safeguarding policies
- We ask you to outline how your project will ensure
 - a) beneficiaries, the public, implementing partners, and staff are made aware of your safeguarding commitment and how they can confidentially raise a concern,
 - b) safeguarding issues are investigated, recorded and what disciplinary procedures are in place when allegations and complaints are upheld,
 - c) you will ensure project partners also meet these standards and policies.
- You should also indicate which minimum standard protocol your project will follow (on previous slide)
- If your approach is currently limited or in the early stages of development, please clearly set out your plans address this.
- **Be clear to answer all parts of the question in your response**

Risk Framework

Q21. Risk Management

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

Projects should also draft their initial risk register using the Risk Register Template provided, and be prepared to submit this when requested if they are recommended for funding. **Do not attach this to your application.**

- [Risk Register Template](#)

Definitions:

Fiduciary: funds not used for intended purposes or not accounted for (fraud, corruption, mishandling or misappropriated).

Safeguarding (SEAH): risk of sexual exploitation abuse and harassment (SEAH), or unintended harm to beneficiaries, the public, implementing partners, and staff.

Safeguarding (HSS): risks to health, safety and security (HSS) of beneficiaries, the public. Implementing partners, and staff.

Delivery Chain Risk: the overall risk associated with your delivery model.

Risk Description	Impact	Prob.	Inherent Risk	Mitigation	Residual Risk
* Fiduciary (Financial) You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (2 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)
* Safeguarding: risk of sexual exploitation abuse and harassment (SEAH), or unintended harm to beneficiaries, the public, implementing partners, and staff. You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (2 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)
* Safeguarding: risks to health, safety and security (HSS) of beneficiaries, the public. Implementing partners, and staff. You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (2 words max)	* You have entered 0 words (1 words max)	* You have entered 0 words (50 words max)	* You have entered 0 words (1 words max)

Risk management

- 7 key risks need to be included in the app form table
- 4 mandatory risk categories – fiduciary, safeguarding (sexual exploitation, abuse and harassment), safeguarding (health, safety and security), and delivery chain
- 3 other risks

What We Want To See

- Policies & procedures - Safeguarding, Code of Conduct and Whistleblowing
- Demonstration of commitment - senior leader buy in and designated team member to support PSEAH initiatives
- Strong Complaints and Feedback Response Mechanism - stakeholders are aware of how to give feedback and raise concerns
- Community sensitisation - communities understand the feedback / complaints mechanism and their rights
- Prevention through risk identification and mitigation
- Incident log and improvements based on feedback



Reporting Cases



- What must be reported:
 - Allegation of SEAH where a community member has been harmed by project or partner staff
 - SEAH alleged against any senior staff within a project organisation
- Oda.safeguarding@defra.gov.uk
- Reporting form
- Advice and guidance

Further Support



- [D+ Safeguarding Resource Page](#)
- [Safeguarding Support Hub](#) –Safeguarding Essentials Pack
- [CAPSEAH](#) principles, minimum recommended actions, practical guidance
- Training: Kaya's [Safeguarding Essentials](#)
- Training: [Safeguarding in the International Aid Sector](#)
- NIRAS Safeguarding Manager

Communicating About Projects



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The Importance of Communication



What stages of the project cycle do you think communication is relevant to?

- Design/application stage?
- Starting up your project?
- During implementation?
- As your project nears its end?
- Project reporting?

All Stages of the Project...!



Design/application stage	✓
Starting up your project	✓
During implementation	✓
As your project nears its end	✓
Project reporting	✓

How Communication Can Help



Design/ application stage	To EXPLAIN your proposed project and articulate your intended approach and its value
During implementation - from start to end	To ENGAGE stakeholders in your project, create a positive attitude towards it, and demand for its results
	To manage people's EXPECTATIONS about what you can and will achieve
	To INFLUENCE people, and change their behaviour to support or take up your results
Project reporting	To DEMONSTRATE how well you are delivering your project and what you are learning

A Tailored Approach

Communication with key stakeholders is important as they can often impact the overall success of a project. Effective communication can ensure buy-in and project support.

When communicating with stakeholders it is important to remember that a 'one size fits all' approach may not be the most effective.

Different stakeholder groups have different levels of understanding and interest and this should be considered.



Communicating Complexity



- Darwin Plus projects are inherently complex
- At Stage 2 you have a limited number of words to outline the problem your project will attempt to address
- Need to identify the core, central problem, this informs the logframe



Consider Perceptions

- How might other people perceive what you say about your project?
- The world is not full of conservationists
- Don't assume people make the same mental links to global good
- A catchy title to get your project noticed? By whom?
- Short & snappy, but err on side of caution





Any questions?

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Make sure to follow our BCF socials:



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[@UKBCFs](https://twitter.com/UKBCFs)



[@Biodiversity Challenge Funds](https://www.facebook.com/biodiversitychallengefunds)



[@biodiversitychallengefunds](https://www.instagram.com/biodiversitychallengefunds)



Thanks for listening!

