

TERMS OF REFERENCE

Implementation of the “Biodiversity Partners Program”
focusing on marine biodiversity in the Mediterranean
- NABTA Mediterranean

I. Introduction

1) AFD presentation

A public establishment at the heart of the French cooperation mechanism, the French Development Agency (AFD) has been working for eighty years to fight poverty and promote development in the countries of the South. It also supports the economic and social dynamism of the overseas territories.

Through grants, loans, guarantee funds and development contracts, it finances projects, programs and studies and supports its partners in the South in building their capacities.

AFD finances and supports development projects and programs that support more sustainable and shared economic growth, improve the living conditions of the poorest, help preserve the planet and help stabilize fragile and post-crisis countries.

Its teams, based in Paris, Marseille and its network of agencies and representations in developing countries and in the French Overseas Territories, enable it to offer its partners funding, analysis and risk coverage tools, training and capacity building engineering.

Its Proparco affiliate supports private investments.

AFD also collaborates with French and international academic networks to contribute to prospective debates and reflections on development.

It manages the French Global Environment Fund (FFEM), which co-finances projects reconciling environment and development.

All the information relating to the AFD, and its Code of Ethics which the service provider is strongly invited to consult, is available on the following link: www.afd.fr

2) Campus Groupe AFD presentation

The prescribing service for this consultation is the **Campus Groupe AFD**.

In our changing, ultra-connected, complex and uncertain world, our relationship with others and with knowledge has been profoundly disrupted. Since it is no longer possible to think and act as we did before, AFD Group's aim is to support the collective success of six major transitions through its financing offer and capacity building: social, energy, territorial, digital, civic and economic.

Making a success of these transitions means putting the focus back on people, and requires the dissemination of new attitudes and skills. It is becoming essential to link knowledge and experience across the board, to increase awareness of ourselves and our ecosystem, to break with patterns and habits in order to project ourselves and invent solutions for a different future, and to set teams, organizations and/or individuals in motion to bring about the desired changes.

The Campus Groupe AFD is AFD Group's center for training, experience sharing and pedagogical innovation. The Campus is at the service of all people – AFD staff, partners, and clients – who are

thinking about and implementing transitions towards sustainable development. Our goal is to help people co-construct knowledge, share experiences, and acquire the expertise and interpersonal skills they need to change ways of thinking and to transform the world.

Based in Paris and Marseille, it develops, in partnership with universities and training centers in the global South, a range of operational, sector-based and digital training programs, based on inspiration and the promotion of collective and creative intelligence. Our training programs combine technical instruction with active teaching methods (inspired by neuroscience, 21st century skills, etc.) to raise awareness and nurture movement and change.

With its focus on educational innovation, the AFD Group Campus and its network of partners offer new approaches to learning, as an alternative to traditional top-down methods, to better respond to current and future economic, social and environmental challenges. Its ambition is to foster the emergence of new ways of thinking, doing and behaving, put into practice within concrete solutions and projects FOR & BY the actors of transitions. It designs and implements transformational training programs (see appendix 1 on AFD Group Campus).

All the information relating to the Campus Groupe and its online program is available on the following link <https://campus.groupe-afd.fr/en/>.

II. Context

The French government has adopted an ambitious international biodiversity roadmap, reinforced at the International Congress on Nature in Marseille in September 2021 and at COP 15 in Kunming in 2022. Agence Française de Développement is supporting the promotion of a “pro-nature” economy that preserves and restores natural environments, and integrates biodiversity into all sectors of the economy (biodiversity mainstreaming).

➤ Changing approaches to biodiversity

While biodiversity has long been addressed primarily from a conservation/preservation perspective by banks and development agencies, governments, foundations, NGOs, and others, the threat of a sixth mass extinction is now driving a shift in approach: it is important (i) to take more and faster action to preserve natural habitats, promote nature-based solutions, and encourage systemic change, and (ii) to act differently:

- by supporting projects that seek solutions to planetary boundaries and promote systemic change, as well as projects focused on ecosystem restoration and regeneration,
- by supporting all types of stakeholders interested in working on this issue—banks, startups, educators, media outlets, industry leaders, and others—in order to broaden the range of approaches and recognize the capacity of every type of stakeholder to have a positive, pro-nature impact.

Launched by the Campus Groupe AFD, the Biodiversity Partners Program (referred to as BiPP in the following sections) supports public, private and community biodiversity projects with practical tools to foster sustainable locally owned and driven pro-nature projects. The aim is to renew learning methods, by rethinking the interactions between participants and facilitators, and by adopting approaches - inspiration in nature, creativity, cooperation - that fully involve the participants.

➤ **The Biodiversity Partners Program (BiPP)**

Preserving the integrity, diversity and restoration of ecosystems is an essential pillar of sustainable development for people and their communities. Involving a growing number of economic sectors in this transformation is one of the challenges addressed by the research program on the development of a pro-nature economy (ECOPRONAT), of which the Biodiversity Partners Program is a part.

The BiPP supports public, private and non-profit project leaders working on biodiversity-related initiatives by providing practical tools to accelerate the implementation of their pro-nature projects. This six-month hybrid programme reimagines learning methods and is based on an innovative teaching approach that combines modules on biodiversity-related skills, project-based work by participants, and inspiring methods for reconnecting with nature and others, resulting in a rational, practical and emotional learning experience (known as the 'head-body-heart' approach).

The BiPP program has been deployed in Southern Africa (four editions in 2021, 2022, 2023, 2025), in Northern Africa (two editions of the programme, **renamed NABTA**, in 2023/24, 2024/25), and, more recently, in South-East Asia (two editions in 2025/26 and coming soon in T4 2026/2027). Each edition gathered 20 to 25 participants.

More information about the BiPP, which the service provider is strongly invited to consult, is available on the following link: <https://www.bipp-program.fr>.

In partnership with AFD's North Africa Regional Office (DRAN), Campus Groupe AFD is now looking to launch a new “thematic” version of the NABTA program to support the regeneration of the Mediterranean Sea: “NABTA Mediterranean program”. A broader geographic scope (compared to past NABTA editions) is also being considered. The countries covered by the programme are: Morocco, Algeria, Tunisia, Egypt, Lebanon, Palestine, Jordan, Türkiye, Albania, Montenegro.

➤ **A threatened Mediterranean ecosystem, vulnerable communities**

Indeed, the Mediterranean Sea is home to around 10 per cent of the world's marine biodiversity and is a vital source of economic activity for 480 million people across the 22 countries bordering it. This global biodiversity hotspot is now under threat.

The Mediterranean ecosystem is being undermined by uncontrolled coastal urbanization, tourism, overfishing, plastic pollution and the effects of climate change, such as acidification, rising sea levels and the loss of marine habitat. Although it accounts for just 1 per cent of the world's marine waters, the Mediterranean is one of the most polluted seas and contains nearly four times as much microplastic as the North Pacific. This pollution, caused by human activity, stems not only from coastal activities but also from inland sources: runoff from catchment areas is thought to account for 80 per cent of this marine pollution.

The Mediterranean region is also the region of the world, after the Arctic, that is warming the fastest (+20% above the average – a rise of 1.5°C in 2020). 40% of its population is already suffering from water scarcity, mainly along its southern and eastern shores.

Communities living in Mediterranean coastal areas are particularly vulnerable to sea-level rise, coastal erosion, water stress and extreme weather conditions. This vulnerability is exacerbated by their heavy economic dependence on coastal and marine ecosystems, which are themselves under severe pressure from human activity.

And it was precisely in this region, in Nice, that the 3rd United Nations Ocean Conference (UNOC 3) was held in June 2025—the largest summit ever organized on the ocean, with strong high-level French and international participation. The “Nice Commitments” outline an ambitious roadmap within the framework of Sustainable Development Goal 14, the cornerstone of ocean protection by 2030. Beyond building equitable governance and developing and disseminating knowledge about the ocean, these commitments focus on: i) mobilizing new financing for a sustainable blue economy that benefits local communities, ii) protecting ocean areas and species, iii) and strengthening regional and local cooperation, at both the basin and continental levels.

In this context, AFD has updated its position paper on the oceans and is committed to the transition towards a sustainable, inclusive and regenerative blue economy, which involves moving beyond simply asking whether its activities ‘do no harm’ to actively ensuring that they contribute to the solution (in line with an ‘Ocean Positive’ approach), that is to say, i) to the rigorous and effective regeneration and protection of the sea and of marine and coastal ecosystems, ii) to sustainable, decarbonised economic activities linked to the sea, and iii) to equitable prosperity for the world’s populations.

III. Deployment of the NABTA Mediterranean program

1/ Program Presentation

NABTA Mediterranean is a six-month hybrid program that supports and brings together change makers from public, private and non-profit sectors committed to the regeneration of marine biodiversity in the Mediterranean. The program will target ecological leaders in organizations who are leading a project or initiative that has a positive impact on marine biodiversity in the Mediterranean (see “*targeted themes*” below) and who have already demonstrated a strong desire to promote nature-positive approaches within their organization.

➤ Objectives of NABTA Mediterranean

Through the program, participants will be able to:

- **Understand** marine and coastal biodiversity issues in the Mediterranean **from a systemic perspective** and explore different perspectives, tools and solutions.
- **Develop and amplify the impact of their project** within their organization and across their region.

- **Be part of a regional community** of change-makers who inspire, support and collaborate with one another

➤ Targeted themes

The program will support positive solutions for marine and coastal biodiversity in the Mediterranean, across a land-sea continuum, contributing to:

- Preserve and rehabilitate marine or coastal biodiversity : conservation of marine ecosystems, marine protected areas and marine management, nature-based solutions, integrated land-sea approaches, research, scientific observation and public participation in science, blue carbon, ecological rehabilitation, education, advocacy
- Mitigate anthropogenic pressures on the ocean through sustainable and inclusive blue economy sectors: coastal resilience and sustainable urbanization, pollution mitigation (circular economy, plastic, wastewater), sustainable food systems (fishing, agriculture, aquaculture, seaweed), sustainable maritime transportation and port infrastructure, blue finance, sustainable coastal tourism, innovation and blue entrepreneurship.

The aim is to develop a systemic view of the challenges involved in regenerating the Mediterranean Sea by supporting programs that address both the causes and consequences of threats to marine and coastal biodiversity and facilitate dialogue among the various stakeholders.

The program will contribute across the board to the resilience of coastal ecosystems and the coastal communities that depend on them.

➤ Targeted audience

The program will gather ± 50 professionals selected in the following countries: **Morocco, Algeria, Tunisia, Egypt, Lebanon, Palestine, Jordan, Türkiye, Albania, Montenegro.**

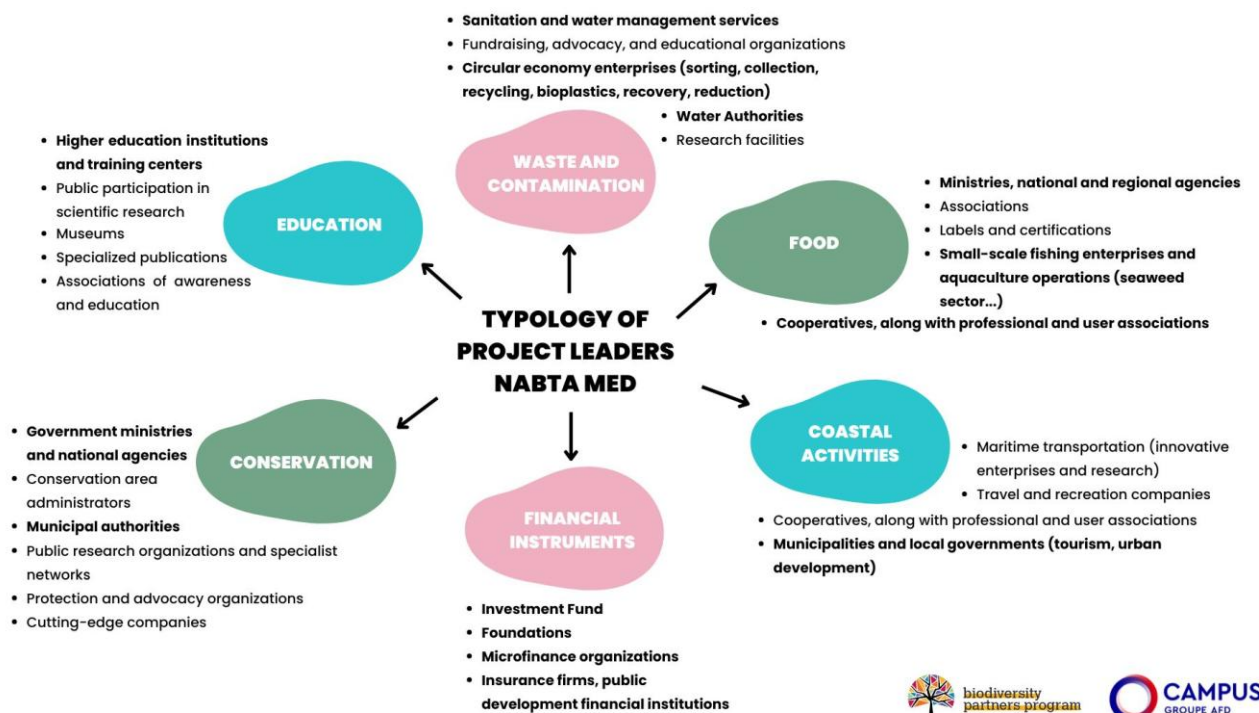
In Southern and Northern Africa, the BiPP was open to an audience of both entrepreneurs and intrapreneurs. At the end of the day, most of the participants were entrepreneurs. In Southeast Asia, the program was specifically open to intrapreneurs ending with a majority of participants from public sector.

NABTA Mediterranean will specifically target pro-nature leaders **who are already working within a public, private or non-governmental organization** (“intrapreneur” profile). Their project should already have a local or national influence, and they wish to join a regional coalition of stakeholders with a view to scaling up their work to the regional level.

Participants will be selected based on the positive impact of their project or initiative, their capacity to influence and drive action within their organization and in their territory/ecosystems, and the potential the potential for scaling up their project to the regional level. The aim is to **support the emergence of a regional coalition** of change-makers committed at national or regional level to the regeneration of marine biodiversity.

The NABTA Mediterranean program will bring together 50 participants, with a **balance of public, private and non-governmental sector profiles**.

Here is a non-exhaustive overview of the types of organizations from which NABTA participants might come:



➤ Key characteristics

- **Innovative:** using a blend of new knowledge (new vision on biodiversity topics, nature-based solutions, indigenous knowledge) and collective intelligence, deep dives (emotion, sense and sensibility) and inspiring methods for reconnecting with nature and with others, for rational, concrete and emotional teaching (known as “head–heart–hands”) and project-based learning in order to reach a deeper engagement on biodiversity issues.
- **Online – on site:** the program is designed as a hybrid learning journey, with online follow-up over several months and face-to-face sessions (bootcamps).
- **Bilingual:** the entire program is offered in two languages (English and French). Since the program’s goal is build a regional coalition, a good command of English is a prerequisite for participation.

➤ Organization

The program’s content is based on four pillars:

- **Broaden and deepen their understanding of the challenges and solutions** for marine biodiversity regeneration, using a holistic approach (systemic understandings) and multiple

perspectives on these issues (for example: biomimicry, Indigenous knowledge, nature-based solutions, the concept and governance of the “commons,” citizen science, etc.)

- **Enhance their project’s impact and their capacity of influence** within their institution and in their region through:
 - Concrete methods and **tools for accelerating projects**
 - Strengthening **key skills** for collaboration, mobilizing their organizations and implementing change (see appendix 4 – Intrapreneur Profile Needs)
 - **Connecting with** regional networks and institutional stakeholders
- **Join a regional community** of change-makers in order to:
 - Enrich and refine their project through collaborative work and peer exchanges
 - Receive support from the community throughout the program
 - Raise the visibility of their individual and collective actions
 - Take part in conferences, events and to have the opportunities to network with other programs, networks and project leaders.
- **Experience biodiversity in new ways** through methods of reconnecting with nature and immersion, field visits, workshops and practical exercises.

The organization of the program is suggested as follows, over a period of about **12 months**, including 6-month post-program community management.

All the content and activities will be deployed in English and French.

The program should start with online program **kick-off meeting** and workshops designed to give participants a comprehensive overview of the projects led by the various participants.

Phase 1 (5 days) – EXPERIMENT AND BUILD THE FOUNDATION – is a **5-day-in-person bootcamp** in a country that makes it easy for all participants to obtain visas (Türkiye, Tunisia, Albania or Montenegro). It aims to introduce the program, foster group cohesion and build the foundation for taking action throughout the program and for creating a community by stimulating one’s awareness of the importance of the topic and allow the participants to gain consciousness of their relationship to nature through experiential learning : combining some moments to deepen their knowledge, with experiences to weave an individual capacity to connect with nature, and collective moments to share and build a common culture on biodiversity issues. **To ensure the success of the bootcamp and to enable participants to get to know one another, two separate bootcamps, each with 25 participants, will be held in parallel.**

To achieve this goal, it is expected that the bootcamp includes different phases:

- Immersion in a natural setting that appeal to participant’s senses, emotional and imagination related to nature and allow them to experiment in an innovative and non-intellectual way their relationship to it. This immersion should also foster interpersonal knowledge.
- Collective intelligence workshops: that aims to question the notion of biodiversity, its different conceptions, each participant’s why it is in crisis, each participants’ link to it, its importance in

today's world, a workshop to check the current biodiversity links of participants in their current job etc...

- Inspiring inputs and site visit (to be adjusted according to the participants' profiles and projects): starting from a specific challenge of restoring marine and coastal biodiversity, leading to a systemic perspective (territorial scale, multi-sectors) and to the understanding of the need for collective, coordinated action involving multiple stakeholders across the land-sea continuum,
- Project-sharing workshops as a common thread throughout the week (introducing CODEV methodology): at the end of the bootcamp the participants should have a comprehensive overview of everyone's projects.

Pedagogical methods can include: collective intelligence tools to foster the group's understanding of the subject, nature immersion, inspiring field and professional visits, role play, immersive experiences such as the Deep Time Walk¹, project sharing workshops, etc...

Phase 2 (5 months) – UNDERSTAND, INSPIRE, TAKE ACTION – is a **five-month online program** that includes webinars, virtual classes and co-development sessions. Considering the high professional responsibilities of the targeted audience, the suggested rhythm for the online phases is 1.5 to 2 hours/week at a convenient time slot for the region. It can be lower according to the methodology proposed by the Service provider. This phase aims to translate the insights from Bootcamp 1 into concrete progress in the participants' projects. The online phase is designed to:

- **Deepen participants' systemic understanding of the marine biodiversity issues in the region** : the main stakes and controversies, the main perspectives on marine biodiversity and what they imply, new visions such as deep ecology and systemic knowledge, the scientific explanation behind the marine biodiversity crisis and its link to the climate crisis, the main stakeholders in the Mediterranean region and how one relates to this ecosystem
Pedagogical methods can include : Interactive webinars with experts, agile and interactive methods and workshops, resources such as MOOCs, podcasts, screening of documentary movies, discussions and debates, personal guided research, collective mapping of the stakeholders in the region etc...
- **Inspire them with pro-nature multidisciplinary and innovate approaches**, to explore the different perspectives of biodiversity as well as to highlight indigenous knowledge, and to present participants with different viewpoints from actors in the field.
Pedagogical methods can include : online Q&A forum with innovative pro-nature practitioners, practical case studies related to the main marine biodiversity stakes in the region and nature based solutions, small group work, personal guided research on locally relevant initiatives/actors in each participant's subregion, role play to explore biodiversity's viewpoint and create empathy, etc...
- **Develop their projects and amplify their impact**: analyze their organizational ecosystem, identify decision-making levers, align their biodiversity initiatives with strategic priorities, define impact indicators, build alliances, pitch their project to different audiences ... In addition to collective sessions, individual coaching sessions should be included in the program. (see appendix

4)

¹ <https://www.deeptimewalk.org/about/>

Pedagogical methods can include: stakeholders mapping exercises, design-thinking tools, co-development, case studies and role-playing exercises, individual coaching...

- **Strength their own capacity for action and confidence.** Beyond project management, participants will work on their confidence to lead transitions in complex environments. The aims are to empower individuals to communicate their vision effectively to diverse audiences (pitching skills) and to develop key 21st-century skills such as critical systems thinking, cooperation, creativity, curiosity, adaptability (see appendix 4).

Pedagogical methods can include: workshops based on collective intelligence, peer-mentoring, individual coaching, role-playing exercises for pitching, co-development, insights from inspiring people...

- **Create a regional community.** From the outset, the program prioritizes the co-construction of a sustainable, autonomous, and living community of practice. This involves defining a collective "reason for being," establishing shared governance rules, and creating rituals that foster trust and horizontal exchange rather than vertical transmission. The aim is to build a resilient network where members actively support each other's initiatives and collaborate on regional solutions long after the formal training ends. To solidify collaborations beyond the training, participants can be encouraged to co-design joint initiatives or respond collectively to regional calls for tenders. (see appendix 5)

Pedagogical methods can include: co-creation workshops to define the community reason for being and the different roles, regular peer-to-peer co-development groups, digital collaboration spaces for resource sharing, co-creation of events and webinars...

The service provider is expected to make a course design proposal suitable for a group of 50 people that ensure interactions, inter-knowledge and collaboration between the participants run smoothly. Group sessions (bringing together the 50 participants) and small-group sessions (of varying sizes depending on the activities) can be organized. The creation of two online sub-programs, depending on the participants' profiles and needs, their project and needs of collaboration can also be considered. The service provider will be evaluated on his proposal.

Phase 3 – (5 days) – CONNECT, VISIBILIZE AND CONSOLIDATE – is the **final 5-day-in-person bootcamp**, gathering the 50 participants and held in France (Marseille and Paris) (to be confirmed) during a regional event to maximize visibility (if suitable/feasible). This phase shifts the focus to interpersonal skills – specifically pitching and networking, to connect the cohort with the broader regional ecosystem. It serves as a platform to showcase participants' achievements, consolidate the community's autonomy, and reflect on the transformational journey through the new outlooks gained and the way they may have shifted individual attitudes. The goal is to ensure the community remains active post-program.

Pedagogical methods can include: pitch sessions in front of investors and policymakers, networking forums with regional stakeholders, co-design sessions for the community's future roadmap, a closing ceremony celebrating collective impact.

Phase 4 – (6 months) community mobilization – UNITING AND COOPERATING – is an online phase aimed at consolidating the NABTA Mediterranean community over time. Less intensive than Phase 2,

this phase aims to motivate participants to stay connected, support one another, collaborate and learn together. During this phase, for which the activities will be proposed and detailed in Deliverable 3, the service provider's role will be to encourage member engagement by facilitating a discussion platform, sharing resources and content, and organizing opportunities for discussion and learning (co-development and practical workshops online). Joint projects involving the participants, which the service provider will supervise and support, may be proposed to foster long-term collaboration (Example: During the BiPP Southern Africa program, participants continued to work together on organizing a regional post-program event). (See appendix 5).

Note: The trainers and facilitators should represent a variety of approaches, we value indigenous knowledge or hands-on practices as well as academic learning, therefore we expect the different speakers to come from different cultures: academic, entrepreneurial, institutional, experiential change makers, local communities who have a close connection with nature and access to different knowledge should be included.

Note: Relevant material from the Biodiversity Partnership Program in Southeast Asia may be transmitted to the Service provider.

Program calendar



Expected outcomes

- 1) The participants have explored different visions of marine and coastal biodiversity, including ones held by indigenous people in their region and have anchored a strong connection to biodiversity based on (i) regional cultural heritage and context, (ii) a better understanding of the omnipresent links between biodiversity and socio-economic contemporary stakes, (iii) a lived experience in nature that engages the head, heart and hands.
- 2) The participants have strengthened their knowledge of themselves, their environment, their professional environment and dynamics, their local socio-cultural context related to marine biodiversity and they have put this experience in motion to benefit the cohort's collective actions and their own pro-nature initiatives.

- 3) The participants have increased their understanding of marine/coastal biodiversity-related stakes, of the key players and main challenges in the region through the program. They have gained confidence to advocate marine/coastal biodiversity issues and can be leaders in the field.
- 4) The participants have increased their capacities to incorporate marine/coastal biodiversity issues in their activities and implement actions related to the biodiversity agenda in their existing position & company/institution. **They have designed/drafted a project proposal, which has been presented to their management and ideally been approved for implementation before the end of the program.**
- 5) The participants have experimented collective intelligence and created a network on pro-nature approaches and solutions.
- 6) A regional community of actors is created, empowered, animated and self-sufficient to continue the work of advocacy and collaboration at the end of the program

IV. Object of the bid

The service provider will be in charge of the design and deployment of the NABTA Mediterranean program from S2 2026/ T1 2028.

V. Service expected

1) Details about the activities expected

Design and coordination

With the punctual support of and under the supervision of Campus Groupe AFD, the service provider will be the focal point, and the main interlocutor for both partners and the participants. The service provider shall:

- Undertake the global organization of the NABTA Mediterranean program. After the recruitment, and in coordination with Campus Groupe AFD, the service provider will prepare a detailed program/roadmap and roles repartition inside its team.
- At the beginning of the program, organize, according to the BiPP philosophy, at least two co-construction meetings with Campus Groupe AFD in order to adjust and settle the communication plan, the training program (within and between the four phases) or any other decision to be taken. Pedagogical meetings will be organized with all the relevant contributors before the beginning of each phase. At least one dedicated co-construction meeting will take place before each in-person bootcamp.

The final design of the NABTA Mediterranean program and any possible adaptations will be discussed with Campus Groupe AFD and the service provider at the beginning of the mission. If suitable, the consultant is welcome to offer alternative program and/or pedagogical approaches that fit the program's needs and expected outcomes, all to be discussed and validated by Campus Groupe AFD before its implementation.

Deliver the NABTA Mediterranean program

In coordination with Campus Groupe AFD and partners, the service provider shall:

- Prepare and facilitate Meet & Greet sessions to welcome participants, introduce the timetable, and the online tools used during the program.
- Manage and monitor the three phases as well as the post-program community management that will be redefined, precised and adjusted during the co-construction meetings:
 - In-person phases: determine and manage the tools, the schedule, the pedagogy framework and the logistics required, and select the relevant pedagogical facilitators and speakers. Collaborate with AFD agencies involved, such as Campus Groupe AFD, local agencies and sectorial divisions.
 - Online phases: determine the tools, the schedule, the pedagogy framework (including preparation of short videos/podcasts to summarize key knowledge/class content to be openly shared on Campus platform or other media), select the facilitators (technical and pedagogical) and speakers. The service provider will manage the technical facilitation to support the participants' connection (functioning of online tools used, etc.). The service provider will make sure that all participants have access to internet data, and if not, provide them data.
 - Depending on the methodology proposed by the service provider and the proposed profiles of facilitators, Campus Groupe AFD allows itself the right to undertake, directly or via a freelance contractor, up to 10% of the program's facilitation. This will be discussed during the negotiation phase. Campus Groupe AFD also reserves the right to add additional activities to the program suggested by the service provider.
- Prepare and organize digital sessions to allow participants to meet with practitioners from various fields and work on their initiative/project together. AFD may support the organization of this session by mobilizing internal experts, project managers and partner institutions.
- Set up and manage the platform and online tools that the participants may need to exchange within the cohort and with the coordination team (such as Drive, Slack, WhatsApp, etc. as deemed fit by the service provider).

Communication

With the punctual support of and under the supervision of Campus Groupe AFD, the service provider will be the focal point, and the main interlocutor for both partners and the participants. The service provider shall:

- Include a Communication strategy in order to increase the visibility of the call for application, the program and the projects and insights of participants. The strategy shall be able to identify media, key actors, and any other relevant channel to increase the reach. It shall also include a detailed timetable.
- Implement, manage this strategy and engage partners, media, institutions and others influencers.

- Create a new visual identity for the program: logo, colors, document templates, pictograms. A specific meeting will be organized with the AFD communication teams (Campus Groupe AFD, North Africa regional direction) to collect guidelines for the elaboration of the visual identity.
- Enable the resonance of the call for application and the participants' insights and project within the targeted countries.
- Provide articles to feed and update the BiPP website with relevant news.
- Produce short videos on the program staging participants and speakers during the in-person phases.

For all communication efforts, the service provider will closely collaborate with AFD entities involved, such as Campus Groupe AFD, the AFD communication team, the North Africa regional direction and local agencies.

Selection process (Optional and Firm tranches)

The following tasks are identified to be carried out in close cooperation with Campus Groupe AFD and AFD agencies.

- Managing the call for the application process: *OPTIONAL TRANCHE (to be confirmed)*
 - writing of the program's presentation document
 - writing of the call and the application form, defining the questions asked (a video presentation may be considered)
 - identifying channels of diffusion, diffusion of the call via a wide network of partners
 - Scheduling online information sessions for partners and potential candidates
 - Ensuring email presence to answer questions of potential participants
 - etc.
- Defining eligibility criteria with Campus Groupe AFD and some partners, local agencies and AFD experts. *OPTIONAL TRANCH (to be confirmed)*
- Evaluation of the candidates: *FIRM TRANCHE*
 - Development of a participatory assessment tool, including at least a set of criteria and a marking scheme.
 - Composition of the selection panels, ensuring that all geographical areas are represented as well as a diversity of the actors involved: partners, service provider, AFD Group staff, public and private stakeholders, BiPP alumni...
 - Training of judging panels on the marking system: drafting of a practical guide, information session.
 - Drawing up a timetable for the assessment of applications. Each application will be assessed twice by two different panels.
- Validation and announcement: *FIRM TRANCHE*
 - Organization of a validation committee chaired by the Campus Groupe AFD and comprising institutional and educational partners to confirm the 50 program's participants on the basis of the marks and comments provided by the selection panel. The validation committee's role is to ensure the coherence of the cohort, in particular the balance between the countries and the type of organizations represented, and the participant's interest in learning and engaging in dialogue with one another.
 - Announcement of successful candidates
 - Managing participants confirmation and ensure the participants mobilization prior to the launch of the program (online & onsite),
 - Sending out confirmation emails for selected applicants and provide them with all needed information (webinar links, Whatsapp group, logistics information for the in-person sessions, etc...)

The selection criteria will be defined in consultation with the AFD Group Campus at the beginning of the mission. The following criteria are under consideration (non-exhaustive list): a strong desire to

promote nature-positive approaches; the positive impact of their project or initiative on marine biodiversity; the capacity to influence and take action within their organization and in their local area; the potential for scaling up to the regional level; and a strong motivation to join and collaborate with a community of stakeholders at the regional level over the long term. Since the program's goal is build a regional coalition, a good command of English is a prerequisite for participation.

In person logistics

The service provider will have in charge the logistical organization of the opening and closing in-person phases for 50 participants:

- Classrooms & materials
- Accommodation, transport to the event location (including international travels) and on site if needed, and catering for the whole group
- Site visits and convivial times
- Coordination with specific events dedicated to biodiversity, if suitable/feasible
- A collective nature immersion sequence

Each Bootcamp will last 5 days and 6/7 nights. The 2 first Bootcamps (Phase1) will take place in March and the last one (Phase 3) at the end of June or beginning in September, in conjunction with an institutional and/or regional event (to be confirmed). The first Bootcamp will be organized in a country that makes it easy for all participants to obtain visas (Türkiye, Tunisia, Albania or Montenegro). The last Bootcamp is expected to take place in France (Marseille and Paris).

A fixed envelop of €40,000 will be included in the service provider's bid to cover the costs of transportation of the BiPP ASE participants (international/local) from their home country to the BootCamps venues. The idea is to cover all participants' transportation costs for the 1st Bootcamp and to set up a grant system to cover some transportation costs for the 2nd Bootcamp. The program "transportation policy" as well as the detailed use of this envelop will be discussed with AFD during the inception phase. Note: the service provider remains in any case in charge of the transportation logistics arrangements (purchase of tickets, ...).

The Service provider should also include in its offer the other types of logistical costs associated with the BootCamps and is responsible for identifying and evaluating them (no specific guidance from the Service Prescriber).

BiPP Community of Practice

A new approach to develop and facilitate the BiPP existing Community of Practice (COP), in Southern Africa, Northern Africa and Southeast Asia is currently under discussion.

The service provided is expected to cooperate with the BiPP COP coordination team by identifying synergies between the activities of the NABTA Mediterranean community and the wider BiPP community, by identifying networking opportunities, and by exchanging information on each community's agenda and latest updates in order to ensure consistent external communication.

Evaluation

The service provider will propose an evaluation system for the program:

- Evaluation of participants' satisfaction during and at the end of the various phases (in terms of knowledge, perceived added value and pedagogical formats) if the satisfaction rate is too low, the following phase will be adapted accordingly by the service provider.
- Specific evaluation at the end of the program.
- Evaluation of the program's impact in the medium term (1 year after program completion), in relation to participants' pro-nature action.

VI. Implementation

1) Specific implementation modalities

The provision of the service must give rise to regular collaboration between the Campus Groupe AFD and the service provider, in particular on pedagogical aspects and project acceleration.

A steering committee will be set up, comprising at least the NABTA Mediterranean project manager at the Campus, the cross-functional support manager from the North Africa Regional Division, and the referent designated by the service provider. This steering committee will meet at least at the launch of the service, at the time of the call for applications, before each phase of the program, and at the close of the program.

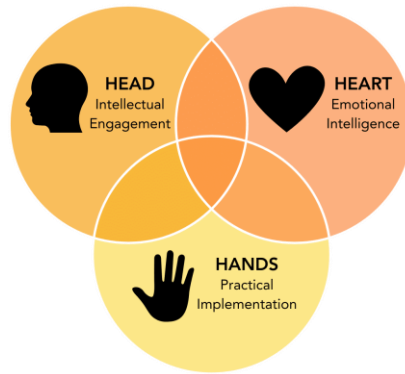
If necessary, the operational managers of the AFD agencies concerned will be invited to take part. More regular exchanges may take place between the Campus and the service provider's contact person.

A document specifying the roles of each party and the precise terms and conditions of program implementation will be prepared by the service provider at the start of the mission, and will form part of the first deliverable. Subsequent modifications may be made, subject to agreement by both parties in an exchange of emails.

Expected Methodology

The methodology should be designed by the service provider and presented in its proposal. It is expected that the service provider explains how the proposed methodology is aligned with the pedagogical approach described in the Terms of References (especially Section III and Section V.1) and fulfills the requirements.

The service prescriber highlights the importance of having a program combining “head-heart-hands” pedagogy and integrating indigenous knowledge.



https://www.researchgate.net/figure/Head-heart-and-hand-theoretical-framework-adapted-for-this-study-from-Sipos-et_fig4_358666572

To maintain high engagement and avoid passivity during the online phase, the service provider must integrate collective intelligence tools (see appendix 1)

The methodology will be subject to negotiations with the service prescribers as part of the bidding process. The methodology will then be described in details in the first deliverable.

The pedagogical tools and educational program should be aligned with the approach of Campus Groupe AFD (see appendix 1)

Duration

The contract duration is: **18 months** starting from inception phase and recruitment of participants until the end of program phase 4 (post-program community management).

2) Expected deliverables of the consultancy

Creative Commons License

As with all its materials, Campus Groupe AFD requires that all the material produced within NABTA Mediterranean (videos, visuals, courses delivered...) can be shared under Creative Commons License - in particular CC-by-SA licence. This means that the mention "CC-by-SA" should appear on all this material. The service provider will also record the content of online sessions. This topic will be detailed by Campus Groupe AFD as well as practical arrangements for the transfer of all the pedagogical documents to Campus AFD.

Deliverable 1

A roadmap, adapting the proposal and detailing the path to a successful program

It should include:

- Detailed timeline for NABTA Mediterranean preparation, launching and delivery
- Details on the pedagogical phases
- Details on the planned selection process and call for applications

- Details on the platform and online tools to be used with participants
- Details on the methodology used to animate a living and long-term community (see deliverable 3)
- Details on the proposed communication plan

Deliverable 2

A pedagogy report that should include:

- After the selection process, once the cohort is chosen, a **needs assessment report** based on the selected profiles and providing the adjustments of the pedagogy needed.
- **A participants' portfolio** (project title, explanation, country, photos etc...- that can be completed by participants themselves) for the partners and selected lecturers/speakers.
- **Detailed list** of lecturers/speakers/experts & facilitators that will intervene in the pedagogical phases and a presentation of their teaching methodology, especially when it comes to collective intelligence, head heart hands practices as well as indigenous knowledge.
- **Detailed pedagogical design of phases 1 & 2**

Deliverable 3

A NABTA Mediterranean community animation strategy, comprising the following three components:

- A community conception & structuring strategy. It defines various roles on the service provider's side, monitoring tools and a follow-up strategy. It proposes a roadmap integrating community-building activities into the different phases and pedagogical tools. It should also propose concrete measures to ensure the community's sustainability and autonomy post-program
- A member engagement strategy. The objectives will be to support the participants in defining the specific objectives of their community and its "reason for being", adopting a charter, defining member roles, constructing an animation plan (rituals, activities, collective key moments) and identifying suitable digital tools for long-term connection.
- An action and activity plan for community animation. This is an editorial calendar / retroplanning for community animation throughout the entire duration of the program (from participants' selection to six months after the end of phase 3). It organizes the activities and workshops (webinars, rituals, co-developments...) and their animation methodology, the resources to provide (in connection with the pedagogical objectives of the phases), the sending of messages and social media posts to engage participants. Each content should specify dates, target audiences, channels and responsible parties, alongside a global tracking system for planned, ongoing and completed actions.

Note: The Service Provider may attend a community animation training session provided by Campus Groupe AFD at its own expense.

Deliverable 4

After phase 1, a report including:

- the follow-up of the advancement of the program and the engagement of the participants (absence, drop out...)
- the synthesis of phase 1 evaluations by participants

Deliverables 5.1 and 5.2

Upon completion of half of phase 2, a mid-term phase 2 report (deliverable 5.1) including:

- the follow-up of the advancement of the program and the engagement of the participants (absence, drop out...)
- the synthesis of the first half of phase 2 evaluations by participants.
- Proposed adjustments of the second half of phase 2 to integrate participants feedbacks,
- the revised detailed pedagogical design of phase 2
- the proposed detailed pedagogical design of phase 3

Upon completion of phase 2, a final phase 2 report (deliverable 5.2) including:

- the follow-up of the advancement of the program and the engagement of the participants (absence, drop out...)
- the synthesis of phase 2 evaluations by participants.
- The final detailed pedagogical design of phase 3

Deliverable 6

Evaluation and recommendations:

After phase 3, a final report with:

- A follow-up of phase 3
- The synthesis of participants' engagement in the whole program
- All the materials produced by the consultant, lecturers, experts, and participants, including texts, videos, presentations, etc.
- A qualitative feedback based on aggregated questionnaires filled up by the participants and relevant actors.
- A specific section shall specifically document the value added of the program for the participants' projects as well as the participants' capacity of influence,
- A specific section shall report on the creation of "regional" value added for the participants (emergence of new regional projects or collaborations)
- Recommendations on program's improvement (regarding contents, selection process, methodology, participants and speakers/experts profiles, sectors covered, design, etc.)
- Recommendations on possible ways to : 1) sustain the program after the funding, 2) sustain the community of practice set (provide a methodology framework including a path towards autonomy and a program of activities for the first year),

Deliverable 7

6 months after the NABTA Mediterranean completion, a report on the activities of the community of practices during the period as well as a follow-up on participants projects and creation of “regional value-added” (monitoring of projects’ evolution, emergence of new regional projects, new regional collaborations). The report shall include recommendations for increasing the COP’s autonomy.

3) Tasks carried out by other consultant teams

Some tasks are not included in the consultant’s mission:

- website construction, maintenance and contents integration.

VII. Requirements and qualifications of the service provider

The selected contractor is expected to be a company, an institute, a university, or—ideally—a consortium of entities with at least five years of proven experience in the design, implementation, and evaluation of innovative training programs delivered in a hybrid format (in-person and distance learning).

Specific experience or in-depth knowledge of the challenges facing the Mediterranean region (North Africa, the Middle East, Southern Europe, and the Balkans) will be a major asset for all of the lots described in the table below.

The selected contractor or consortium is expected to have proven experience i) using collective intelligence tools and comprehensive approaches linking cognitive, emotional and physical spheres, ii) accompanying project leaders and change makers, and to have a strong network of relevant experts/practitioners/facilitators in the region.

As one of the program objectives is to contribute to regional networking and the creation of regional added value (emergence of projects with regional scope and of regional collaborations), the relevant thematic/regional networks and coalitions led by or involving the selected contractor or consortium will be considered as a major asset for the program (this asset and how it could benefit the NABTA Mediterranean program will be detailed in a specific part of the offer).

Area of Expertise	Detailed Description
Project Coordination	Overall management and coordination of the program (proficiency in management tools, procurement, monitoring and evaluation systems, and reporting). Ability to bring together the various stakeholders within a consortium and serve as the liaison with the sponsor. Knowledge of local marine training ecosystems and marine biodiversity in the Mediterranean region.
Design of innovative teaching methods	Design of hybrid learning pathways using the ADDIE methodology, digital learning, participatory tools, and a horizontal approach to optimize peer learning and learning with instructors and experts

Community management	Building and facilitating sustainable learning communities. Ability to foster engagement, mutual support, and empowerment within the group.
Support to change-makers and projects	Support for leaders of projects with a positive impact, with specific expertise in the “intrapreneur” profile (driving change from within an organization). Expertise in leverage points, scaling strategies, and hybrid business models in the Mediterranean context.
Facilitation of Collective Intelligence	Facilitation of workshops and training sessions, both in person and remotely. Expertise in leading multicultural and multilingual groups (French/English/Arab) and in using tools that foster collective intelligence and cooperation.
Monitoring and Evaluation (M&E)	Design and implementation of the program’s evaluation system. Measurement of the achievement of learning objectives, participant satisfaction, and the overall impact of the training program. Regular reporting and application of lessons learned to support continuous improvement.
Communication, Marketing, and Content Production	Communication and promotion strategy for the program. Production of multimedia content (video, audio, graphics, interactive segments). Ability to provide translation and interpretation services (French-English) and knowledge of relevant local communication channels.
Logistics	Event logistics for an international program (organization of seminars, boot camps, and both in-person and remote training sessions). Travel and visa management in Mediterranean countries.

The following will be considered assets:

- Proven experience and technical knowledge of marine biodiversity issues, the regenerative blue economy, and coastal resilience will be considered an asset for understanding the program’s themes.
- The formation of a consortium of stakeholders covering all required areas of expertise and **rooted in the regions** of operation.

The successful applicant agrees to designate a single point of contact responsible for coordinating the entire consortium and liaising with the program.

VIII. Resources made available for the consultant

The service provider will have access to the format of the previous editions of the BiPP, the evaluations, the application process, and other relevant materials.

IX. Proposal contents

The consultant technical proposal should include:

- a short presentation of the structure (company, institute, university, or consortium)

- a presentation of the intervention principles and planned methodology, communication strategy, community development and animation process (8 pages maximum),
- a section of the proposal shall explain **how the proposed methodology is aligned with the pedagogical approach** described in the Terms of References Section III and Section V.1,
- a section of the proposal shall explain the **recruitment strategy envisaged** as well as the **networking strategy** proposed to promote the **emergence of new regional projects / collaborations** throughout the NABTA Mediterranean.
- a presentation of team members: main consultants & facilitators, and a list of possible lecturers
- timeline

The financial proposal should include:

- the total cost, precising the detailed cost and number of working days of each team members, for each step of the program,
- specific items for the logistics of the three Bootcamps,
- a separate item for the 40,000 euros envelope to cover the transportation costs of the participants for the three Bootcamps.
- A dedicated line for the community management during the program and post program.

Preference will be given to bids that limit structural costs/time spent on 'pure' project management and dedicate more resources in favour of the production of substantive and thematic contents.

X. Deliverables review

Validation process

Upon receipt of the deliverables/outputs, AFD will have 10 working days to validate or not the deliverables. If AFD wishes to amend the deliverable, it will communicate to the Service Provider its comments on these deliverables no later than 10 working days after their receipt. This process may be repeated until AFD is satisfied with the deliverables. The deliverable will only be validated upon AFD decision.

XI. Budget

The total amount of the contract, must not exceed **350,000 Euros**. This amount **includes a "fixed" envelop of 40,000 Euros** to cover the transportation costs of the participants. The rules for the utilization of this envelop will be fine-tuned with AFD during the inception phase.

XII. Indicative timetable

This timetable will be adapted depending on the possible starting date for the program (in order to target the dates that will be more relevant for participants), to be discussed with the consultant.

A Chart is also provided in Appendix 2.

Key steps of the contracts firm tranche	Estimated Date
Expected beginning of the contract:	T0 (expected October 2026)
Deliverable 1:	T0 + 1 month
Deliverable 2 :	T0 + 3 months
Deliverable 3:	T0 + 4 months
Deliverable 4:	T0 + 5 months
Deliverable 5.1:	T0 + 7 months
Deliverable 5.2:	T0 + 10 months
Deliverable 6:	T0 + 12 months
Deliverable 7:	T0 + 18 months

APPENDIX 1 – THE RAISON D'ÊTRE OF THE CAMPUS GROUPE AFD

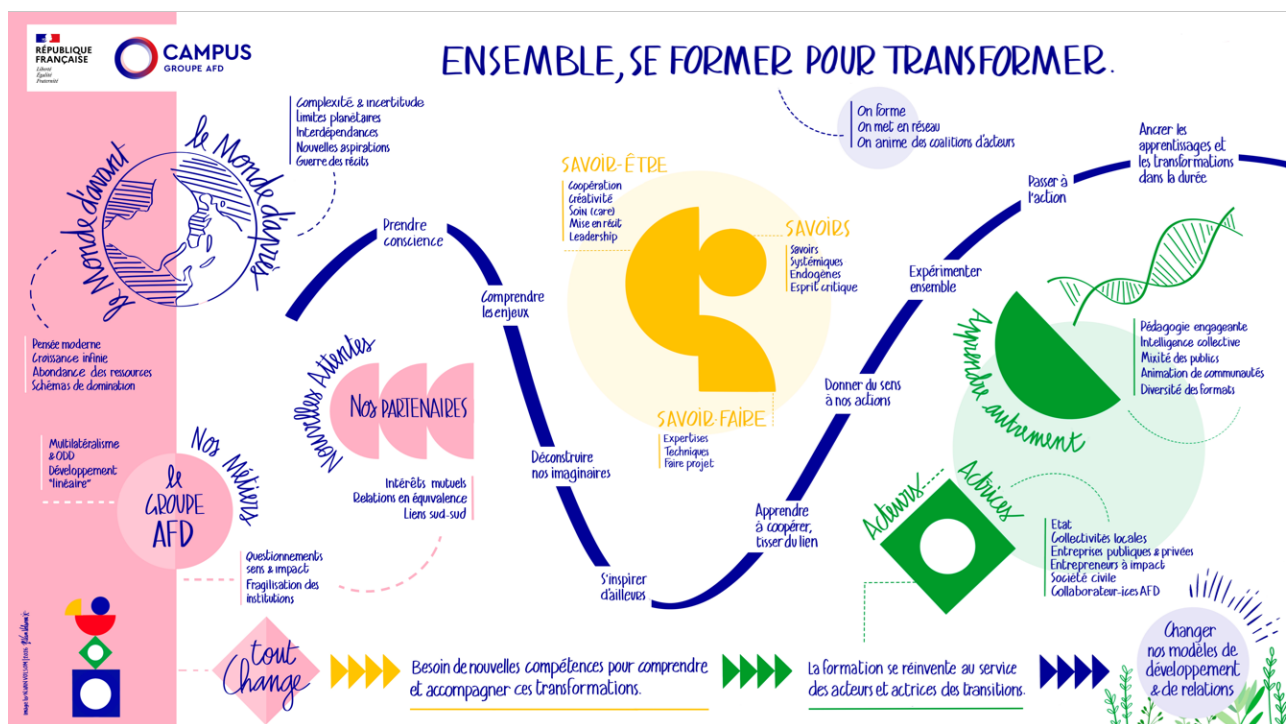
The raison d'être and pedagogy of the Campus groupe AFD

Our vision

In an evolving world, there is a pressing need to change how we think and live. This means new skills are required and new ways of learning must be adopted.

The goal of the Campus AFD is to provide a platform dedicated to the development of professional skills and a space for reinvention. It is a network where people, perspectives, and ideas come together and a place for new forms of training and in-depth reflections on the issues of the day.

To encourage a spirit of openness and sharing, the Campus AFD is designed for both people inside and outside the organisation. These two groups of people can pursue their training together when the content and format of a course are suitable.



Our mission

The Campus AFD is the training centre for the Agence Française de Développement. It is dedicated to building shared knowledge, exchanging experiences, and developing the skills needed to design and implement high-impact policies or projects that will accelerate positive transitions in countries in the Global South. With locations in Marseille and Paris, the Campus AFD organises AFD's external and internal training services.

The Campus AFD is a learning laboratory that designs, tests, and deploys innovative training formats aimed at strengthening knowledge, expertise, and interpersonal skills. The Campus AFD's training programs support the transition towards a sustainable world in Africa, Asia, Latin America, and Overseas France. They are intended for AFD staff, collaborators, and development partners.



Our pedagogy

Learn something else:

In the past, there has been a focus on providing technical skills to “develop” territories. Today, at a time when technology has shown its limitations, it is essential to strengthen new skills and acquire different capabilities. This means learning to explore imagined worlds, overcome cognitive biases, understand systems, collaborate, be flexible, and be creative. The range of skills needed to truly transform the existing dynamics has broadened and can be divided into three main categories : knowledge, expertise, and interpersonal skills.

Learn differently:

The Campus AFD monitors the latest developments in cognitive and educational sciences and uses them to create transformational training programs based on the most engaging teaching methods. People are at the heart of our training: not only their brains but also their body and emotions, which play a vital role in learning. This involves taking an active or experience-based approach to teaching and leveraging imaginations to share knowledge, find inspiration, open new possibilities and innovate. Digital tools are used to provide access to a wide range of additional resources and to run online classes and webinars.

Learn together:

Our courses aim to change perspectives, challenge current ways of reasoning, anchor thinking locally and mobilize the wealth of local knowledge and skills. To do this, our team encourages the co-creation of educational programs with local stakeholders and focuses on shared learning, particularly with regard to the diversity of participants.

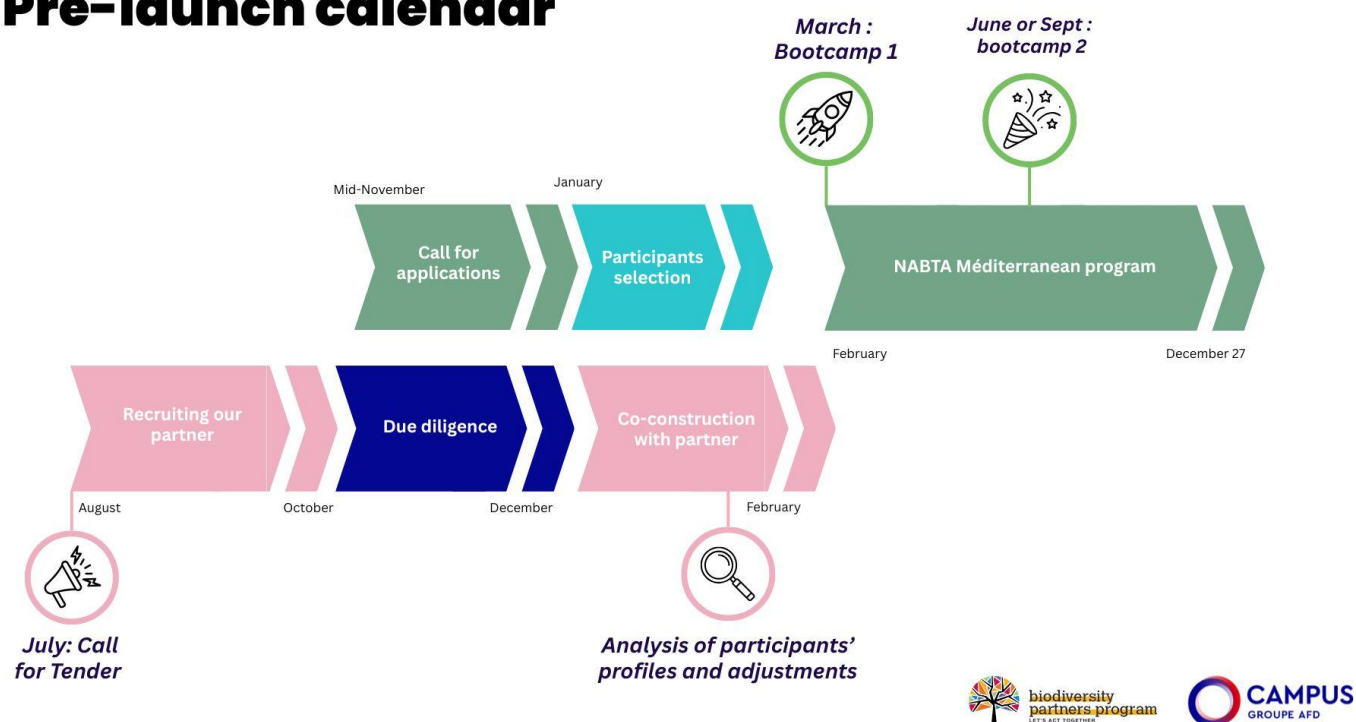


Some good practices for online classes

- Varying Rhythms: Limit descending theoretical sequences to max. 20–30 minutes, alternating with exchange and practical application times.
- Sub-group Work: Regularly use breakout rooms to foster peer-to-peer exchange, varying group sizes and compositions for exercises and workshops.
- Benevolence & Co-responsibility: Co-construct a "Group Charter" in the first session to define rules for listening, confidentiality, non-judgment, and shared responsibility.
- Connection Rituals: Start each session with thematic ice-breakers and close properly to gather feedback, anchor learning, and ensure continuity.
- Facilitator Presence: At least one dedicated facilitator is required (in addition to the expert) to foster exchange, monitor energy, and manage timing.
- Structured Flow: Rigorously structure webinars to balance content delivery with interaction.

APPENDIX 2 – INDICATIVE CHRONOGRAM

Pre-launch calendar



Program calendar



APPENDIX 3 – EXAMPLES OF THE LAST BIPPS IN SOUTHERN AFRICA (2023) AND IN SOUTH EAST ASIA (2026)

As an indication, below is the program of the BiPP 2023 in Southern Africa :

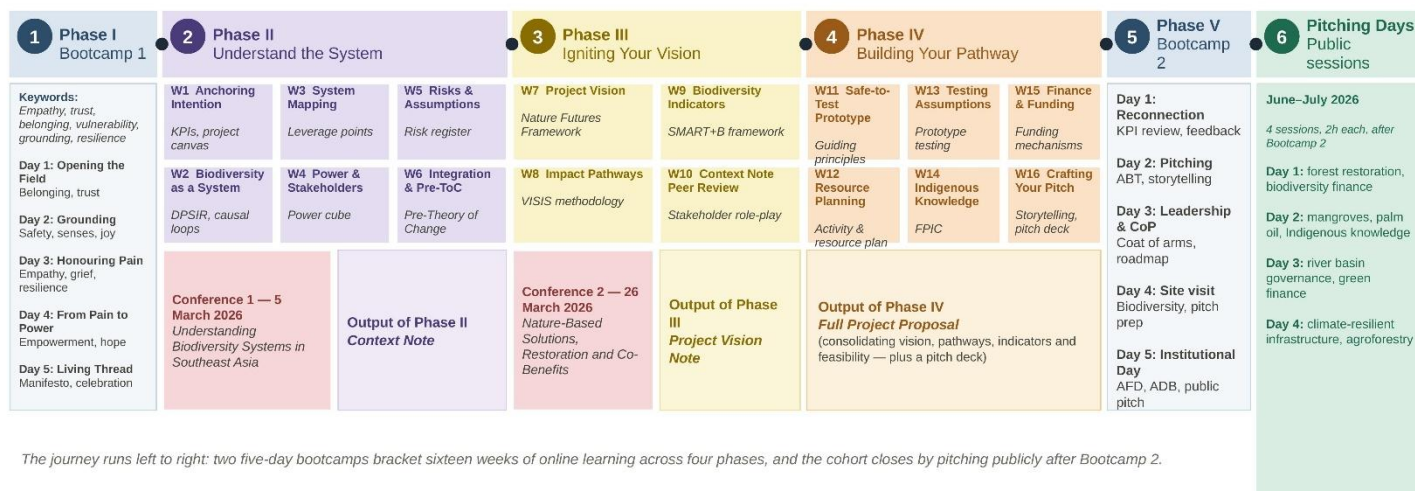
	Module nr.	Module name	Date	Time	Format
STAGE 1	Module 1	Biodiversity	24 – 28 April	18:00-20:00	Online
	Module 2	Deep Ecology	8 – 12 May	18:00-20:00	Online
		Webinar: Sustainability is good for business	16 May	18:00-20:00	Online
	Module 3	Complexity and Systems Thinking	22 – 26 May	18:00-20:00	Online
	Module 4	Indigenous Knowledge Systems (IKS)	5 – 9 June	18:00-20:00	Online
		Webinar: Introduction to entrepreneurship	13 June	18:00-20:00	Online
STAGE 2	Module 5	Communications (business identity and storytelling)	19 – 23 June	18:00-20:00	Online
	Module 6	Business/finance models, funding sources and proposal writing	3 – 7 July	18:00-20:00	Online
STAGE 3		Webinar: Pre-business sprint check-in	11 July	18:00-20:00	Online
		In nature experience	24 – 25 July	9:00-17:00	In person
		Business sprint	26 – 29 July	9:00-17:00	In person
STAGE 4	Module 7	Leadership	30 – 31 July	9:00-17:00	In person
		Webinar Post-business sprint check-in	15 August	18:00-20:00	Online
	Module 8	Business and pitch readiness	21 – 25 Aug	18:00-20:00	Online
		Webinar: Stories of entrepreneurship	5 September	18:00-20:00	Online
		Pitch dry runs	18 – 21 Sept	18:00-20:00	Online
		Final pitch event	2 – 6 October	18:00-20:00	Online
		Graduation ceremony	17 October	18:00-20:00	Online

as well as the last BIPP SEA (2025-26):

The Full Journey: Bootcamp 1 to the Public Pitching Days



The Full Journey: Phase I to the Public Pitching Days



APPENDIX 4 – SUPPORT NEEDS FOR THE “INTRAPRENEUR” PROFILE

The participants of NABTA Mediterranean are project leaders acting within existing organizations (public administrations, local authorities, companies, civil society organizations, research institutes, etc.). They are not creating a new structure but seek to transform their organization from within to further integrate marine biodiversity and ecosystem regeneration issues.

The program therefore aims to support "intrapreneur" profiles in becoming capable of identifying opportunities, mobilizing their organization, fostering alliances, and leading change within often complex institutional environments.

Beyond project support, participants will need to strengthen the following skills:

1. Understand their organization and define an action strategy

- Analyze their organization, its ecosystem, and the decision-making mechanisms influencing their project;
- Identify opportunities, barriers, and levers for action;
- Finance and position their project in line with the strategic priorities, missions, and constraints of their organization;
- Build an implementation and scaling strategy.

2. Build an influence strategy

- Identify and mobilize key stakeholders;
- Create alliances within their organization and with their ecosystem;
- Communicate about their project to different audiences using appropriate language;
- Persuade, negotiate, and manage resistance to change.

3. Design, experiment, and pilot their project

- Use innovation methods, collective intelligence, and needs-centered design;
- Experiment, prototype, and improve their project iteratively;
- Structure an operational roadmap, success indicators, and impact measurement.

4. Develop a change-maker posture

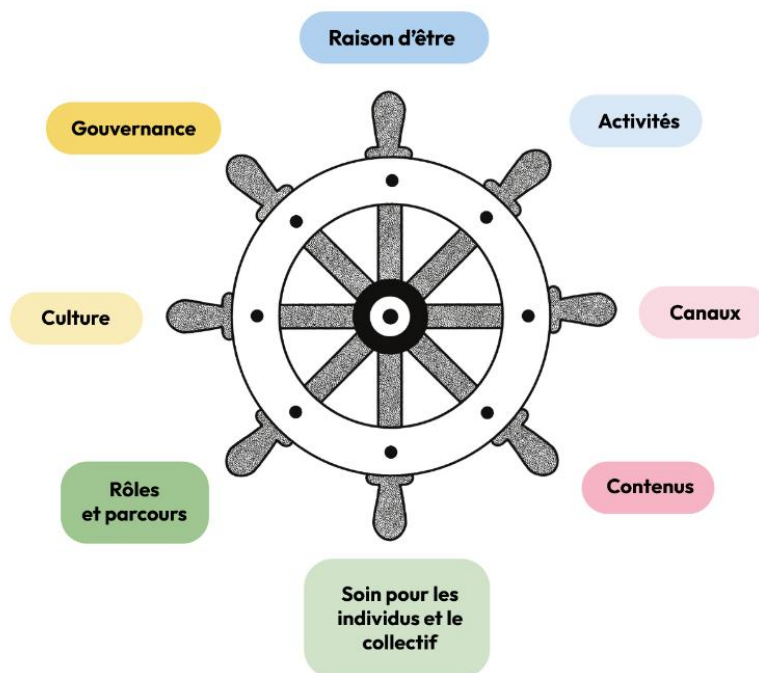
- Understand their positioning within a complex ecosystem;
- Strengthen their capacity for action and confidence in driving change;
- Mobilize key 21st-century skills: critical and systemic thinking, creativity, cooperation and communication, adaptability, curiosity, and continuous learning.

APPENDIX 5 – WHAT’S A COMMUNITY FOR THE CAMPUS GROUPE AFD ?

The animation of a learning community is a dynamic of collective mobilization serving new possibilities and focusing on others, as it eliminates the verticality of transmission. Furthermore, learning communities allow for the consolidation of learning from a training course and its maintenance over time, through the mobilization of creativity tools, collective intelligence, and cooperation.

For the CAMPUS, a community is:

A group of people who **share an experience** (such as training or a pedagogical program) and/or a **common interest**, notably that of strengthening their skills in a specific domain. They share **common objectives** and have a **willingness to act collectively** for transitions.



A community rests on several pillars: a reason for being and objectives defined collectively with members, rituals, clear governance, content and channels adapted to members' needs, a common culture, defined roles and a member journey, and care provided to the members of the collective.

A community vs a network ?

A community and a network are distinguished primarily by the level of involvement and contribution expected from members in building and sustaining the collective.

Building and facilitating a network involves identifying and supporting connections between people who share common interests and wish to stay in touch.

Establishing a community is a demanding process that requires significant human and temporal resources and relies on the active involvement of members. Co-creation with members plays a central role within a community.

Success factors: best practices for community management:

- Start small by mobilising a core group to build upon in order to bring the community together;
- Build the community together with the members, whilst listening to their needs;
- Rely on simple facilitation tools that are suitable and familiar to members;
- Share high-quality resources and content that meet specific, targeted educational objectives;
- Build trust among members through regular meetings and friendly formats (including face-to-face ones!);
- Assign a clear and specific role to each person within the community;
- Organise activities and interactions that are regular and well-recognised by members;
- Strengthen and build on the capabilities of local stakeholders to ensure the sustainability of communities: for example, by training local ambassadors;