
DIR30CC\1165

Building government capability to train farmers about pollination in Ethiopia.

Pollination underpins food security, resilient agriculture and supports biodiversity. In Ethiopia habitat loss and agrochemical use pose great risks to this ecosystem service which is taken for granted. Most Ethiopian farmers have no knowledge about pollination and have been taught that all insects, except honey bees, are pests. The government extension service does not provide training on pollination, citing lack of knowledge and tools. This project will develop a Pollination Training Toolkit and make it available to every extension worker.

DIR30CC\1165

Building government capability to train farmers about pollination in Ethiopia.

Section 1 - Contact Details

PRIMARY APPLICANT DETAILS

Title Dr
Name Janet
Surname Lowore
Organisation Bees for Development
Website (Work) www.beesfordevelopment.org
Tel (Work) [REDACTED]
Email (Work) [REDACTED]
Address [REDACTED]

GMS ORGANISATION

Type	Organisation
Name	Bees for Development
Phone	[REDACTED]
Email (Work)	[REDACTED]
Website (Work)	[REDACTED]
Address	[REDACTED]


Section 2 - Title & Summary


Q3. Title:


Building government capability to train farmers about pollination in Ethiopia.

Please attach a cover letter as a PDF document.

 [Bees for Development Cover Letter for DIR30CC](#)

 23/10/2023

 17:38:32

 pdf 147.57 KB

Q4a. Is this a resubmission of a previously unsuccessful application?

No

Q5. Summary of project

Please provide a brief non-technical summary of your project: the capability and capacity problem/need it is trying to address, its aims, and the key activities you plan on undertaking.

Pollination underpins food security, resilient agriculture and supports biodiversity. In Ethiopia habitat loss and agrochemical use pose great risks to this ecosystem service which is taken for granted. Most Ethiopian farmers have no knowledge about pollination and have been taught that all insects, except honey bees, are pests. The government extension service does not provide training on pollination, citing lack of knowledge and tools. This project will develop a Pollination Training Toolkit and make it available to every extension worker.

Section 3 - Title, Dates & Budget Summary

Q6. Country(ies)

Which eligible country(ies) will your project be working in? Where there are more than 4 countries that your project will be working in, please add more boxes using the selection option below.

Country 1	Ethiopia	Country 2	No Response
Country 3	No Response	Country 4	No Response

Do you require more fields?

No

Q7. Project dates

Start date:	End date:	Duration (e.g. 1 years, 8 months):
01 April 2024	31 March 2026	2 years

Q8. Budget summary

Year:	2024/25	2025/26	Total request
Amount:	£95,087.00	£102,991.00	£198,078.00

Q9. Do you have proposed matched funding arrangements?

Yes

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?

Match funding is confirmed.

Section 4 - Project need

Q12. The need that the project is trying to address

Please describe evidence of the capability and capacity need your project is trying to address with reference to biodiversity conservation and poverty reduction challenges and opportunities.

For example, how have you identified the need? Why should the need be addressed or what will be the value to the country? Please cite the evidence you are using to support your assessment of the need.

Need emerged from current Darwin-funded {29-021} project. A trainee said "I have never observed such a diversity of insects in one place. I want to convey this to farmers". Studies show that most Ethiopian farmers do not understand pollination, e.g. study showed 77% to have no knowledge (6) and Development Agents [DAs] lack tools and capacity to address this.

Importance of bees and other pollinators is undisputed (1), yet pollinator declines and their impacts on agriculture and nature have received insufficient attention in developing countries (2), including Ethiopia. However, studies show local declines (3) and where the same threats exist e.g. pesticide use, pollinators are at risk. Investigation (4) reveals the EU is shipping tonnes of neonicotinoid pesticides to poorer countries, and in Kenya farmers are hand pollinating (5). Awareness in Ethiopia is very low. Whilst pollination deficits are not readily apparent, beekeepers quickly perceive loss of honey bees when pesticides are used (8,9), indirectly evidencing loss of pollinators. Pollinator declines pose severe risks to farming communities in Ethiopia; reducing crop yields and value.

Ethiopian Biodiversity Institute [EBI - signatory to Coalition on Pollinators] presented at our policy familiarisation workshop in March 2023 telling that of 53 major crops cultivated in Ethiopia, 33 are dependent on insects but the trend towards chemical intensification threatens them. The need to protect pollinators motivated EBI to join the Coalition towards implementing national pollinator strategies, and delivering education. BfDE remains closely engaged with EBI.

Ethiopia's Development Plan (2021-2030) aims to increase horticulture production from 18,000,000 to 26,000,000 tonnes (10). Many horticultural crops are pollinator dependant and Ethiopian study estimated that the economic value of pollination services was \$815.2 million and vulnerability of Ethiopian agriculture due to lack of pollinators was 16% in 2015/16 (11). The same Plan (10) aims to increase pesticide usage from 4.9 to 5.5 million litres. A from Amhara showed church forests serve as habitat for pollinators and crops near forests experience more insect visits (12).

Ethiopia has well-established agricultural extension service with DAs deployed to village-level. It is their responsibility to provide agricultural training on land preparation, soil management, improved seeds, pest management etc. They provide no training on how pollination works or the importance of safeguarding pollinators. Baseline study of our Darwin-funded project on pesticide reduction showed that 89% of farmers

think that every insect, except honey bees, should be eliminated. Level of understanding is little better amongst DAs.

Project will build capability of DAs to deliver good, practical training to farmers about pollination. Government is providing staff and premises, project will provide the understanding and tools. Long-term objective is to build understanding amongst stakeholders that agriculture needs pollinators. This will generate impetus in favour of pollinator-friendly farming practices. Need identified by BfDE's own studies, through literature and through consultation with Bahir Dar University, Pesticide Action Nexus Ethiopia and EBI. Insect pollination affords one of the strongest links between biodiversity and poverty reduction and there is an urgent need to build capacity and capability, in Ethiopia, to protect pollinators.

Section 5 - Darwin Objectives and Conventions

Q13. Biodiversity Conventions, Treaties and Agreements

Q13a. Your project must support the commitments of one or more of the agreements listed below.

Please indicate which agreement(s) will be supported.

- Convention on Biological Diversity (CBD)
- Global Goals for Sustainable Development (SDGs)

Q13b. National and International Policy Alignment

Using evidence where available, please detail how your capability and capacity project will contribute to national policy (including NBSAPs, NDCs, NAPs etc.) and in turn international biodiversity and development conventions, treaties and agreements that the country is a signatory of.

Ethiopia's National Biodiversity Strategy and Action Plan 2015-2020 recognises pollinators (insects) under the animal biodiversity directorate. The vision of the Plan is that by 2050, Ethiopia's biodiversity and ecosystems are conserved and sustainably utilized by all sectors providing food security and contributing to poverty eradication and improved quality of life of the Ethiopian people. The Plan recognises that unregulated use of agro-chemicals are a major threat to Ethiopia's biodiversity and ecosystems. Ethiopia's Climate Resilient Green Economy National Adaptation Plan includes 18 action points. No. 6. is improving ecosystem resilience through conserving biodiversity and aims to enhance healthy and well-functioning ecosystems. Pollinators are not mentioned specifically, but they are integral to well-functioning ecosystems. Ethiopia signed the Declaration on the Coalition of the Willing on Pollinators on the 17th of July 2017. It was signed by the Ethiopian Biodiversity Institute to promote pollinator conservation. Following the adoption of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) in September 2015, Ethiopia has proactively mainstreamed effort to meet the SDGs within its national Growth and Transformation Plan. Learning about pollinators, their role and importance is key towards achieving their protection and this underpins SDG 2 'No hunger' as pollination services are an essential ecosystem service for achieving food security. This capability and capacity project will also contribute towards SDG 15 'Life on land', SDG 17 'Partnership for the goals' and SDG 1 'No poverty' - as agriculture is the main livelihood for most Ethiopians, who rely on a functioning, resilient agricultural ecosystem.

Section 6 - Method, Change Expected, Gender & Exit Strategy

Q14. Methodology

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

- how you have 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).
- what 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.).
- what practical elements will be included to embed new capabilities.

Having delivered training for Development Agents [DAs] and farmers about integrated pest management [IPM], agroecology and pollination within Darwin Project 29-021 'More Bees: Supporting agrobiodiversity and livelihoods' we discovered that farmers are progressing well with practical learning and actions, but are less responsive to theory and concepts. On reflection we see a gap in understanding about how pollination works and the importance of pollinators. Pollination deficit is hard to see, and measure, so messages about the impact of pesticides on pollination services are not reaching all farmers. Farmers are responding positively to messages about impact of pesticides on honey yield, human health and financial cost. There remains a gap in understanding about pollination. This is not surprising given that farmers' education level – according to baseline survey 46% of farmers cannot read and write and a further 23% attended no formal schooling. DAs are also poorly equipped to explain, show, and inform about pollination and are not encouraged to do as part of their normal work. There is no training manual available in Ethiopia to support DAs to train about pollination. We aim to develop a Pollination Training Toolkit for government DAs which will comprise a tried and tested demonstration technique for showing the effect of insect deprivation on fruit/seed development. Farmers learn best by seeing and doing as proven by the success of the Farmer Field School approach, used in Project 29-021 to trialing alternatives to pesticides and emphasised also by Pesticide Action Nexus Ethiopia who have experience of teaching IPM and agroecology to farmers. PAN have developed techniques for teaching farmers about unfamiliar insects by setting up insect zoos and by encouraging farmers to observe what insects do – rather than what they are called – and teaching about soil health through activities such as 'the dirty underpants' i.e. burying cotton clothing and seeing varying decomposition rates. The success of these methods is proven. The need for learning through seeing and doing is especially impactful because the framework of reference for many Ethiopian farmers leans towards religious views. Plants produce fruits because God has made it so. We will develop a pollination demonstration technique that will work reliably in the Ethiopian context using 2-3 types of fruits, vegetables, oil seeds or pulses which show a good effect of insect deprivation. We know that this works better for some crops i.e. those with a strong need for out-crossing and less tendency towards self-fertilisation. Likely candidates are water-melon, peppers and/or bean. We will practice netting plants and developing a reliable method based on species, what sort of net and how can this be made locally at low-cost, best time to apply the net, what to observe, when and what to expect. This will be developed into a protocol. The protocol will be developed by the project team, together with small cohort of DAs at two nearby Farmer Training Centres (one in each of two project regions). The protocol will be tried and tested until we are confident that the effects are predictable.

Other activities:

1. Training in pedagogical approaches for all staff
2. Develop supporting resources, especially photographs and instructions for trainers
3. Compile prototype Pollination Training Toolkit
4. Working with 4-6 selected DAs test the prototype toolkit with farmers in two locations
5. Seek feedback and assess the toolkit in terms of ease of use and learning achieved
6. Incorporate feedback and finalise the PTT
7. Train wider group of 360 DAs in use of PTT
8. DAs will practice using the toolkit with farmers
9. A full evaluation will be undertaken, to assess capability of the DAs at end

10. PTT will be made available via a national-scale portal (Ethiopian Agricultural Training Portal).

11. Engagement with senior staff at Regional Agriculture Bureaus will be maintained from project inception, through implementation and review to ensure pollination training becomes embedded in DAs normal work. Work will take place in selected districts in Amhara, near Lake Tana and near Lake Chamo in Southern Ethiopia. Project delivered by BfDE and PAN-E, support from Bahir Dar University. Staff will develop the demo technique and accompanying training resources with PAN-E testing the prototype near Lake Cahamo and BfDE testing the prototype near Lake Tana. Staff team will share experiences, ideas and feedback to develop an appropriate and effective training tool relevant throughout Ethiopia. BfD UK will be the lead applicant and will have an MOU with BfDE the main partner in Ethiopia, and BfDE will have an MOU with PAN-E, the secondary implementer in Ethiopia.

Q15. How will you identify participants?

How did/will you identify and select the participants (individuals and/or organisations) to directly benefit from the capability and capacity building activities? What makes these the most suitable participants? How will you ensure that the selection process is unbiased, fair and transparent? How have you incorporated GESI considerations in identifying participants?

Focus of project is building capacity of government agriculture extension workers, specifically the Development Agents [DAs] working at village level. Kebeles (villages) where farmers rely heavily on insect pollinated fruits, vegetables, pulses and oil crops, will be included in the project rollout – but the eventual output will be suitable for many more areas in Ethiopia. Government deploys five agriculture DAs - agronomist, livestock, natural resource, irrigation and horticulture – in each kebele of between 800 to 1000 farming families. This deployment is a huge commitment on the part of the Ethiopian government and achieves effective reach to millions of people who are stewards of agricultural landscapes and their pollinators, and who rely on pollinated crops for income and food. Female and male DAs will have equal access to trainings and the Toolkit, without any bias. BfDE and PAN-Ethiopia have long experience in setting target kebele selection criteria in consultation with management and unit leaders of agriculture offices. The project team exert utmost effort to ensure unbiased, fair and transparent selection of target kebele. Groups of farmers [40% women, 60% men, 5% people with disabilities] will be selected during the Toolkit testing phase, to check the learning is accessible to them and is effective. To achieve rollout to 60 kebele we will engage 34 additional resource persons (from each region). They will be trained in every aspect of the Toolkit – the learning objectives, the tools and delivery methods. They will deliver rollout to the Development Agents in 60 villages. Open and fair selection process, based on criteria, experience and expertise will guide selection of the resource persons. They will be drawn from Region, zone and woreda by conducting in-depth discussion with the management and unit leaders of the agriculture department.

Q16. Gender equality and social inclusion

All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics. Explain your understanding of how individuals may be excluded from equal participation within the context of your project, and how you seek to address this. You should consider how your project will proactively contribute to ensuring individuals achieve equitable outcomes and how you will engage participants in a meaningful way.

In Ethiopia women are under-represented in professional roles in agriculture. It is believed that this is one factor (amongst others) which is contributing to little change in the entrenched gender disparity between men and women - in connection with farming – in typical Ethiopian families. This gender inequality is manifested in terms of women having less access to trainings, extension services and market information and women's roles in farming being over-looked and women's voices in decision-making about crop choice, spend and marketing going unheard. Women are under-represented in agricultural extension leadership and expert roles, due to lack of access to education and employment opportunity – exacerbated by social norms which discourage women

from studying agriculture at college and university. Fogera woreda agriculture office 2023 data reveals 22% of extension workers are women. Even employed women professionals do not have equal training access with men. Women professionals, for example, are less likely to participate in career development training because immediate supervisors underestimate female professionals understanding, knowledge and experience. It is against this background that this project will actively work to address misplaced perceptions which underestimate female professionals' capacity and will ensure that the farmer-facing training will be made accessible to women and men. This will be achieved by ensuring women DAs are included fully in the Toolkit development and women farmers included fully in the Toolkit testing. All women DAs in the target kebele will attend the rollout training. The project will include gender equality and social inclusion topics in the Pollination Training Toolkit. BfDE will adopt a proactive approach towards strongly attracting women to apply for the role of the Project Manager in Ethiopia for this project. The Toolkit will be designed to reach people regardless of their level of literacy. Project will select 40% of resource persons to be women.

Q17. Change expected

Detail the expected changes to both biodiversity and multi-dimensional poverty reduction, and links between them, that this work will deliver. You should identify what will change and who exactly will benefit a) in the short-term (i.e. during the life of the project – including capability and capacity building benefits) and b) the potential changes in the long-term (after the project has ended).

When talking about how people will benefit, please remember to give details of who will benefit, differences in benefits by gender or other layers of diversity within stakeholders, and the number of beneficiaries expected. The number of communities is insufficient detail – number of households should be the largest unit used.

The phrase which underpins our expected change is 'Understanding is the first step towards protecting'. We intend that future studies in Ethiopia will no longer report that DAs do not have tools to teach pollination and will report that farmers have good understanding about pollination as agricultural input. Fundamental understanding of how and why pollination is an essential input in agriculture will increase efforts towards safeguarding pollinators. Farmers will be empowered to understand that their food and cash crops are highly dependent on an input about which they are, at present, largely unaware. Previously it was justified to 'assume' that pollination services are provided invisibly and adequately and did not require any purposeful action by farmers. This assumption is no longer tenable in Ethiopia as habitat loss and chemical intensification pose real threats to insect populations.

In the short-term DAs, subject experts and resource persons will have knowledge, understanding and useful, proven, tools to enable them to fulfil their jobs roles effectively and with impact. In the short-term, with support from their seniors, they will be able to integrate training about pollination into their normal work and empower farmers with new understanding. Farmers will no longer run the risk of crop failure – for example – growing tomatoes in greenhouses with the doors shut (case from Mecha) or producing lower value coffee berries, due to insufficient insect pollination (case from Jimma).

In the long-term farmers will begin to modify their farming practices to reduce their over-reliance on pesticides and willingness to adopt IPM will increase. Project will empower farmers to have more agency in deciding how they manage their farms. This will represent a change from farmers being misinformed about the role of insects on farms. If farmers understand what pollinators need, they are more able to provide an agricultural landscape which includes pollen, nectar, water, nesting sites and materials needed by pollinators to complete their life cycles - hence enabling pollinators to thrive. This will benefit pollinators as well as the overall productivity of the farm.

Our current Darwin-funded project has revealed that farmers are applying Ajanta profenofos seven times in a season to insect-pollinated *Lathyrus sativa*, whilst our initial trials have shown no yield loss in *Lathyrus* grown with no pesticides. This suggests that a 'blanket approach' to pesticide use has become the norm. Project will augment our existing working and that of PAN-E towards encouraging more resilient, less risky and more ecological approaches to farming.

Extension agents will change their attitudes and their recommendations about pesticides, adopting a more informed and nuanced approach. They will be more open to adopting IPM approaches and will understand the negative trade-offs which result from pesticide use.

Direct beneficiaries include 360 DAs [270M, 90W], 10 subject experts [7M 3W], 34 resource persons [20M, 14W]. Within project period will deliver training to farmers to test the PTT and to assess the capability of trained DAs, consequently 1000 farmers [60:40 MW] will be reached directly. Cascading training to more farmers will occur post-project.


Q18. Sustainable benefits and scaling potential


How will the project reach a point where the benefits of strengthened capability and capacity can be sustained post-funding?


How will the capability and capacity be retained and remain available to deliver benefits in-country after the project? Is there potential for the new capability and capacity to renew itself or deliver additional capability and capacity, for example by building future environmental leaders beyond the project?


The project's outputs include a tangible Training Toolkit which will persist and be available for any user in Ethiopia post-funding. We intend to make an e-copy available via the Ethiopian Agriculture Training Portal. A key design feature of the Toolkit must be that it is self-explanatory for anyone with basic training from an agricultural institution in Ethiopia. It is hard to guarantee that the Toolkit will automatically be used by those not engaged in the project - without further endeavour. This will be achieved through our network and engagement with stakeholders such as Regional Bureau Heads, Bahir Dar University and Ethiopian Biodiversity Institute. We will engage directly with 360 DAs during project lifetime. Government of Ethiopia is the country's largest employer and it is a normal career pathway for new graduates to start their careers as DAs, hence many of the extension agents included within this project are young graduates at the start of their careers. They will gradually progress through government structure or join NGOs, Universities or private companies. The capacity building support is thus targeting a group of people who at present are providing support and advice to farmers, and in the future will be policy makers and decision-makers. In this regard we see there is potential for the new capability and capacity to renew itself as DAs progress, and some may develop more in-depth interest and expertise in pollinator management. Engagement with Bahir Dar University gives rise for opportunity to reach students and future environmental leaders. The subject of pollination is likely to become only more relevant in Ethiopia as risks rise.

If necessary, please provide supporting documentation e.g. maps, diagrams, references etc., as a PDF using the File Upload below:

 [Bees for Development list of references for capacity and capability.](#)

 20/10/2023

 14:41:11

 pdf 226.1 KB

Section 7 - Risk Management

Q19. Risk Management

Please outline the 6 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.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<p>Fiduciary (financial)</p> <p>Project funds not being used for intended purposes.</p>	Major	Rare	Moderate	This risk will be minimized by working with a long term trusted partner in Ethiopia who has always demonstrated high fiduciary standards. Bees for Development Ethiopia has excellent financial management and reporting processes in place and funds cannot be used for unintended purposes.	Minor
<p>Safeguarding</p> <p>Risk of project staff causing harm to beneficiaries by abusing the power imbalance between project and beneficiary.</p>	Major	Rare	Moderate	Newly recruited project staff will take induction about the safeguarding commitments of BfD and BfDE. In accordance with our organisational safeguarding policies beneficiaries will be informed that they have a right to be treated well always, and how to report concerns.	Minor
<p>Delivery Chain</p> <p>Delivery model relies on building capacity of government extension agents in the working area. There is a risk that these agents may be relocated from time to time, with subsequent loss of local capacity.</p>	Minor	Possible	Moderate	Relocation is natural. If this occurs the learning and the strengthened capacity will not be lost to Ethiopia, only transferred to a different place. The overall project outcome will still be achieved.	Minor
<p>Risk 4</p> <p>Conflict in Ethiopia. At the time of grant application submission Ethiopia is experiencing civil unrest in Amhara. It is hoped and expected that this will be resolved within a short period of time.</p>	Major	Possible	Major	The conflict situation is hard to predict and outside of our control. At present it is localised in Amhara only. Project is in two areas including a safe part of Amhara and Southern. If necessary could relocate all work to Southern Region, working area of partner Pesticide Action Nexus-Ethiopia.	Moderate

Risk 5

Exchange rate changes and high inflation. The Ethiopian economy has been impacted by Covid pandemic, the recent conflict in Tigray and the current instability in Amhara this is causing high inflation, with local currency losing value.

Minor

Possible

Moderate

This risk can be managed in part because the grant will be in GBP and we will transfer grant gradually – therefore we will be able to manage costs and re-work activities if necessary. The exchange rate changes (gain) will, in part, offset local inflation.

Minor

Risk 6

The Regional Bureaus of Agriculture may not integrate pollination training and use the Pollination Training Toolkit in non-project target woredas as expected.

Moderate

Unlikely

Moderate

The project will closely work with senior staff at Regional Agriculture Bureaus during the design, implementation (preparation of toolkits, providing trainings) monitoring and evaluation to ensure that training and awareness about pollination becomes embedded in the normal work of Development Agents.

Minor

Q20. Project sensitivities

Please indicate whether there are sensitivities associated with this project that need to be considered if details are published (detailed species location data that would increase threats, political sensitivities, prosecutions for illegal activities, security of staff etc.).

No


Section 8 - Workplan


Q21. Workplan


Provide a project workplan that shows the key milestones in project activities.

 [Bees for Development BCF Workplan Cap and C](#)



 19/10/2023

 17:40:16

 pdf 160.74 KB

Section 9 - Monitoring and Evaluation

Q22. Monitoring and evaluation (M&E)

Describe how the progress of the project will be monitored and evaluated, making reference to who is responsible for the project's M&E.

Darwin Initiative projects are expected to be adaptive, and you should detail how the monitoring and evaluation will feed into the improved delivery of the project including its management. M&E is expected to be built into the project and not an 'add' on. It is as important to measure for negative impacts as it is for positive impact. Additionally, please indicate an approximate budget and level of effort (person days) to be spent on M&E (see Finance Guidance).

In-country responsibility for M&E will lie with Bees for Development Ethiopia, specifically Getsh Kassa, Project Manager and M&E lead. Supported by BfD Project Leader. At outset we will create an M&E plan, based on the indicators of success. The M&E plan will elaborate a series of milestones that we expect to complete by specific time points, the evidence that we need to collect, the frequency of collection, and person responsible for data collection. Evidences of progress and results will be carefully curated in a tracking database for ease of reference and to allow reporting and review. The M&E plan will include a review at the end of every quarter during which time we will examine our progress against our expected targets. We will consider whether the project is on track to achieve the overall objectives or not. If not we shall revisit plans and make adjustments and revisions as necessary. These quarterly reviews will inform the subsequent work plan for the next period. We will be mindful of the need to adapt the project design should the evidence point to this necessity. Given that the work output at the heart of this capacity and capability project is the Pollination Training Toolkit we have to be sure that it is fit for purpose, easy to use, understandable and achieves effective learning. We will assess how the Development Agents are able to use it and apply it and verify that farmers are benefitting with new knowledge and understanding, and with what consequences.

Total project budget for M&E (£):	£ [REDACTED]
(this may include Staff and Travel and Subsistence Costs)	
Total project budget for M&E (%):	[REDACTED]
(this may include Staff and Travel and Subsistence Costs)	
Number of days planned for M&E	55

Section 10 - Indicators of Success

Q23. Indicators of success

Please outline the Outcome and Outputs of the project and how you will show that they have been achieved by using SMART indicators and milestones.

SMART Indicator

Means of Verification

Outcome

Farmers in vegetable and fruit growing districts of Ethiopia have access to appropriate training about the role of pollinators and how to safeguard their populations, delivered through government extension service.

1. 360 Development Agents [90W 270M all adults] (government) reporting that they are actively integrating pollination (biodiversity) training as part of their normal farmer-training work 6 months after being trained. [DI-A05].
2. Two Regional Bureaus of Agriculture (government bodies) report that they have improved capability and capacity to leverage change in farming practices towards protecting pollinators as a result of project [DI-A03]
3. 500 farmers [200W 300M all adults] report that they have made one change in their normal farming practice 6 months after being trained by DAs towards protecting pollinators [DI-A04].

1. Interviews with Development Agents about how they are integrating pollination training as part of their normal work.
2. Interviews with staff of Regional Bureaus of Agriculture.
3. Interviews with a selection of farmers whether they have accessed training about pollination and the difference it makes to their practice.

Output 1

Simple, replicable and appropriate pollination demonstration method, i.e. depriving flowers of insect visits, tried, tested and developed for Ethiopian context.

1.1 Four pollination demonstration plots in Farmers Training Centers (FTCs) established and used to develop a replicable pollination demonstration method (2 in each region), within six months of start.
1.2 Full replicable insect-deprivation demonstration method developed and documented, with preferred candidate species, resources and equipment, by end of year 1.

1.1 Field reports, photographs and equipment delivery voucher.
1.2 Pollination demonstration method document.

Output 2

Pollination Training Toolkit (PTT) developed for Ethiopian context specifically for Development Agents, comprising topics, diagrams, photographs, pedagogical approach, and how to demonstrate pollination 'by doing and seeing'.

2.1 6 [4M 2W adults] people from implementing partners (NGOs and government) complete structured and relevant training in pedagogical approaches suitable for farmers who learn by doing [so they can create a high quality Toolkit]. within first six months [DI-A01].

2.2 Training resources developed including photographs of flowers, pollen, insects carrying pollen, within 9 months.

2.3 Prototype Pollination Training Toolkit (PTT) developed and tested by small group of DAs and farmers by end of year 1.

2.4 One Pollination Training Toolkit (PTT) (with instructions, supporting resources, and demo technique protocol) published by qu 1 of year 2.

2.1 Record of training delivered, to whom, and pre and post-assessment of trained staff

2.2 Hard evidence of supporting training resources, especially images

2.3 Hard evidence of prototype PTT and feedback report from testing.

2.4 Hard evidence of published Pollinators Training Toolkit (PTT).

Output 3

Development Agents have good skills and knowledge about pollination and how to teach the need for pollinator protection to farmers, using the Toolkit developed above.

3.1 34 government agriculture staff (20M 14W all adults) (regional 10, zonal 9 and woreda level 15) in two regions complete structured training in pedagogical approaches and in how to use the PTT, so they can serve as resource persons and train others, by end of year 1. 100% employed by government by end of project [DI-A01]

3.2 360 Development Agents [90W 270M all adults] (government) complete structured training trained in pollination and how to use the PTT to train farmers by qu 2 of year 2 [DI-A01]

3.3 40 pollination demos [depriving flowers from insects] set-up by DAs at Farmer Training Centres and used to train farmers by qu 2 of year 2.

3.1 Record of training delivered and pre and post-assessment of trained resource persons

3.2 Evidence of new knowledge, gained by interviewing sample of rollout training attendees 6 months after the training- asking how they have put learning into practice.

3.3a Images of pollination demos

3.3b Interviews with farmers to ask about their learning

Output 4

Pollination training integrated in crop production, pest control and natural resource management training (in selected districts within project lifetime), as directed by Regional Bureaus of Agriculture

4.1. 20 higher officials, and department/unit heads (Region to woreda) attended awareness creation training about pollination and pollinators protection in qu 3 of year 1.

4.2. At least 2 Regional Bureaus of Agriculture adopt and integrate pollination as part of standard training, as normal part of DA work, by end of project.

4.3. Government departments disseminate the PTT to at least 20 additional kebeles, outside of those included and targeted within the project, by end of project.

4.1. Evidence of new knowledge, gained by interviewing sample of attendees 6 months after the training-asking how they have put learning into practice.

4.2. Evidence of pollination integration as normal part of DAs work by interviewing sample DAs of the target kebeles 6 months after the training - asking who instructed them to do it.

4.3. Evidence of PTT distributed outside of the project kebeles.

Activities

Each activity is numbered according to the Output that it will contribute towards, for example, 1.1, 1.2, 1.3 are contributing to Output 1.

- 1.1 Select candidate crops to develop pollination demo technique, depriving flowers from insect-visits
- 1.2 Establish tests to assess which of the candidate crops prove to be most reliable, quick and effective for demo and teaching purposes and create replicable demo technique with equipment, method and assessment approach.
- 1.3 Document pollination demo technique in an easy-to-use format
- 2.1 Train key staff in pedagogical skills, so they have the skills they need to develop the full Pollination Training Toolkit
- 2.2 Take photographs of insects, flowers, different bees carrying pollen
- 2.3 Create other supporting training resources including instructions for DAs in how to teach - i.e. learning objectives, topics, assessments
- 2.4 Produce prototype PTT
- 2.5 Conduct pre-test training to check the usability of the PTT (6 selected DAs with small groups of farmers), evaluate and assess
- 2.6 Finalise Pollination Training Toolkit by incorporating feedback.
- 3.1 Select and train a cadre of resource persons who will support the project to roll-out the training to wider group of DAs
- 3.2 Provide rollout training to the wider group of Development Agents about pollination, pollinators protection and how to use the PTT.
- 3.3 Assess the success of the rollout by seeking feedback from DAs and farmers they have trained.
- 4.1 Conduct awareness creation (sensitization) workshop on the importance of pollination and pollinators conservation for higher officials, and department/unit heads at Region to woreda (district) level.
- 4.2 Conduct consultation meeting with region and zone officials and department/unit heads about the integration of pollination training in crop production, pest control and natural resource management trainings.
- 4.3 Publish and distribute Pollination Training Toolkit (hard copy and electronic means) - with e-copy being made available via Ethiopian Agricultural Training Portal.

Important Assumptions:





Please describe up to 6 key assumptions that, if held true, will enable you to deliver your Outputs and Outcome.

- 1) Government Bureau of Agriculture Heads will maintain their commitment to instruct DAs to integrate pollination training and pollinator protection as part of their normal work within and outside of the project areas.
- 2) Development Agents will continue their willingness and commitment to integrate pollination training and pollinators protection in every their training programmes with farmers.
- 3) The timing of the project period is conducive to flowering times, crop seasons
- 4) There may not be high exchange rate and inflation beyond the capacity of the project to absorb
- 5) There may not be significant government staff turn-over during project.

Section 11 - Budget and Funding

Q24. Budget

Please complete the appropriate Excel spreadsheet, which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet.

-  [Bees for Development BCF Budget-over-100k-2](#)
- [21023](#)
-  22/10/2023
-  20:02:15
-  xlsx 110.09 KB

Q25. Alignment with other funding and activities

This question aims to help us understand how familiar you are with other work in the geographic/thematic area, and how this proposed project will build on or align with this to avoid any risks of duplicating or conflicting activities.

Q25a. Is this new work or does it build on existing/past activities (delivered by anyone and funded through any source)?

- Development of existing/past activities

Please provide details:

The need for the work proposed in this application is connected with our on-going Darwin-funded project [More Bees: supporting agrobiodiversity and livelihoods in Amhara Ref: 29-021] and has emerged out of that. One of the outputs of our existing project is building the understanding and knowledge of government agriculture extension workers and farmers about their agro-ecosystem and beneficial insects, specifically pollinators and natural enemies of crop insect pests. In our existing project we have delivered training sessions about pollinators and pollination to Development Agents and this has led to the demand for more training on this topic, with a toolkit that DAs can use in the course of their normal work. This project builds on the work we are doing under More Bees: supporting agrobiodiversity and livelihoods in Amhara Ref: 29-021.

Feedback from one participant, "I learned that dry pollen bees are more efficient pollinators than honey bees because they achieve the same with fewer visits. I did not know this before".

Q25b. Are you aware of any current or future plans for work in the geographic/thematic area to the proposed project?

No

Q26. Value for Money

Please demonstrate why your project is good value for money in terms of impact and cost-effectiveness of each pound spend (economy, efficiency, effectiveness and equity). Why is it the best feasible project for the amount of money to be spent?

Will provide direct training support for 360 Development Agents [DAs], 34 Resource Persons and 10 Subject Experts and create easy-to-use Pollination Training Toolkit which can be used by every DA in Ethiopia. Resource will be made available via online portal accessible to all. The knowledge transfer result will continue many years beyond end of project. The investment will have large geographic reach and long-term impact.

Economy: Salaries, and subsistence allowances have been bench-marked with others in Ethiopia confirming our rates are comparable. Trainings will be given in the towns of target districts where both main partners are already working, this keeps transport costs under control and makes communication and logistics achievable, with minimal extra cost.

Effectiveness: We have analysed a neglected critical problem, identified a focused solution and invited suitably qualified and experienced partners to deliver farmer-friendly practical training and develop effective Toolkit. DAs are already in place and can achieve reach at scale, provided they have the tools. Project will be effective because government partners are asking for this support. Government will lead rollout at scale at their cost. Collaborating with government extension service is best way to achieve results at scale.

Efficiency: Partners have good experience in providing training and using inputs efficiently. We will test the new training resource to ensure inputs will translate into results. No large spend on international travel.

Equity: Training given to women and men. Toolkit emphasizes seeing and doing and will be supported by images, making learning accessible, regardless of educational attainment.

Q27. Capital items

If you plan to purchase capital items with Darwin funding, please indicate what you anticipate will happen to the items following project end. If you are requesting more than 10% capital costs, please provide your justification here.

We are not requesting more than 10% capital costs. Laptops and flipchart stands will be purchased by the project. After the end of the project, we anticipate that purchased capital items will be retained by Bees for Development Ethiopia and Pesticide Action Nexus Ethiopia for the implementation of poverty reduction and biodiversity conservation activities in the two target regions.

Section 12 - Safeguarding and Ethics

Q28. Safeguarding

All projects funded under the Biodiversity Challenge Funds must ensure proactive action is taken to promote the welfare and protect all individuals involved in the project (staff, implementing partners, the public and beneficiaries) from harm. In order to provide assurance of this, projects are required to have specific procedures and policies in place.

Please upload the following required policies:

- **Safeguarding Policy:** including a statement of commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse.
- **Whistleblowing Policy:** which details a clear process for dealing with concerns raised and protects whistle blowers from reprisals.
- **Code of Conduct:** which sets out clear expectations of behaviours – inside and outside the workplace – for all involved in the project and makes clear what will happen in the event of non-compliance or breach of these standards, including compliance with IASC 6 Principles.

If any of these policies are integrated into a broader policy document or handbook, please upload just the relevant or equivalent sub-sections to the above policies, with (unofficial) English translations where needed.

Please outline how (a) beneficiaries, the public, implementing partners, and staff are made aware of your safeguarding commitment and how to 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 uphold these policies.

If your approach is currently limited or in the early stages of development, please clearly set out your plans address this.

BfD has a zero tolerance policy towards bullying, harassment, sexual exploitation and abuse. All staff sign a Code of Conduct to this effect. Our safeguarding statement is made clear via our website, which also includes a form for reporting. All know how they should report any concerns and how to contact the Safeguarding Focal Person. Bees for Development Ethiopia have their own Safeguarding Policy and in 2021 the lead person in Ethiopia completed a training programme with the Safeguarding Resource and Support Hub in Ethiopia (organisation supporting the aid sector to strengthen their safeguarding policy and practice). In Ethiopia beneficiaries are informed at project outset, and during workshops, training sessions, about the standard of behaviour they can expect from project staff and how to report concerns. The main safeguarding risk is the power disparity between project staff in Ethiopia and project beneficiaries. We manage this power disparity through safe recruitment of project staff, taking up references and through training and briefing. Project staff are instructed to avoid risky situations e.g. a male interviewer should never enter home of female beneficiary for interview if both are alone. We have comprehensive whistle-blowing policy. We ensure new staff are fully trained and briefed.

Section 13 - British Embassy or High Commission Engagement

Q29. British embassy or high commission engagement

It is important for UK Government representatives to understand if UK funding might be spent in the project country/ies. Please indicate if you have contacted the relevant British embassy or high commission to discuss the project and attach details of any advice you have received from them.

Yes

Please attach evidence of request or advice if received.

No Response

Section 14 - Project Staff

Q30. 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.

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Janet Lowore	Project Leader	15	Checked
Getsh Kassa	Project Manager in Ethiopia and M&E lead	40	Checked
Atalo Belay	Field demonstration expert and agronomist	40	Checked
To be recruited	Training Resource Developer	100	Checked


Do you require more fields?


Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Adane Tesfaye	Entomologist and pollination expert	10	Checked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked

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

 [Bees for Development CVs and TBR 5 staff](#)

 23/10/2023

 11:16:37

 pdf 484.09 KB

Have you attached all project staff CVs?

Yes

Section 15 - Project Partners

Q31. Project Partners

Please list all the Project Partners (including the Lead Partner who will administer the grant and coordinate delivery of the project), clearly setting out their roles and responsibilities in the project including the extent of their engagement so far.

Lead Partner name: Bees for Development

Website address: www.beesfordevelopment.org

Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):

Bees for Development is a leading international organisation that leverages the benefits of pollination services to address global poverty and biodiversity loss and to support climate-resilient smallholder farming. The value we bring to this Project is our experience of working with beekeeper/farmers and government extension workers, in Ethiopia, through our partner organisation BfDE. It is our close working relationship with these government extension workers which means we have the ability to achieve impact where it is most needed. They are asking for a solution to the problem of lack of understanding and knowledge about pollination, pollinator-friendly agriculture and pollination demonstration at field level. We are well connected in the bee world and are able to disseminate and share learning through our network, resource centre and Bees for Development Journal (reaches 128 countries). In same location as this Project we have recently delivered three projects funded by DFID/FCDO and we completed the necessary due diligence assessments as required by DFID/FCDO [Mannion Daniels can provide reference]. We have managed grants from DFID/FCDO in excess of £[REDACTED] and have completed all financial reporting to a high standard. All projects were rated highly in terms of sustainability, data analysis, value for money, learning.

International/In-country Partner International

Allocated budget (proportion or value): £[REDACTED]

Represented on the Project Board (or other management structure) Yes

Have you included a Letter of Support from this partner? Yes

Do you have partners involved in the Project?

Yes

1. Partner Name: Bees for Development Ethiopia

Website address: <https://beesfordevelopmentethiopia.org/>

What value does this Partner bring to the project?
(including roles, responsibilities and capabilities and capacity):

Bees for Development Ethiopia (BfDE) is main local partner in Ethiopia. Mission is to promote inclusive and pro-poor beekeeping in Ethiopia that supports sustainable rural livelihoods and incentivises nature conservation. Well respected and regarded by the beekeeper/farmers they work with and by the regional, zonal and districts government departments with whom they collaborate. BfDE have an exemplary track record with the Charities and Societies Agency (Eth govt.). Have experienced team of staff operating out of offices in Bahir Dar. BfDE have been the main partner with the Lead (see above) in the delivery of three significant DFID/FCDO grants and have demonstrated their capacity in terms of achieving results, project management, M&E and financial reporting. In this project BfDE will take the lead on project management and M&E in Ethiopia and will coordinate project implementation and local partners. Will take the lead on engagement with government agriculture offices. With small focussed team BfDE are economical and efficient. Will employ one new staff member. Together with lead and PAN-E (see below) we developed this proposal together, starting with a face to face meeting in August in Addis Ababa. BfDE have supported much of the proposal design and secured buy-in from local stakeholders.

International/In-country Partner	<input checked="" type="radio"/> In-country
Allocated budget:	£ [REDACTED]
Representation on the Project Board (or other management structure)	<input checked="" type="radio"/> Yes
Have you included a Letter of Support from this partner?	<input checked="" type="radio"/> Yes

2. Partner Name:	Pesticide Action Nexus Ethiopia
Website address:	https://www.pan-uk.org/vegetable-farmers-in-ethiopia/

What value does this Partner bring to the project?
(including roles, responsibilities and capabilities and capacity):

PAN Ethiopia has considerable practical experience of working with farmers in Ethiopia to replace Highly Hazardous Pesticides with safer methods of managing pests and diseases, improving net incomes and reducing human and environmental harms. PAN Ethiopia comprise a well qualified, experienced team of agronomists, development practitioners, entomologists and educators. They are experienced in IPM having achieved significant results through their IPM projects on cotton and vegetables and in using the Farmer Field School approach to empowering farmers with new, practical know-how. Experienced in using practical education methods such as Ecosystem Walks and Insect Zoos, techniques developed through a previous Darwin Initiative-funded projects. PAN have experience of creating and using training toolkits e.g. ID guide for farmer's friends and cotton pests. PAN works with local government, policy makers and smallholder farmers to secure safe, resilient and ecologically robust farming in Ethiopia. Their experience, the qualifications and expertise of their staff and their networks bring immense value to this Project. They have proven capacity of delivering projects, have been successful recipients of Darwin funding previously and are BfD's current partner in Darwin project 29-021. We met with PAN-E in face-to-face meeting in Addis in August and started developing this proposal together.

International/In-country Partner In-country

Allocated budget: £ [REDACTED]

Representation on the Project Board (or other management structure) Yes

Have you included a Letter of Support from this partner? Yes

3. Partner Name: Bahir Dar University

Website address: <https://www.bdu.edu.et/>

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

Bahir Dar University (BDU) is one of the largest universities in Ethiopia with 55,000 students. An excellent research and educational establishment based in the same location as this proposed project. Have agriculture, biology and apiculture research and teaching programmes. BDU has an established working relationship with Bees for Development Ethiopia - BfDE supported the development of their MSc Apiculture programme and together BDU and BfDE won a AKLDP research award (USAID) 'Responding to urgent needs of sustainable beekeeping and intensive crop production with respect to use of agrochemicals: the case of Amhara'. Dr. Adane of BDU is active partner in implementing Darwin project 29-021, teaching farmers, govt. staff and BfDE staff on how to observe pollinating insects, how to describe and group them. In this project he will support in producing material for the toolkit, advise about factual accuracy and participate in training about pollination and pollinators conservation. Dr. Adane will create excellent opportunities for linking student learning and research at BDU with the project, so building in-country capacity and helping to educate future leaders and policy-makers in Ethiopia. Has already provided ideas for this project on how to develop farmer-facing training on pollination.

International/In-country Partner In-country

Allocated budget: £ ████████

Representation on the Project Board (or other management structure) Yes

Have you included a Letter of Support from this partner? Yes

4. Partner Name: Amhara Region Bureau of Agriculture

Website address: <https://www.facebook.com/people/Amhara-Bureau-of-Agriculture/100067550183109/>

What value does this Partner bring to the project?
(including roles, responsibilities and capabilities and capacity):

Lead on government mandate to support agricultural development in Amhara Region through the delivery of wide range of extension services, information delivery, expertise, advice and policy guidance. Projects delivered by NGOs in Ethiopia must be 'approved' by government and this approval elevates Project so that it falls within the realm of responsibility of Bureau of Agriculture. Recognising the gap in capability Senior staff have said they will strongly welcome the pollination toolkit and create space for Development Agents to include training about pollination within their normal work. The Woreda Office of Agriculture will make available their Farmer Training Centres as training venues and some land for pollination demonstration. Staff will assist the Project in every activity. Development Agents are the farmer-facing level of staff of the Bureau and are the main beneficiaries of this Project. They will gain knowledge, skills, understanding and awareness and will incorporate pollination training into their normal work in the future. Their involvement and buy-in will be key to sustainability. Project budget will not pay government staff salaries nor transfer budget to government offices. Budget is available for transport and subsistence allowances as appropriate. Project will be delivered in two regions - Amhara being one.

International/In-country Partner In-country

Allocated budget: £ [REDACTED]

Representation on the Project Board (or other management structure) Yes

Have you included a Letter of Support from this partner? Yes

5. Partner Name: Southern Region Bureau of Agriculture - Gamo Zone

Website address: *No Response*

Lead on government mandate to support agricultural development in Gamo Zone, Southern Region through the delivery of wide range of extension services, information delivery, expertise, advice and policy guidance. Recognising a capacity gap in extension support, knowledge transfer in connection with pollination services, Senior staff have said they will strongly welcome the pollination toolkit and create space for Development Agents to include training about pollination within their normal work. The Woreda Office of Agriculture will make available their Farmer Training Centres as training venues and some land for pollination demonstration. Staff will assist the Project in every activity. Development Agents are the farmer-facing level of staff of the Bureau and are the main beneficiaries of this Project. They will gain knowledge, skills, understanding and awareness and will incorporate pollination training into their normal work in the future. Their involvement and buy-in will be key to sustainability. Project budget will not pay government staff salaries nor transfer budget to government offices. Budget is available for transport and subsistence allowances as appropriate. Project will be delivered in two regions - Southern being one.

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

International/In-country Partner In-country

Allocated budget: £ [REDACTED]

Representation on the Project Board (or other management structure) Yes

Have you included a Letter of Support from this partner? Yes

6. Partner Name: No Response

Website address: No Response

What value does this Partner bring to the project?

No Response

(including roles, responsibilities and capabilities and capacity):

International/In-country Partner International In-country

Allocated budget: £0.00





Representation on the Project Board (or other management structure) Yes No

Have you included a Letter of Support from this partner? Yes No

If you require more space to enter details regarding Partners involved in the project, please use the text field below.

No Response

Please provide a combined PDF of all letters of support.

-  [Bees for Development partner support letter combined 6 letters](#)
-  23/10/2023
-  14:03:14
-  pdf 5.9 MB

Section 16 - Lead Partner Capability and Capacity

Q32. Lead Partner Capability and Capacity

Has your organisation been awarded Biodiversity Challenge Funds (Darwin Initiative, Darwin Plus or Illegal Wildlife Trade Challenge Fund) funding before (for the purposes of this question, being a partner does not count)?

Yes

If yes, please provide details of the most recent awards (up to 6 examples).

Reference No	Project Leader	Title
30-001	Janet Lowore	Beekeepers restore the forests of Afram Plains, Ghana
29-021	Janet Lowore	More Bees: supporting agrobiodiversity and livelihoods in Amhara
19-015	Nicola Bradbear	Equitable access to pasture use for beekeepers in Kyrgyz Republic
No Response	No Response	No Response
No Response	No Response	No Response
No Response	No Response	No Response

Have you provided the requested signed audited/independently examined accounts (or other financial evidence as indicated in the Finance Guidance)?

Yes

Section 17 - Certification

Q30. Certification

If this section is incomplete the entire application will be rejected.

Please note if you do not upload the relevant materials below your application may be made ineligible.

On behalf of the

Trustees

of

Bees for Development

I apply for a grant of

£198,078.00

I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.









(This form should be signed by an individual authorised by the applicant institution to submit applications and sign contracts on their behalf.)

- I have enclosed CVs for key project personnel, a cover letter, letters of support, a budget, logframe, theory of change, Safeguarding and associated policies, and project workplan.
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence – see Finance Guidance) are also enclosed.

Checked

Name	Janet Lowore
Position in the organisation	Programme Director
Signature (please upload e-signature)	 Janet Lowore Signature  19/10/2023  17:10:56  pdf 268.46 KB
Date	20 October 2023

Please attach the requested signed audited/independently examined accounts or other financial evidence (see Finance Guidance)

 Bees for Development Accs 21-22 Signed	 Bees for Development Accs 20-21 Signed
 19/10/2023	 19/10/2023
 17:06:30	 17:06:19
 pdf 5.04 MB	 pdf 3.89 MB

Please upload the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct as a PDF

[Bees for Development Disclosure of Malpractice in the Workplace Policy 2023](#)

23/10/2023

17:23:06

pdf 2.91 MB

[Bees for Development Code of Conduct All Staff and Volunteers 2023](#)

23/10/2023

16:56:05

pdf 264.68 KB

[Bees for Development's Safeguarding Policy 122 2-compressed](#)

20/10/2023

14:39:11

pdf 753.61 KB

Section 18 - Submission Checklist

Checklist for submission

	Check
I have read the Guidance, including the "Darwin Initiative Guidance", "Monitoring Evaluation and Learning Guidance", "Standard Indicator Guidance", "Risk Guidance", and "Finance Guidance".	Checked
I have read, and can meet, the current Terms and Conditions for this fund.	Checked
I have provided actual start and end dates for the project.	Checked
I have provided my budget based on UK government financial years i.e. 1 April – 31 March and in GBP.	Checked
I have checked that our budget is complete, correctly adds up and I have included the correct final total at the start of the application.	Checked
The application been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).	Checked
I have attached the below documents to my application: <ul style="list-style-type: none">a cover letter from the Lead Partner, outlining how any feedback received at has been addressed where relevant, as a single PDF.	Checked
• my budget (which meets the requirements above) using the template provided.	Checked
<ul style="list-style-type: none">a signed copy of the last 2 annual report and accounts for the Lead Partner (or other financial evidence – see Finance Guidance, or provided an explanation if not	Checked
<ul style="list-style-type: none">My completed workplan as a PDF using the template provided.	Checked
<ul style="list-style-type: none">a copy of the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 27).	Checked
<ul style="list-style-type: none">1 page CV or job description for all the Project Staff identified at Question 29, including the Project Leader, or provided an explanation of why not, combined into a single PDF.	Checked
<ul style="list-style-type: none">A letter of support from the Lead Partner and partner(s) identified at Question 30, or an explanation of why not, as a single PDF.	Checked

I have been in contact with the FCDO in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.	Checked
My additional supporting evidence is in line with the requested evidence, amounts to a maximum of 5 sides of A4, and is combined as a single PDF.	Checked
(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.	Checked
I have checked the Darwin Initiative website immediately prior to submission to ensure there are no late updates.	Checked
I have read and understood the Privacy Notice on the Darwin Initiative website.	Checked

We would like to keep in touch!

Please check this box if you would be happy for the lead applicant (Flexi-Grant Account Holder) and project leader (if different) to be added to our mailing list. Through our mailing list we share updates on upcoming and current application rounds under the Darwin Initiative and our sister grant scheme, the IWT Challenge Fund. We also provide occasional updates on other UK Government activities related to biodiversity conservation and share our quarterly project newsletter. You are free to unsubscribe at any time.

Checked

Data protection and use of personal data

Information supplied in the application form, including personal data, will be used by Defra as set out in the **Privacy Notice**, available from the [Forms and Guidance Portal](#).

This **Privacy Notice must be provided to all individuals** whose personal data is supplied in the application form. Some information may be used when publicising the Darwin Initiative including project details (usually title, lead partner, project leader, location, and total grant value).

Building government capability to train farmers about pollination in Ethiopia.

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	Simple, replicable and appropriate pollination demonstration methods, i.e. depriving flowers of insect visits, tried and tested for Ethiopian context.									
1.1	Select candidate crops to develop pollination demonstration technique, depriving flowers from insect-visits	1								
1.2	Establish tests to assess which of the candidate crops prove to be most reliable, quick and effective for demo and teaching purposes and create replicable demo technique with equipment, method and assessment approach.	2								
1.3	Document pollination demonstration technique in an easy-to-use format	1								
Output 2	Pollination Training Toolkit (PTT) developed for Ethiopian context specifically for Development Agents, comprising topics, diagrams, photographs, pedagogical approach, and how to demonstrate pollination ‘by doing and seeing’.									
2.1	Train key staff in pedagogical skills, so they have the capability to develop the full Pollination Training Toolkit	1								
2.2	Take photographs of insects, flowers, different bees carrying pollen	2								
2.3	Create other supporting training resources including instructions for DAs in how to teach - i.e. learning objectives, topics, assessments	1								

Building government capability to train farmers about pollination in Ethiopia.

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.4	Produce prototype PTT	1								
2.5	Conduct pre-test training to check the usability of the PTT (4 or 6 selected DAs with small groups of farmers), evaluate and assess	1								
2.6	Finalise Pollination Training Toolkit by incorporating feedback.	1								
Output 3	Development Agents have good skills and knowledge about pollination and how to teach the need for pollinator protection to farmers, using the Toolkit developed above.									
3.1	Select and train a cadre of resource persons who will support the project to roll-out the training to wider group of DAs	1								
3.2	Provide rollout training to the wider group of Development Agents about pollination, pollinators protection and how to use the PTT.	3								
3.3	Assess the success of the rollout by seeking feedback from DAs and farmers they have trained.	3								
Output 4	Pollination training integrated in crop production, pest control and natural resource management training (in selected districts within project lifetime), as directed by Regional Bureaus of Agriculture									
4.1	Conduct awareness creation (sensitization) workshop on the importance of pollination and pollinator conservation for	1								

Building government capability to train farmers about pollination in Ethiopia.

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	higher officials, and department/unit heads at Region to woreda level									
4.2	Conduct consultation meeting with region and zone officials and department/unit heads about the integration of pollination training in crop production, pest control and natural resource management trainings	1								
4.3	Publish and distribute Pollination Training Toolkit (hard copy and electronic means) – with e-copy being made available via Ethiopian Agriculture Training Portal	1								
	Other project activities									
	Recruit Project Manager and resource developer	1								
	Project familiarization workshop (inception meeting)	1								
	Baseline assessment of current knowledge to pitch training and measure progress	1								
	Quarterly project monitoring by signatory organizations	6 (spread)								
	Final project evaluation by signatory organizations (Ethiopian Government)	1								
	Final project evaluation	2								