Applicant: **Trevelyan, Rosie**
Organisation: **Tropical Biology Association**
Funding Sought: **£182,093.00**

DIR30CC\1257

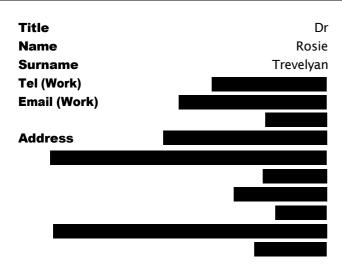**Developing capacity for forest restoration in Africa**

The goal of the proposal is to ensure African forest conservation and restoration fulfil their significant potential to provide nature based solutions for the long-term. We will do this through building the capacity of forest managers who can make a difference on the ground, developing up to date practical modules on best practice for forest restoration for African universities, and training trainers who can deliver the training materials and approaches once the grant has ended.
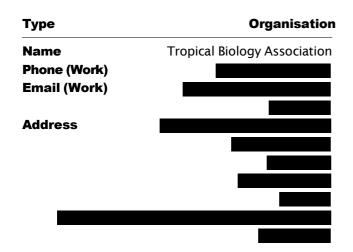
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Developing capacity for forest restoration in Africa

Section 1 - Contact Details

CONTACT DETAILS

Title	Dr
Name	Rosie
Surname	Trevelyan
Tel (Work)	████████████
Email (Work)	████████████
	████████
Address	████████████
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GMS ORGANISATION

Type	Organisation
Name	Tropical Biology Association
Phone (Work)	████████████
Email (Work)	████████████
	████████
Address	████████████
	████████
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Section 2 - Title & Summary

Q3. Title:

Developing capacity for forest restoration in Africa

Please attach a cover letter as a PDF document.

☐ Darwin letter of application- Lead Partner - TBA

☐ 23/10/2023

☐ 16:59:13

☐ pdf 667.42 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.

The goal of the proposal is to ensure African forest conservation and restoration fulfil their significant potential to provide nature based solutions for the long-term. We will do this through building the capacity of forest managers who can make a difference on the ground, developing up to date practical modules on best practice for forest restoration for African universities, and training trainers who can deliver the training materials and approaches once the grant has ended.

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	Uganda	Country 2	Tanzania
Country 3	Rwanda	Country 4	Ghana

Do you require more fields?

☐ Yes

Country 5	Kenya	Country 6	Ethiopia
Country 7	Nigeria	Country 8	Malawi

Q7. Project dates

Start date:	End date:	Duration (e.g. 1 years, 8 months):
01 April 2024	31 March 2026	24 months

Q8. Budget summary

Year:	2024/25	2025/26	Total request
Amount:	£93,988.00	£88,105.00	£ 182,093.00

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?

No Response

Section 4 - Project need

Q12. The need that the project is trying to address

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

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

Nature based solutions (NBS) provide long-term pathway to sustainability in the face of today's climate and biodiversity crisis. NBS are cost-effective and create benefits for livelihoods, economies and societies. Tropical Forest ecosystems, in particular, have enormous potential to mitigate climate change and provide sustainable benefits to communities and economies and host over half of the planet's terrestrial biodiversity. However, these benefits are being eroded due climate change, increasing forest degradation, and unsustainable use.

The Africa Forest Landscape Restoration Initiative (AFR100) recognises the need for restoring forests – and this is the third year of the UN Decade on Ecosystem Restoration (2021-2030). Many African countries have policies to achieve reduced carbon emissions and have embedded restoration at the policy level (eg Uganda's NDP3 cornerstone policy). Progress has been slow, however, in large part because there is a lack of capacity and capability among managers and conservation professionals responsible for restoration(1). This includes a lack of skilled graduate pipeline for government and NGO employers for their restoration programmes. Lack of capacity has led to many restoration programmes only planting trees rather than selecting from the variety of other, evidence-based often more successful restoration methods(2). This is in spite of research that shows less than 50% of tropical trees that are planted survive more than 5 years(3). There is also a lack of capacity around how to integrate appropriate monitoring plans. For example, less than 18% and 5% of forest restoration programmes are reporting on monitoring and survival respectively(4). Finally, there is growing concern that the "rush to plant trees" is ignoring the fact that management of intact forests is a often more cost effective, sustainable, solution to mitigate climate change and conserve biodiversity(5).

This proposal will change the dial for forest restoration in Africa by creating new cohorts of African forest managers with the expertise to design evidence-based forest restoration programmes that achieve sustainable

outcomes. We recognise that restoration cannot succeed without meaningful involvement of the local communities that both benefit from, and impact forests, and of local and national government. However, restoration programmes will only succeed if they are well designed in the first place, with clear long-term goals, using the most appropriate restoration techniques coupled with monitoring and adaptive management plans. Hence, our proposal will develop capacity of forest managers and conservationists so they can achieve their long-term restoration goals – and use this capacity to engage communities at all stages.

Our proposal will

1) Provide innovative, practical training courses for today's forest conservationists from across Africa to learn current best-practice restoration approaches and strategic, adaptive planning for long-term outcomes.

2) Create new course units (Modules) for MSc's that teach up to date topics in ecosystem restoration to generate a rich pipeline of skilled graduates that government and NGO's can employ from.

3) Train African trainers to deliver best-practice teaching in forest ecosystem restoration, practically (see 1) and at MSc level (see 2): they will continue to train the next cohorts of forest conservation professionals.

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)
   ☐ United Nations Framework Convention on Climate Change (UNFCCC)
   ☐ Global Goals for Sustainable Development (SDGs)

Q13b. National and International Policy Alignment

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

Since the majority of the project focuses on Uganda, we will use Uganda's national policies to show how we will contribute to them. Uganda's national blueprint for development, Vision 2040, sets a restoration target of increasing forest cover from 15% to 24%, (sections 295, page 99). The capacity and capability developed through this project will fast track the building of a pool of expertise that can support government agencies and civil society in the design and implementation of effective restoration projects.

Uganda's Vision 2040 is driven by National Development Plans (NDPs). The NDP recognises that forest cover has declined by 57% in just 25 years and objective 2 aims at increasing forest cover to 15% of Uganda's land area. The NDP highlights a capacity gap of 765 ecological restoration specialists (page 116).

Restoring ecosystems is a specific objective of Uganda's National Environment Policy (1994) and the National Biodiversity Strategy Action Plan II (2015-2025) sets a target of restoring 15% of degraded ecosystems by 2020. Developing capacity and guidelines is one of the required activities.

Uganda's updated NDC for 2020-30 highlights forestry as one of four priority sectors for adaption, and forest restoration as one of the land-use options for mitigation. It sets 200,000 ha target for forest regeneration and restoration of degraded natural forest.

Activities of this project will contribute to Africa Agenda 2063's goal of building environmentally sustainable and

climate resilient economies and communities, and the priority area of biodiversity conservation, which is linked to SDGs, especially goal 15.

In addition, the outcomes of this project directly speak to the CBD COP 13, Decision XIII/5 on Short-term Action Plan on Ecosystem Restoration and the Bonn challenge ambitions to restore 150 million hectares of deforested and degraded lands by 2020 and 350 million hectares by 2030.

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

Q14. Methodology

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

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

The project methods are based on feedback from African partners. NGOs and government forest departments lack graduates with the up to date skills they need to recruit into their workforce to lead forest restoration programmes. We held a four-day workshop (October 2023) for Ugandan NGO's, universities, and government ministries to identify the capacity gaps in ecosystem restoration (ref 1). Workshop participants suggested priority needs were: University-level training on forest ecosystems and their restoration; expertise among managers on how to design evidence-based restoration plans and monitoring; practical case-study-led training. While everyone recognised community engagement is vital, participants noted that they are successfully training and engaging community members yet project managers need capacity and there aren't training opportunities for them.

A series of three integrated activities will be:

1. Field-based training

Two field courses will give at least 40 African forest conservationists the skills and interdisciplinary expertise needed for successful forest restoration and forest management to deliver nature based solutions. Participants will come from at least 10 African countries and will be working in NGO's or forest departments or MSc level students who represent the workforce pipeline.

The 12-day long courses will be held in Uganda's Kibale Forest National Park because it has used a range of restoration methods (natural regeneration, assisted natural regeneration, experimental approaches, and forest corridors). Additionally, Kibale offers examples of different forest management styles, involving stakeholders from communities to government.

We will use practicals and case studies to teach:

· Concepts of Nature Based Solutions and the role of forests (and their restoration) in delivering them.
· Tools for designing a sustainable restoration plan (including theory of change to select long-term goals)
· Methods to assess the effectiveness of different restoration techniques
· Different restoration methods and contexts for their application
· Evaluating forest ecosystem services – focussing on climate change and biodiversity.
· Stakeholder engagement
· Project visits to learn about factors leading to success and challenges of implementing forest restoration in a real world setting.

2. New MSc course units on forest restoration

Kabale University needs to update its graduate level teaching to meet the needs of civil society and government employers who are managing and restoring Uganda's natural resources. This activity will develop new MSc units (modules) – currently lacking – on forest ecosystem management and restoration and their role in climate change mitigation. Even Makerere University does not provide graduate training in restoration. The units will be adopted by the existing MSc in natural resource management and will form core curriculum units of a new MSc in Ecology and Conservation Biology.

A bottom-up approach will be taken to design the units' topics through consultations with stakeholders including Uganda Wildlife Authority, National Forestry Authority, select NGOs, Student Alumni. At the department and faculty level, Postgraduate board, and senate level several workshops will be held to discuss the content. Topics will be drawn from activity 1 and vice versa so materials can be shared and built upon to enrich the field course and MSc content. Importantly, the new units will incorporate new technologies for monitoring and innovative approaches to tree propagation.

Process followed :

· stakeholder engagement on course content
· content input from departmental, Faculty, Board of postgraduate studies and Senate
· content shared with Uganda National Council for Higher Education (UNCHE) & site visit
· Adoption of Units into two MSc's and students begin learning

3. A training of trainers programme to equip University lecturers to better deliver training in restoration and nature based solutions.

a) practical field training (this will be integrated into activity 1) and b) MSc level teaching – to better equip them to deliver the outputs of activity (2). Two four-day training of trainers (ToT) workshops will be held at Kabale University to equip university lecturers to teach field-based training and the new course units. Workshops will include sessions on:

· Modern pedagogy for graduate level students
· Teaching and facilitation skills for physical and online learning
· Exercises and activities to teach restoration for real world application
· Tools and approaches for enhancing student participation, collaboration and feedback in the classroom and online when teaching ecosystem restoration and nature based solutions

Governance and management

A committee between the partners will provide governance with TBA leading activity 1 and Kabale University leading 2 and 3.

Q15. How will you identify participants?

How did/will you identify and select the participants (individuals and/or organisations) to directly benefit from the <u>capability and capacity building activities</u>? 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?

1) Field courses
We will use an open call for applications to avoid bias that may occur from nominations. This also means we will ensure we incorporate GESI considerations. Participants will be asked to write a letter of motivation and explain their current work in restoration and aspirations to make a greater impact immediately after the course. Selection will be based on i) the above description of professional engagement or immediate career plans and ii) to ensure a diversity of organisations represented (Civil society and government) and countries where tropical forest restoration is a priority and iii) to ensure a minimum of 40:60 female to male.

2) Kabale University MSc students

Selection of students into the MSc programs with the new course units will follow the admission requirements as stipulated in the Kabale University admission policy which can be accessed at https://www.kab.ac.ug/about-kab/university-policies/. Specifically, the program will admit students with a background in biological science, agriculture, physical sciences, environment, and natural sciences.

3) Lecturers to be trained in delivering training in practical forest restoration and MSc degrees.

We will select Kabale University young lecturers assigned to teach ecology and restoration at MSc level. They will submit a short application, again to avoid biases and to select the motivated individuals who will continue applying the skills - and improving further on them into the future.

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 y ou 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.

Tropical Biology Association's (TBA) gender policy considers gender equality as achieved when people of all gender access equal opportunities, bear equal responsibilities and have equal rights. Gender inequality, especially cultural barriers that restrict women's participation are a known challenge in Africa. Further, some managerial roles currently have a gender imbalance – and ecosystem restoration is no exception. We will strive to change this through our project.

Kabale University in its objectives includes "Dissemination of knowledge and giving opportunity of acquiring higher education to all persons including persons with disabilities wishing to do so regardless of race, political opinion, colour, creed or gender." In its Human Resources Manual, Kabale University requires compliance with the principle of gender equity and provides the Kabale University Gender and Inclusiveness Policy, 2020 as the mechanism to address infringements. These policies will guide recruitment of students and other staff involved in this project.

This project recognises that the pool of applicants to some of its activities will be gender imbalanced and therefore will ensure selection of trainees is sensitive to gender equality, and ensure no more than 60% same-gender individuals participate in training activities.

Selection of course facilitators and trainers will be guided by the TBA gender policy and Kabale University social inclusion policy.

We'll collect gender-disaggregated data on all activities for reporting.

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.

Short-term (life of the project)

i) Field courses
A cohort of at least 40 African forest managers and conservation scientists (40% female) with the skills to design forest ecosystem restoration with long-term goals and monitoring plans on the ground. Of these we expect at least 40% to be actively engaged in restoration by the end of the project (from the 1st course) with a further 40% active within the first year after the project ends.

ii) New MSc units on ecosystem restoration and nature bases solutions are adopted into MSc teaching in Kabale University so that 30 students have the skills and expertise to make them employable by organizations responsible for forest restoration (NGO's, government departments, and research units) which in turn will make immediate progress in achieving Uganda's Vision 2040 for sustainable land use and management.

iii) A cohort of trainers (50% female) with up to date knowledge on ecosystem restoration that they are applying to train the current and future generations of graduate students.

Long term benefits
The project will result in a workforce with enhanced capability and capacity to provide sustainable nature based solutions. This will lead to a greater area of degraded forests being restored as well enhanced management of a greater area of "intact " forests in Uganda and in the African countries from which the trainees on the field training courses are drawn.
The project outcomes will assist Uganda in particular to play a more active role in delivering Afri100 goals (and win grants to do so) as well as help Uganda meet its own strategic goals for biodiversity, environment , and sustainable livelihoods
These include:
· National development goals that have targets for increasing land areas covered by forests. For example, Uganda's National Development Plan 3 aims to increase land areas covered by forests from 9.1% to 15%.
· National Biodiversity Strategy and Action Plans (NBSAP's) that aim to restore degraded ecosystems and enhance carbon stocks through restoration. For example, Uganda's NBSAP II aims to enhance the contribution of biodiversity to carbon stocks through conservation and restoration, including restoration of at least 15% of degraded ecosystems.
· Nationally Determined Contributions. The results of better-planned restoration programmes will assist African countries deliver their nationally determined contributions for climate change mitigation.
Kabale University will also benefit by increasing its profile and reputation in providing up to date teaching resulting in employable graduates - so that it can sustainably deliver these MSc's after the grant has ended.

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?

Sustainability
The project is designed to be self sustaining after the funding because the capacity and capability transferred will continue to be applied.
a) field courses: the conservation professionals and scientists that attend the courses will apply their new skills in their home organisations (NGO.s government departments and universities) and home countries, after the course has ended. Because they are employed in institutions, this capacity will become embedded and be applied into the future.

b) The MSc units will be taught every year
Kabale university is a rapidly growing institution and the introduction of such cutting-edge course units will enhance its attractiveness for paying students, who will cover the costs of running these courses beyond the life of this project .
c) the trainers from TOT continue will to train new graduates and upgrade their knowledge to keep up with changing world of NBS.

Scaling potential:
There is huge potential to run the field courses elsewhere in Africa – and TBA is in discussions with partners to do this.
Kabale University has potential to integrate a field based training course as part of its MSc every year using the materials and expertise gained from the project
Very few MSc's in African Universities tackle ecosystem restoration and NBS and we hope to catalyse the uptake of new units as a result of this project.

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

- ☐ Letters of support&refs
- ☐ 23/10/2023
- ☐ 18:44:00
- ☐ pdf 1.98 MB

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
Fiduciary (financial) Project funds not being used to build for the project	major	rare	moderate	TBA believes in the principles of accountability, transparency and good governance in managing projects/donor funds. Towards this, TBA has laid down administrative and financial guidelines that clearly stipulates how, where and for what purpose to spend project funds in strict adherence to contract between the TBA and the funder.	low

Safeguarding Vulnerable beneficiaries on project events and training suffer exploitation, abuse, bullying and harassments	major	rare	moderate	All training courses will happen in safe location and follow TBA's guidelines on trainees and staff safety measures. All participants will be briefed on the safeguard protocols at the beginning of the events.	low
Delivery Chain The new MSc modules fail to be accepted by Uganda's Council for Higher Education	minoror	unlikely	low	The project will ensure the content is of the highest quality by including experts in the content development as well as a range of stakeholders	low
Risk 4 Covid 19 pandemic restricts travel between East and West Africa	major	likely	moderate	The applicant has a well-development online learning platform (developed during the pandemic period) that will be used for virtual training if need be. All participants travelling must be fully vaccinated and comply to guidelines on the same.	low
Risk 5 Economic instability in Uganda, Kenya, and other countries where trainees come from, leads to unrest	minor	unliekely	minor	The applicant continues to monitor current events in the region. Areas of high potential risk will be avoided as venues for training. Virtual training will be applied where the situation will affect travelling for a face-to-face training.	low
Risk 6 Uganda's presidential election in 2026 leads to unrest and instability	moderate	unlikely	low	The applicant continues to monitor current events in Uganda The risk is mitigated by holding all activities far from the capital Areas of high potential risk will be avoided as venues for training	low

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.

- ◻ <u>Darwin workplan final</u>
- ◻ 23/10/2023
- ◻ 16:24:31
- ◻ docx 33.21 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).

While the lead partner will have overall responsibility for evaluating the project outcome, there is a lead individual for each of the three main outputs. These leads will be responsible for monitoring and evaluation for each. All project leads and the lead partner will form a committee to share monitoring and evaluation results to assess progress and make decisions about where adaptations might be needed.

In addition, we will share our analyses with our stakeholders and ask for feedback and advice on where and how adapting might be needed to improve the next iterations.

Monitoring will take place at the implementation level against the project's milestones in the work plan to give advance warning of activities that are not on schedule so that the project can adapt accordingly.

Monitoring and evaluation at output level will take place against the indicators set out in the log frame. Data will be gender disaggregated.

A final evaluation against the project's outcome will be made and shared with the other staff of the project partners and eventually with the stakeholders who have been involved in the projects' three outputs.

Total project budget for M&E (£): (this may include Staff and Travel and Subsistence Costs)	£ ▮
Total project budget for M&E (%): (this may include Staff and Travel and Subsistence Costs)	▮
Number of days planned for M&E	15

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 Increased capacity among African conservation professionals leads to quality teaching and well-designed forest restoration programmes with long-term monitoring plans.	By the end of the project: 25 African Professionals (40% female) from at least 5 countries report they are applying their new skills in designing or improving forest restoration programmes	Follow up surveys of African participants on field courses
	6 organisations (3 NGO's, 3 government departments) report increased capability in forest restoration techniques and monitoring	Follow up surveys
	30 Ugandan graduate students (40% female) with career plans developed in forest restoration	End of project survey of Msc students
	4 Ugandan lecturers (50% female) report above average scores from the MSc students they train.	End of project survey and interviews MSc course scores from students
Output 1 Increased capacity among African conservation professionals in evidence-based forest restoration techniques	At least 40 African conservation professionals (40% female), 20% from government and 80% from civil society, from at least 10 countries receive practical, field-based training by April 2026.	Field course report Pre - post assessments
	At least 40 African conservation professionals demonstrate increased knowledge in evidence-based forest restoration techniques and at least 75% begin applying new skills in their organisations by end 2026.	Follow-up survey results

Output 2 MSc curriculum updated and strengthened by creating new units in ecosystem restoration covering up to date research, policy, and best practice.	Three levels of curriculum approval process refine and approve the new teaching units involving over 70 stakeholders (50 students, 5 government departments and NGO's, and 5 Faculty, 5 board of postgraduate studies, and 20 Senate members). Teaching materials for online and physical delivery of Forest Restoration Course Units in place by end of the project. At least 30 Ugandan MSc students (40% female) complete 2 new units on ecosystem restoration at Kabale University by April 2026.	Reports on consultations Minutes of the meetings Approved curriculum documents
Output 3 Ugandan trainers with enhanced capacity and capability to teach ecosystem restoration in the classroom, online, and in the field.	At least four early career Kabale University lecturers (50:50 gender ratio) complete an integrated training programme in forest restoration and learning pedagogy. All lecturers demonstrate at least 50% increase in knowledge of designing, delivery and assessment of Forest Restoration teaching by2026. Lecturers report they are applying their new skills through teaching two new cohorts (20 each) of students.	Field course and ToT workshop report annexes Pre-and post ToT surveys End of project report
Output 4 *No Response*	*No Response*	*No Response*

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.

Activities (each activity is numbered according to the Output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1). Each activity should start on a new line and be no more than approximately 25 words.

1.1 Establish a committee for designing content of field course (from TBA, KAB, and case study teachers) & calendar of meetings

1.2 Develop the structure and content of the Restoration field course

1.3 Share materials & gain input with KAB MSc unit developers (see output 2)

1.4 Advertise course and select participants (liaising with committee in 1.1)

1.5 Arrange course logistics: flights, travel and accommodation, etc.

1.6 Deliver course one at MUBFS, Kibale Forest – incorporating ToT activities (see 3)

1.7 Evaluation and feedback and reporting

1.8 Revise field course content based on feedback

1.9 Advertise course two and select participants (liaising with committee in 1.1)

1.10 Arrange course logistics: flights, travel and accommodation etc.

1.11 Deliver course two at MUBFS, Kibale Forest – incorporating ToT activities

1.12 Evaluation and feedback and reporting

Output 2

2.1 Online survey of stakeholders

2.2 24 Meetings with senate, faculty and departments to develop content

2.3 Compile the content and structure for two new units for MScs and cross share with field course content (output 1)

2.4 Proposal document sent to Uganda National Council for Higher Education (UNCHE)

2.4 Site visit by the team from UNCHE

2.5 Adoption of Units into MSc

2.6 Students enrolled and complete the two new units

Output 3

3.1 Committee (1.1) meets and develops curriculum for TOT

3.2 Run ToT workshop at Kabale

3.2 Trainer trainees attend field course 1

3.3 Feedback amd evaluation

3.5 Compile and share report

3.6 Run second ToT workshop at Kabale

3.6 Trainer trainees attend field course 2

3.7 Trainer trainees complete their final reports and plans for their teaching assignments

3.8 Trainer trainees deliver two new units of MSc

3.8 Evaluation and report

Important Assumptions:

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

1) No new health crises (such as Covid) hinder project delivery

2) Participants for the field courses are not stopped from attending due to political unrest in their own countries

3) The above participants are released from their duties to attend the courses

4) Kabale University is able to recruit at least 30 students for the MSc's so they can learn from the two new units developed.

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.

- ☐ BCF-Budget-over-£100k-MASTER-TBA-KAB
- ☐ 23/10/2023
- ☐ 18:29:15
- ☐ xlsx 91.32 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)?

☐ New Initiative

Please provide details:

The activities for which the grant is being sought are all new work though they build on our past meetings to discuss capacity gaps in restoration.

The TBA ran a short workshop on forest restoration for the WWF EFN grantees and we have built on this experience to design a field-based training that will give practical experience and training in more than just "tree planting and nurseries".

Kabale University already runs an MSc in natural resource management and is currently planning an MSC in ecology and conservation but the units that will be developed here are new.

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?

The proposal has been developed jointly with a view to delivering long-term value for money because the capacity and capability built will continue to have impact once the grant has ended. The staff time component (some of which is matched or in-kind funding) will actually be used to provide the training on the field courses and the ToT. This represents a lot of expertise which will leave behind a lasting legacy.

The project budget therefore represents an initial investment that will produce much bigger returns even in the

short term. For example:

Individuals that are trained on the field courses will continue to apply new skills in the organisations they work in and train others while doing so.

Kabale University will use its new MSc to train more students annually - involving the new trainers that have been trained - which together will elevate its place in the graduate-training market which will improve its financial resilience.

The partners will manage this budget using established financial control mechanisms and monitor expenditure against budget. All expenditure will be receipt-based.

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.

There are no capital items proposed in this project.

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.

The Tropical Biology Association's safeguarding policy is comprehensive, and is backed by a project-specific grievances mechanism outlining how safeguarding incidences can be reported. Project staff will document all incidences – both verbal or written – in an incidents report. This will be channelled through steps outlined in the project's grievances mechanism, a copy of which will be made available to all project partners, and target

beneficiaries. Individual with a complaint or safeguard issue will have the opportunity to channel their concern, or seek redress (if unsatisfied with any response) at the next level up on the procedures.

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.

☐ <u>TBA Darwin Initiative Proposal- letter to BHC</u>
☐ 23/10/2023
☐ 13:32:30
☐ pdf 536.29 KB

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?
Rosie Trevelyan	**Project Leader**	30	Checked
Mariana Carvalho	Field course coordinator: will coordinate the design of the field course and liaise with the other project staff to do so. Will develop the curriculum and learning outcomes; select the teachers	20	Checked
Julius Alexander Arinaitwe	Lead coordinator at Kabale University and chair the project committee. Contribute to the field courses, curriculum and act as a core teacher. Lead the development and implementation of ToT and act as lead trainer. Contribute to the development of new MSc course units.	25	Checked

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Fiona Mutekanga	Survey stakeholders for the content of the new MSc course units and compile the results. Lead the mainstreaming of new MSc course units in the MSc on Environment and Natural Resources. Contribute to the field courses, MSc courses and ToT as trainer.	20	Checked

Do you require more fields?

☐ Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Sarah Nachuha	Lead the development of restoration course units. Lead the incorporations of these units in the MSc in Ecology. Contribute to the field courses, MSc courses and ToT as trainer.	15	Checked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	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.

☐ Project staff CVs
☐ 23/10/2023
☐ 17:50:41
☐ pdf 1.61 MB

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 <u>extent of their engagement so far</u>.

Lead Partner name:	Tropical Biology Association
Website address:	https://tropical-biology.org/
Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):	The TBA is the lead partner because it was invited to lead by Kabale University – because of its expertise in designing capacity building activities including in forest restoration. Further TBA staff have skills to deliver training of trainer courses, which include learning pedagogy, practical and experiential learning and field-based teaching. The Partner Staff at Kabale University wish to learn from TBA experiences in this area so they can enhance their own teaching. TBA has 20 years' experience in delivering practical forest-based training in Uganda. TBA has managed equivalent grants in the past –both Darwin Initiative Grants and EU grants. It has managed similar collaborations with African partners from university NGO and government community and delivered on its intended outcomes.
International/In-country Partner	☐ International
Allocated budget (proportion or value):	£▮▮▮▮▮▮
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:	Kabale University
Website address:	https://www.kab.ac.ug/

What value does this Partner bring to the project? **(including roles, responsibilities and capabilities and capacity):**	Kabale University is a public university located within the Albertine Rift in Southwestern Uganda. It serves local students, including those that cannot afford the costs of joining the older Makerere University in the capital, Kampala. As a young and dynamic university, Kabale has prioritised ecosystem restoration as a critical need to enhance biodiversity conservation, enhance resilience and adaptation to climate change and improve livelihoods. The university brings to this project committed staff keen to modernise the teaching of forest restoration in the country and region; venue and human resources for development of curricula; and well established systems for recruitment and teaching of graduate students;
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

2. Partner Name:	*No Response*
Website address:	*No Response*
What value does this Partner bring to the project? **(including roles, responsibilities and capabilities and capacity):**	*No Response*
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

3. 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

4. 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

5. 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 |

| 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.

☐ TBA&Kabale lettersofsupport
☐ 23/10/2023
☐ 18:24:38
☐ pdf 1.8 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
DARCC020	Antony Kuria	Improved decision making through citizen science data
162/13/033	R Trevelyan	Combating alien invasive plants threatening the East Usambara mountains, Tanzania
No Response	*No Response*	*No Response*
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

Tropical Biology Association

I apply for a grant of

£182,093.00

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	Rosie Trevelyan
Position in the organisation	Director
Signature (please upload e-signature)	☐ <u>RT sign large</u> ☐ 19/10/2023 ☐ 15:56:35 ☐ jpg 67.49 KB
Date	23 October 2023

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

☐ <u>Final_TBA_accounts2023</u> ☐ 19/10/2023 ☐ 15:55:23 ☐ pdf 788.48 KB	☐ <u>Final TBA Accounts - 2022</u> ☐ 19/10/2023 ☐ 15:55:23 ☐ pdf 351.55 KB

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

☐ <u>TBA Safeguarding Policy-August 2022</u>
☐ 19/10/2023
☐ 15:55:53
☐ pdf 171.61 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: • 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
• 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
• **My completed workplan as a PDF using the template provided.**	Checked
• a copy of the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 27).	Checked
• 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
• 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).

Project Title: Developing Capacity for Forest Ecosystem Restoration in Africa

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	Field courses									
1.1	establish a committee for designing content of field course (from TBA, KAB, and case study teachers) & calendar or meetings	4	x	x			x			
1.2	Develop the structure and content of the Restoration field course	3	x	x						
1.3	Share materials with KAB MSc unit developers (see output 2)	3				x		x		
1.4	Advertise course and select participants (liaising with committee in 1.1)	3		x						
1.5	arrange course logistics: flights, travel and accommodation, etc.	3		x	x					
1.6	deliver course one at MUBFS, Kibale forest – incorporating ToT activities (see 3)	1			x					
1.7	evaluation and feedback and reporting	1				x				
1.8	revise field course content based on feedback	2					x			
1.9	Advertise course two and select participants (liaising with committee in 1.1)	3						x		
1.10	arrange course logistics: flights, travel and accommodation etc.	3					x	x		

Project Title: Developing Capacity for Forest Ecosystem Restoration in Africa

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1.11	deliver course two at MUBFS, Kibale forest – incorporating ToT activities	1							x	
1.12	evaluation and feedback and reporting	1								x
Output 2	MSc units									
2.1	Online survey of stakeholders	3	x							
2.2	24 Meetings with senate, faculty and departments (are these separate?) to develop content	8	x	x	x					
2.3	Compile the content and structure for two MSc units and cross share with field course content (output 1)	4		x	x	x				
2.4	Proposal document sent to Uganda National Council for Higher Education (UNCHE)	1				x				

Project Title: Developing Capacity for Forest Ecosystem Restoration in Africa

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.4	Site visit by the team from UNCHE	1				x				
2.5	Adoption of Units into MSc	2					x			
2.7	Students enrolled in MSc undertake and complete new units	9						x	x	x
Output 3	ToT									
3.1	Committee (1.1) meets to discuss curriculum for ToT	2	x							
3.2	Trainer trainees attend field course 1	1			x					
3.3	Feedback and evaluation	1				x				
3.4	Plan ToT workshop – learning outcomes and materials	2	X				x			
3.5	Run ToT workshops at Kabale	2		x				x		
3.5	Compile and share report	2			x			x		
3.6	Trainer trainees attend field course 2	1							x	
3.7	Trainer trainees complete their final reports and plans for their teaching assignments	2								x
3.8	Trainer trainees deliver new units of MSc	4								x
3.8	Evaluation and report	2								x

Project Title: Developing Capacity for Forest Ecosystem Restoration in Africa

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 0	**Project management**									
0.1	Project coordination meetings	8	x	x	x	x	x	x	x	x
0.2	Annual reporting to the Darwin Initiative	2					x			
0.3	Final project evaluation	2								x