

Applicant: **Barlow, Adam**
Organisation: **WildTeam**
Funding Sought: **£73,500.00**

DIR30CC\1018

Empowering East African Universities to build national conservation capacity & capability

Urgent action is required to empower local conservationists and organisations in response to climate change and biodiversity loss. Essential skills like project management and fundraising are often lacking in their education. Our project trains East African university instructors to deliver practical conservation courses, equipping the next generation of conservationists for career progression and enhanced conservation efforts. The aim is to create a more inclusive, effective, and locally led conservation workforce.

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Empowering East African Universities to build national conservation capacity & capability

Section 1 - Contact Details

CONTACT DETAILS

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GMS ORGANISATION

Type	Organisation
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Section 2 - Title & Summary


Q3. Title:


Empowering East African Universities to build national conservation capacity & capability

Please attach a cover letter as a PDF document.

 [WildTeam 2023 BCF R30 Cover letter d1](#)

 22/10/2023

 19:26:15

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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.

Urgent action is required to empower local conservationists and organisations in response to climate change and biodiversity loss. Essential skills like project management and fundraising are often lacking in their education. Our project trains East African university instructors to deliver practical conservation courses, equipping the next generation of conservationists for career progression and enhanced conservation efforts. The aim is to create a more inclusive, effective, and locally led conservation workforce.

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 Djibouti

Country 3 Ethiopia

Country 4 Eritrea

Do you require more fields?

Yes

Country 5 Kenya

Country 6 Madagascar

Country 7 Mauritius

Country 8 Rwanda

Q7. Project dates

Start date:

01 April 2024

End date:

31 March 2026

Duration (e.g. 1 years, 8 months):

2 years

Q8. Budget summary

Year:	2024/25	2025/26	Total request
Amount:	£36,750.00	£36,750.00	£73,500.00

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?

All matched funds confirmed - please see budget for further information.

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.

Sub-Saharan Africa boasts remarkable biodiversity, with five global biodiversity hotspots, 373 Ramsar sites and 1,250+ Important Bird and Biodiversity Areas. East Africa's wildlife plays a pivotal role in driving its economic growth. Nature-based tourism, which contributes directly to Kenya and Tanzania's GDP, currently amounts to a substantial \$1.2 billion (REF1). However, East Africa is vulnerable to escalating threats to human health, food security, social stability, and livelihoods due to climate change and ongoing biodiversity loss (REF2, REF3).

To address these challenges, there is an urgent need to empower East African nationals and homegrown organisations to lead conservation initiatives within their countries (REF4). Conservation and ecosystem restoration efforts are realised through project design, funding and implementation, requiring a diverse range of vocational skills. These skills are crucial for career advancement, organisational growth and measurable conservation impact (REF5, REF6, REF7).

For example, project management skills are pivotal for many conservation roles, yet there is a lack of accessible opportunities for conservationists to acquire them (REF8). Furthermore, national conservationists must learn to access funding from various donors and financial mechanisms to facilitate large scale/regional conservation and restoration initiatives (REF9). Global surveys on conservation training needs revealed that over 90% respondents expressed interest in taking four or more of the six listed courses, including project planning, stakeholder engagement and grant writing (REF10). In a separate East Africa focused survey, 90% respondents demonstrated interest in attending courses related to nature restoration planning, monitoring and evaluation and conservation finance (REF11).

However, such vocational conservation skills are typically not taught in university conservation programmes (REF12). Additionally, the online versions of these are often inaccessible to East African nationals due to various barriers (REF13). According to a global conservation training needs survey, less than 3% of respondents could

afford the full cost (£220) of a typical online conservation course. Even more concerning is the fact that "in sub-Saharan Africa, 89% of learners do not have access to household computers and 82% lack internet access" (REF14). These barriers hinder career advancement and disproportionately affect East African nationals, particularly women, disenfranchising them from participating in/influencing conservation efforts within their countries (REF15, REF16).

To ensure the accessibility and long-term sustainability of conservation training, it is essential to place this responsibility in the hands of nationals and national institutions. Initial survey results indicate that university instructors are keen to deliver vocational courses for students and conservation practitioners. Over 90% of the 108 survey respondents, which included East African participants from institutions like Upper Nile University (South Sudan), Busitema University (Uganda), and Egerton University (Kenya), expressed their desire to deliver one or more of the six vocational courses listed.

Sub-Saharan Africa's rich biodiversity is a valuable asset and the conservation challenges it faces require immediate attention. Empowering East African people and institutions to lead conservation initiatives, while equipping them with essential vocational skills, is crucial for addressing these challenges. Lack of accessibility to vocational training must be overcome, ensuring conservationists have the tools needed to protect the region's unique natural heritage

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 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.

International Policy Alignment: This project will help 14 East African Countries, all of which have signed up to the CBD, overcome major challenges to implementing it by:

Contributing towards Goal D and targets 21-23 and by (a) increasing capacity to document and understand biodiversity, its value, threats to it, and (b) building adequate expertise/experience in biodiversity planning, management and sensitive use of natural resources to both alleviate poverty and protect ecosystems (Target 12).

UNFCCC - Due to their location, dependence on rain fed agriculture and ongoing conflicts, East African countries are more vulnerable to and have far less capacity to manage the harmful effect of climatic events.

Working with partners such as Natural State, we have developed a programme of regionally focused nature restoration courses such as Savannah and Forest ecosystem restoration, along with conservation finance modules to enable communities to access funds from existing carbon markets.

Contributing towards SDGs:(REF17)

SDGs 4 & 5 (4:3 & 5:5): Ensuring equal access for women and men to quality technical, vocational training. >50% those trained will be women, with a further 100% actively involved in management of activities.

SDG8: A highly skilled, equality focused workforce, contributing to the growth of the conservation sector alongside creating sustainable local economic growth

SDG10: (10.1) 100% training opportunities will be for people from communities in low income countries (poorest 40%), to enable them to achieve and sustain improved/higher than average income levels.

SDG (14 & 15) The creation of a highly skilled conservation workforce will enable environmental organisations in East Africa to ensure the survival of essential ecosystems.

National policies: Increasing training capacity of national institutions will support East African Countries to meet strategic objectives of NBSAPs. For example, Uganda NBSAP II (2015-2025) (6.2.3) facilitate and enhance capacity for research, monitoring, information management and exchange on biodiversity(REF18)

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.

Lessons Learnt

Since 2013, WildTeam has issued 2,075 qualifications to conservationists worldwide, benefiting 1,870 conservationists and their organisations. The programmes cover conservation project management, grant writing, stakeholder engagement, project planning, and monitoring and evaluation. Lessons from decades of project planning/management experience inform these courses, incorporating best practices from various sectors.

In the past, purely face-to-face learning proved costly and inaccessible, while open-access MOOCs saw low completion rates. While in-person workshops, provided high-quality learning experiences, they also had limited accessibility. This resulted in us developing the current model of online courses made up of pre-recorded videos, assignments, live group sessions, and online peer support through 'WildHub' which can then be delivered by trainers to a greater number of learners and tailored by them to meet regional conservation needs.

Post-course evaluation highlight that WildTeam's courses have advanced conservationists' careers across the world. This training has enabled them to secure funding, which has then contributed to their NGOs advancing habitat conservation across 5 million km² of wild areas.

The Approach and Why It Will Succeed

WildTeam's courses focus on combining practical skills and local context, using adult learning approaches. This method, developed in collaboration with 10 university instructors and professional trainers, ensures content aligns with the national conservation context and is accessible to those with limited resources. To complement this offer, WildTeam and Natural State are developing courses on nature restoration planning, conservation finance, and organisational development based on consultations with East African NGOs and university staff. These courses aim to equip frontline organisations to restore large ecosystems, mitigate climate change, combat biodiversity loss, and support local communities.

Project Activities

Engaging, Training, and Supporting Instructors: Identifying, selecting, and training East African conservation instructors to deliver courses. All training materials will all be open source so instructors can adapt them to suit their course programmes.

Training bursaries for Female and Non-binary Students and online/remote learning to increase accessibility.

Trainee Certification and Community Support: Creating and maintaining a facilitated online community for peer and expert support.

Project Management and Monitoring and Evaluation: Following our 'Project Management for Wildlife Conservation approach (REF19) and Darwin guidelines and Monitoring and Evaluation for Wildlife Conservation.

Roles

A management board, comprising WildTeam and Natural State representatives, will oversee the programme. A Project Lead will manage day to day activities, with work stream leaders handling specific aspects. An MoU will be signed by participating universities and partners and will outline each organisation's role. Monthly meetings and fund disbursements will be based on whether KPIs for that 6 months have reached. A full risk register will be also be implemented and managed by the Project Lead and overseen by the management committee.

Embedding New Capabilities

Instructors will deliver class based training to students, combining practical group/individual exercises with their own expertise, to provide relevant examples and regional context . An online community of instructors will be created to enable them to share best practice, ideas, delivery methods and to develop and deliver their own courses according to their specialisms. These courses can then be shared between universities and NGOs. Our experience has also shown that this 'community support' will also provide multiple opportunities for funding/training/collaboration and advocacy, bringing together conservation NGOs across East Africa to really impact conservation policy change and direction.

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?

The project is initially aimed at University Instructors from 14 East African universities, who are already involved in leading and delivering conservation related courses to aspiring conservationists. Potential candidates will then be invited to complete an online survey to assess their interest in participating in the project.

Once this information is collated, we will conduct follow up meetings with each candidate to assess interest, understand their needs, listen to their suggestions, set expectations, and provide information on the selection process.

Based on the above, we will then select participants following GESI considerations of location and gender to ensure:

Geographical representation: At least one university instructor engaged from each of the 14 East African countries.

Gender representation: A minimum of 50% university instructors taking part will identify as female or non-binary.

If the number of interested University Instructors exceeds our initial project capacity, we will, where possible, try to include them. However, this will depend on our internal capacity. If there are university instructors who

wanted to participate but were not selected for this cohort, then we have plans in place to secure funds for an additional programme to meet demand. (see Sustainability and Scaling section).

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.

Student enrolment in East African higher education and the region's conservation sector, is male biased due to a range of social and economic barriers (REF20a, REF20b). In Kenya, women account for 30% of PhD candidates and 40% of degree and Masters students. Male instructors also make up the majority of teaching staff in East African higher education (REF21). This may result in more male instructors applying to participate in this project. While this project cannot control or influence university admissions, we will address this imbalance by providing online training opportunities for women and non-binary learners. Furthermore, by ensuring equal participation of female and non-binary students through the selection process, this project will also provide these groups with an opportunity to progress their careers and help overcome the barriers they face.

We also recognise that many conservation students in East Africa do not have access to computer equipment and/or internet which are often course requirements (REF22). To alleviate this, our courses can be delivered either in class settings (with/without computer access), online, making them accessible to learners that would otherwise be excluded due to their social status, gender, location or financial means.

The focus on lower-income countries in East Africa will mean that instructors, trainees and wider society will receive the social, financial, and biodiversity benefits generated by the project. In addition, this project seeks to remedy disparities within the conservation sector by addressing uneven access to training and capacity building. It focuses on both geographic and gender related inequalities, aiming to promote greater equity in conservation leadership.

Long term, this project, along with its subsequent initiatives, will empower lower income East African countries to increase their own conservation capacity. This shift will reduce their dependence on external support and guidance from organisations from higher income countries.

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 Change
Poverty Reduction

14 East African university instructors will be empowered to deliver vocational conservation courses to conservation professionals and students. By broadening their subject expertise and expanding their professional network, instructors will enhance their career prospects, potentially leading to promotions and additional job opportunities. This career progression will benefit them and their families, both socially and financially. Offering a wider range of subjects will bolster their sense of agency, fostering greater control over their actions, career choices, and self-worth.

Approximately 140 East African conservation students will receive training in various vocational conservation skills, improving their access to career opportunities and peer support. Newfound skills, particularly in areas like project management and grant writing, along with a greater professional network, will boost their employment and training prospects. A new job, promotion or added responsibility at work, will also have positive social and financial impacts on this group and their families. Our instructor selection, online training initiatives and bursaries aim to ensure that at least 50% of direct beneficiaries are women and/or non-binary individuals, giving them the confidence and skills to apply for and secure leadership roles in the conservation sector.

Biodiversity

Conservation organisations that employ trained students will have the capability to design more effective, ethical projects that focus on local biodiversity conservation, along with alternative income generation schemes to manage and sustain natural resources. This new upskilled workforce will also help these organisations secure additional funds to support their work.

Long-term Change

Poverty Reduction

Over the five years following the project's conclusion, up skilled instructors will continue delivering training courses to approximately 20 trainees annually (1,400 in total). These instructors will enrich course content by integrating their experiences and knowledge, tailoring it to their country's conservation context. Consequently, East African nationals will have greater control over conservation capacity building in their communities. They will lead and develop conservation NGOs with local workforces, offering them paid employment opportunities. This project will foster a more inclusive and effective conservation workforce in East Africa, capable of designing, funding, managing and evaluating projects that achieve measurable conservation impact, benefiting both biodiversity and people.

Biodiversity

Within five years of the project's completion, conservation organisations that benefit from these enhanced professional skills should be better equipped to mitigate threats to biodiversity in their locality. Some organisations may even embark on additional stewardship activities aimed at proactively restoring biodiversity in degraded areas. Within ten years of the project's completion, with sufficient funding and opportunities, there will be a more inclusive and effective conservation workforce in East Africa; better able to design, fund, manage, and assess projects which achieve measurable conservation impact for the benefit of biodiversity and people alike.

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?

Sustainable benefits: After the project ends, instructors will be able to continue delivering vocational conservation courses for their students.

Medium term (3-5 years) we will seek funding for a follow-on project to provide instructors with the support to engage with peers/experts and enhance their courses.

Long-term (6-10 years) we will work with the instructors to enable them to take over the coordination and maintenance of this 'community'. This may or may not require additional funds to sustain itself, depending on whether the instructors have capacity to manage this on a voluntary basis, or incorporate it within their university work.





As more East African students are trained, the 'community of trained professionals' will grow. Medium term, we

will source funding to continue the trainee community support and develop ways of handing this over to them.

Scaling potential: This project has huge potential for replication/expansion due to the potential number of university instructors who could participate. There are 640+ universities across Africa, most of which have conservation courses that would be enhanced by additional vocational training modules. Scaling up the impact of this project would entail engaging more instructors across more countries and translating courses into different languages. The only dependency to this is the interest of the instructors, which could be overcome by providing additional staff time to identify and engage with those individuals.

The project model could also be scaled up through the new courses distributed through the instructor network. These courses could initially be developed by WildTeam and Natural State. However, we expect that the instructors in the network will develop and share their own training courses, based on their knowledge, experience and specialisms. For example, an instructor in Uganda could develop a climate change adaptation course and share that with instructors in Kenya and Tanzania.

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

-  [Supporting Documents WildTeam R30 2023](#)
-  23/10/2023
-  16:40:47
-  pdf 364.98 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>Some project staff also have other duties and may lose track of days worked on the project. Project funds could be misspent; used to cover staff time on other work. This could reduce the number of instructors engaged and/or the quality of support they receive.</p>	Moderate	Possible	Major	<p>Reduce: The Project leader will set up a timesheet for all project team members to track the days they work on the project. This will be reviewed on a monthly basis by the Project team leader.</p> <p>Risk owner: Project leader.</p> <p>Risk actionee: The project team member (including the Project leader)</p>	Minor

Safeguarding

During training and community interactions, some instructors and trainees offend, verbally abuse, degrade or suppress views of others. This could lead to those affected feeling stress that could affect their motivation and confidence participating in the project, as well as negatively impacting their personal and work life.

possible

moderate

major

The project is women led, with the team leader experienced in the East African Higher education system.

All staff will undergo full safeguarding training and be familiar with the SF policy and procedures. Female team leaders will ensure that online communities are monitored and regulated.

EA universities must have SG policies

minor

Delivery Chain

The project team are unable to engage the target number of instructors within the project time frame due to an inability to identify them, difficulty in making contact with them, or their lack of interest in participating in the project.

Some instructors may be delayed or prevented from delivering the

possible

major

major

Identify and contact at least 4 times as many instructors than needed

If we are unable to engage sufficient instructors from East Africa, then we will for Darwin's permission to expand project's geographic scope.

We will work with the instructors to identify any potential barriers to them delivering the courses.

moderate

Risk 4

There is a risk that instructors develop expectations that they will receive funds directly from the project. When these expectations are not met, those participants could cease their connection with the project and/or communicate to and dissuade other participants.

possible

major

major

In both initial and follow up engagement communications, we will ensure that participants understand that they will not receive any funds for their participation, either during or after the project.

Risk owner: Project leader.

moderate

Risk 5

There is a risk that, due to internet problems, work schedules, or equipment shortages, some instructors and trainees may not be able to attend all community events.

likely

moderate

major

Avoid: With the permission of participants, community events will be recorded and shared with those unable to attend.

Risk owner: Project leader.

Risk actionee: Project leader for instructors community, and Workstream leader for trainee community.

moderate

Risk 6	Another COVID pandemic or similar affects the delivery of training courses and attendance of students	possible	moderate	major	Regular contact with institutions as to the developing COVID-19/pandemic situation. If universities have to close, we have developed a remote delivery model. Reduce participant numbers to adhere to social distancing and run smaller courses. Delay courses if needed. Universities will have their own COVID-19/pandemic response strategy. Owner: Project Leader/University Team	minor
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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.).

Yes

Please provide brief details.


This project has been specifically designed to acknowledge and address sensitivities across East Africa in relation to how women and people, identifying as non-binary, are disproportionately negatively affected by political instability, population growth, ethnic conflict and climate change. This impacts their ability to access resources and participate in decision making about environmental and other issues that affect their lives (REF23a, REF23b).


Section 8 - Workplan


Q21. Workplan

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

 [WildTeam 2023 BCF R30 Workplan d1](#)

 22/10/2023

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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).

The project's success will be monitored through a range of quantitative and qualitative indicators that measure both outputs and outcomes (see impact section). Methods will include instructors meetings, community meetings, skills assessments and follow up online surveys.

Findings from monthly M&E will be assessed at quarterly Management Team Meetings. The Management Team will then adapt or change the course or course delivery according to these findings and hold meetings with participating instructors to make changes to their training accordingly.

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	47

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
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Outcome	Trainees apply skills to conserve and restore East African biomes	<p>0.1 Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training (DI-A04).</p> <p>0.2 Total £ in conservation funds raised by trainees as a result of applying their vocational conservation skills.</p> <p>0.3 Reported total km2 of area under improved conservation management as a result of applying their vocational vocational skills.</p> <p>0.4 Area of degraded or converted ecosystems that are under active restoration (DI-D12).</p> <p>0.5 Drivers of biodiversity loss assessed to have been reduced or removed (DI-D18).</p>	0.1 - 0.5 Online survey of trainees, conducted annually.
Output 1	Trainees have access to additional employment, funding, training, and collaboration opportunities	<p>1.1 % of trainees that report accessing additional funding opportunities as a result of project support. Project target: 25%</p> <p>1.2 % of trainees that report accessing additional training opportunities as a result of support. Project target: 25%</p> <p>1.3 % of trainees that report accessing additional collaboration opportunities as a result of community support. Project target: 25%</p> <p>1.4 Number of webinar attendees (DI-C13). Project target: 10%</p> <p>Number of (trainee) households reporting improved livelihoods (DI-D16). Project target: 25%</p>	<p>1.1-1.3 Online survey of trainees community members, conducted annually.</p> <p>1.4 Webinar attendance records.</p>
Output 2	Trainees skilled in vocational conservation skills	<p>1 Number of university students passing standardised exams. Project target: 140</p>	2.1 Review of course exam results

Output 3	Instructors deliver vocational conservation courses to trainees	<p>3.1 Number of trainers trained reporting to have delivered further training by the end of the project (DI-A05). Project target: 14</p> <p>3.2 Number of vocational conservation courses delivered. Project target: 14</p> <p>3.4 Number of national organisations with improved capability and capacity as a result of project. Project target: 14</p>	<p>3.1-3.2 Online trainer survey, conducted annually and review of exam results to confirm training completion.</p> <p>3.3 Review of university affiliations of trainers (gathered through initial engagement survey) who have been confirmed as having delivered a vocational conservation course.</p>
Output 4	Instructors skilled in delivering vocational conservation skills	<p>4.1 Number of university instructors passing standardised exams Project target: 14</p> <p>4.2 Number of best practice guides and knowledge products published and endorsed (DI-C01) Project target: 5</p>	<p>4.0 Review of course exam results</p> <p>4.1 Review and reference to finalised sets of class-based training materials</p>

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 Trainee community support: A facilitated online community will provide peer and expert support to help trainees progress their career and conservation work.
- 2.1 Online training for female and non-binary students.
- 2.2 Certification processing: Creating and managing course exams, followed by assessing results and issuing individual certificates.
- 3.1 Instructor community support: A facilitated online community will provide a space for university instructors to share lessons learnt and receive help adapting the courses.
- 4.1. Instructor engagement: Identifying, reaching out to, selecting, and meeting with East African conservation instructors.
- 4.2 Instructor training: Participating university instructors will take the online versions of the courses they want to deliver themselves.
- 4.3 Class-based training materials creation: Adapting the online training materials for each course so that they can be used in a class-based setting.

Important Assumptions:

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

- 1: At least 10 % trainees will apply new vocational conservation skills for the benefit of their career/work.
- 2: The funding, job, and collaboration opportunities sourced by WildTeam will be accessible to trainees and useful enough to keep them participating in the community.
- 3: Each instructor has at least 1 laptop or phone and sufficient internet access to enable the students to take

online exams.

4: The instructors can incorporate vocational conservation courses into university schedules.


5: The instructors have sufficient interest and motivation to start/finish online courses


6: Instructors will deliver one+ class-based version per course/year, 20+ students/year.


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.

 [WildTeam 2023 Darwin R30 Budget v1](#)

 22/10/2023

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 xlsx 41.83 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:

This project builds on previous WildTeam work to create best practices, deliver vocational training, and provide community support for aspiring and professional conservationists worldwide. It will also be complimented by the current development of new courses, by Natural State and WildTeam, focused on helping communities catalyse nature restoration across East Africa.

The activities in this project build upon and use the materials and staff experience developed through the above work. This project is complementary to this work, and does not duplicate or conflict with any past or current activity.

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

Yes

Please give details explaining similarities and differences, and explaining how your work will be additional, avoiding duplicating and conflicting activities and what attempts have been/will be made to co-operate with and share lessons learnt for mutual benefit.

Natural State has long-term plans to create a training centre in Kenya where they will deliver a range of technical and vocational conservation courses, including those developed in conjunction with Wildteam. These courses

will be available to professional conservationists from East Africa and beyond. By focusing on building the capacity of conservation professionals, this work will complement this project.

There is a wide range of online conservation courses, for example from The Nature Conservancy, National Geographic, IUCN, and organisations associated with the Conservation Measures Partnership. However, they are not accessible to many East Africans due to time and cost and are not tailored to be aligned with the East African context.

In East Africa, many universities have conservation-related courses, but these focus on ecological and social research rather than vocational skills related to delivering conservation projects. Institutions like the African Leadership University, however, do provide high-quality education opportunities to develop conservation professionals with practical skills through its School of Wildlife Conservation. Based in Rwanda, the African Leadership University is expanding its operations by developing a marine conservation hub in Kenya. Our project partners are already in discussions with them to identify ways of collaborating and sharing resources.

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?

Economy: This project builds upon WildTeam's extensive catalogue of courses and utilises approximately ██████ in funding to develop best practices and courses. We have also secured significant in-kind support from universities, who will contribute staff time, instructor resources, training facilities, and equipment. Furthermore, the project benefits from the in-kind support of Zapnito, a software company that provides the online community platform to WildTeam for free, saving the project substantial funds.

Efficiency: The project offers excellent value for money, supported by substantial matching funds (██████) and minimal overhead costs (5% of the total budget). The cost per institution is ██████ covering comprehensive training, course materials, resources, WildTeam staff time, monitoring and evaluation, access to Wildhub, and ongoing support. While costs could decrease with scale, the project maintains a focus on quality and manageable growth due to its status as a new initiative in East Africa.

Effectiveness: The project holds the potential for significant, widespread impact. Participants will apply their newfound knowledge in their NGOs, enhancing their capacity for well-managed, long-term conservation initiatives within a localised context. Given that careers of conservationists can last 30-40 years, these vocational skills can be transformative, aiding employment, fundraising, and measurable conservation impact.

Equity: The project's focus on lower-income East African nations ensures that social, financial, and biodiversity benefits remain within these communities. Over 50% of trained students will be women, and female and non-binary students will receive full training bursaries. Additionally, 35% of funds will be allocated to Kenya to promote equitable distribution.

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.

No capital items will be purchased with project funds.

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.

WildTeam is deeply committed to safeguarding adults at risk and maintains comprehensive policies, including safeguarding, whistleblowing, and a code of conduct. To ensure all stakeholders understand the signs of abuse, our Designated Safeguarding Lead communicates these policies to managers, staff, volunteers, and trustees. These policies are also available online. Staff undergo training to know how to respond if they encounter concerns or witness incidents.

We have strict protocols for addressing reported abuse or witnessing it. All concerns must be reported immediately to the line manager or the Designated Safeguarding Lead. If an allegation concerns the Safeguarding Lead, staff should inform their line manager, who will notify the Executive Director. All allegations and concerns are recorded in the safeguarding file and tracker, focusing on factual information rather than opinions. This information is securely stored in compliance with our privacy notice.

The Safeguarding Lead conducts thorough investigations, involving statutory agencies as needed (police/social care). Our safeguarding policy will be adopted alongside Natural State's. Breaches will trigger fund withholding, pending investigations. Participating universities must have safeguarding policies, and we collaborate closely with designated safeguarding leads to ensure adherence to our policies. This comprehensive approach prioritises the safety/protection of anyone taking part.





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.

 [WildTeam 2023 BCF R30 British embassy and high commission engagement d1](#)
 22/10/2023
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 docx 861.97 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?
Alison Skeats	Project Leader	100	Checked
Caroline Ng'Weno	Workstream Leader	50	Checked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked

Do you require more fields?

No

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

 [WildTeam PM CVs 2023](#)
 22/10/2023
 20:07:57
 pdf 222.63 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:	WildTeam
Website address:	https://www.wildteam.org.uk/
Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):	<p>WildTeam are the Lead Partner for this project because they have: 13 years experience in designing, funding, and managing on-the-ground conservation projects across multiple countries. Developed the approach of training university instructors. Carried out a survey to assess demand for this approach. Completed initial engagement meetings with instructors to help finalise the design of the project. Produced all the training courses and associated materials that will be used in this project. Have staff experienced in designing, managing, assessing, and reporting on capability and capacity building projects. Developed an online, global community of conservationists that has free membership. A focus on developing capability and capacity in low-income nations.</p>
International/In-country Partner	<input checked="" type="radio"/> International
Allocated budget (proportion or value):	£ [REDACTED]
Represented 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

Do you have partners involved in the Project?

Yes

1. Partner Name:	Natural State
Website address:	https://www.naturalstate.org/

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

Natural State is a non-profit Kenya registered and headquartered organisation. Its focus is to catalyse large-scale restoration globally by revolutionising impact monitoring, developing new financial mechanisms and supporting local leaders. To grow local leaders it is working with WildTeam to create a suite of nature restoration courses tailored to the East African context and with an initial focus on restoring savannah and forest biomes.

It has recently secured 50 acres of land adjacent to Lewa Wildlife Conservancy to build a conservation education hub. This hub will provide class-based courses to conservation professionals and conservation trainers to enable them to progress their career and restore biodiversity across East Africa.

Through this project, Natural State will infuse their in-country expertise in nature restoration and nature financing into the courses for university instructors, and by extension, their students. Their staff will also contribute their experience in education and training in the East African context, as well as links to an extensive network of East African educators and institutions. Natural State's team leader for this project is a female Kenyan national, so is best placed to connect with and support the community of trainees participating in the project.

International/In-country Partner	<input checked="" type="radio"/> International
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:	<i>No Response</i>
Website address:	<i>No Response</i>

What value does this Partner bring to the project?

No Response

(including roles, responsibilities and capabilities and capacity):

International/In-country Partner	<input type="radio"/> International <input type="radio"/> In-country
Allocated budget:	£0.00
Representation on the Project Board (or other management structure)	<input type="radio"/> Yes <input type="radio"/> 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.

 [Natural State 2023 BCF R30 Cover letter d1.1](#)

 22/10/2023

 20:13:10

 pdf 104.54 KB

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)?

No

If no, please provide the below information on the lead partner.

What year was your organisation established/ incorporated/ registered? 01 January 2012

What is the legal status of your organisation? NGO

How is your organisation currently funded? WildTeam has a mixed fundraising model that aims to secure funds from grants, major donors, online training, and course/best practice creation contracts. In general, online training income has been the most consistent and predictable of the funding sources, with funds from other sources fluctuating from year to year.

[Redacted text]

Describe briefly the aims, activities and achievements of your organisation. Large organisations please note that this should describe your unit or department.

Aims Wildteam empowers conservationists to protect and restore nature everywhere. Our vision: Every conservationist has access to the skills, knowledge, and network they need to progress their career and make a meaningful difference for our natural world, no matter who they are or where they are from.

Activities We will achieve our vision by providing conservationists with:
Best practices in key conservation topics.
Professional training to increase conservationists' skills.
WildHub; an online, global community of conservationists to accelerate learning, collaboration, and access to opportunities.

5 best practices developed (4,000+ downloads)
Developed 10 conservation courses.
2,000+ certificates issued to 1,800 conservationists (118 countries).
Established WildHub community (3,500+ members, 140 countries).

Achievements

Trainees
30% advanced in careers
7% secured jobs
£2.9 million conservation funds raised
managed 5.25 million km2 wild areas

Provide detail of 3 contracts/projects held by the Lead Partner that demonstrate your credibility as an organisation and provide track record relevant to the project proposed.

These contracts/awards should have been held in the last 5 years and be of a similar size to the grant requested in your application.

Contract/Project 1 Title	WildHub: A Community to Connect and Strengthen Conservation Professional around the World
Contract Value/Project budget (include currency)	£ [REDACTED]
Duration (e.g. 2 years 3 months)	1 year
Role of organisation in project	Project lead Accountable and responsible for: Carrying out and reporting on all project activities Achieving the conservation objectives. Managing and reporting on all financial expenditure
Brief summary of the aims, objectives and outcomes of the project	The project aimed to maintain the platform, manage the community, and recruit more conservation catalyts. The outcomes included membership growth from 2,350 to 3,085 across 140 countries, with 661 content pieces posted and 131,600 views. Conservation catalyts increased from 5 to 20. Notably, WildHub recruited Conservation Catalyts to facilitate idea sharing and problem-solving, starting with 5 participants in the US, UK, and Tanzania in 2021. In 2022, with funding from the Rufford Foundation, the program expanded to 20 catalyts in 14 countries, including Botswana, Nigeria, Zimbabwe, Kenya, Brazil, USA, and more.
Client/independent reference contact details (Name, e-mail)	Stuart Patterson, [REDACTED]
Contract/Project 2 Title	Research into design and implementation of transboundary landscapes
Contract Value/Project budget (include currency)	[REDACTED]

Duration (e.g. 2 years, 3 months)	1 year
Role of organisation in project	Project lead
Brief summary of the aims, objectives and outcomes of the project	<p>The aim was to research and gather global insights on transboundary landscapes and create a toolbox to enhance transboundary effectiveness. The objectives included:</p> <p>conducting a desk study and drafting a report on lessons from various transboundary landscapes, with a focus on WWF's areas.</p> <p>Collaboratively, lead a transboundary Deep Dive workshop with Ashley Brooks and Thibault Ledecq to gather practitioner experiences. Finally, work with selected participants to develop a transboundary toolbox.</p> <p>The outcome comprises stakeholder meetings, interviews, and the delivery of best practices and lessons learned in "Transboundary Conservation Landscapes: Enhancing Understanding, Operations, and Efficiency."</p>
Client/independent reference contact details (Name, e-mail)	Rohit Singh, [REDACTED]
Contract/Project 3 Title	Providing professional skills to conservationists from disadvantaged backgrounds.
Contract Value/Project budget (include currency)	[REDACTED]
Duration (e.g. 2 years, 3 months)	1 year
Role of organisation in project	Project lead
Brief summary of the aims, objectives and outcomes of the project	<p>Aim: To provide full bursaries for conservationists from disadvantaged backgrounds to access WildTeam online training courses in professional conservation skills.</p> <p>Objective: Distributed 80 bursaries; 60 going to UK marine conservationists in disadvantaged areas and 20 to UK conservationists from black, Asian, minority ethnic backgrounds.</p> <p>Outcomes: 100% allocation of all 80 bursaries.</p> <p>Notable lesson learned was the challenge of engaging conservationists from minority backgrounds. This effort led to a partnership with SOS UK to enhance diversity in the UK conservation sector. Additionally, in late 2023, a survey will assess impact of bursary on participant's careers and conservation work.</p>
Client/independent reference contact details (Name, e-mail)	Mark Woodruff, [REDACTED]

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

WildTeam

I apply for a grant of

£73,500.00

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 Adam Barlow


Position in the organisation Executive Director


Signature (please upload e-signature)  [adam signature](#)
 22/10/2023
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 pdf 93.69 KB


Date 22 October 2023

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


 [Wildteam Accounts Combined-compressed](#)


 23/10/2023


 12:54:30


 pdf 3.1 MB

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

 [Wildteam policies 2023](#)

 23/10/2023

 13:26:17

 pdf 576.47 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
<ul style="list-style-type: none">• 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).

Guidance – please delete before submitting

Provide a **Workplan** that shows the key milestones in project activities. Complete the following table as appropriate to describe the intended workplan for your project. Quarters are based on UK FYs (**1 April – 31 March** - Q1 therefore starts April 2024).

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and shade only the quarters in which an activity will be carried out. The activity numbers should correspond to the activities in your logical framework (logframe). The workplan can span multiple pages if necessary.

This template covers multiple Biodiversity Challenge Funds schemes, so ensure you check the eligible dates/project length for the scheme you are applying to and feel free to delete later years if not applicable for your project.

	Output/Activity/Milestone	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
O 1	Trainees have access to additional employment, funding, training, and collaboration opportunities									
A 1.1	Trainee community support	18			■	■	■	■	■	■
M 1.11	Trainee online community space created				■					
M 1.12	Trainees engaged to become members of trainee community				■	■	■	■	■	■
M 1.13	Trainees provided with employment, funding, training, and collaboration opportunities				■	■	■	■	■	■
M 1.14	Trainee community online wellbeing events held					■	■	■	■	■
M 1.15	Trainee community online collaboration events held						■	■	■	■
M 1.16	Trainee community online expert advice events held						■	■	■	■
O 2	Trainees skilled in vocational conservation skills									
A 2.1	Online training for female and non-binary students.	21		■	■	■	■	■	■	■
M 2.11	Female and non-binary students recruited for online training courses			■		■		■		
M 2.12	Online training courses for female and non-binary students completed				■		■		■	
A 2.2	Certification processing	15				■	■	■	■	■

Project Title: Empowering East African Universities to lead national-level conservation capacity and capability building

	Output/Activity/Milestone	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
M 2.22	Class-based course exams created and provided to instructors									
M 2.23	Trainee exam results checked									
M 2.24	Trainee skills certificates issued									
O 3	Instructors deliver vocational conservation courses to trainees									
A 3.1	Instructor community support	24								
M 3.11	Instructor online community space created									
M 3.12	Instructors engaged to become members of instructor community									
M 3.13	Instructor community online peer learning events held									
O 4	Instructors skilled in delivering vocational conservation skills.									
A 4.1	Instructor engagement	24								
M 4.11	East African university instructors identified									
M 4.12	East African university instructors engaged									
M 4.13	East African university instructors selected									
A 4.2	Instructor training	21								
M 4.21	Online training courses for instructors completed									
A 4.3	Class-based training materials creation	12								
M 4.31	5 x class-based training course materials created									