Darwin Initiative Capability & Capacity: Annual Report

To be completed with reference to the "Project Reporting Information Note": (https://www.darwininitiative.org.uk/resources/information-notes/).

It is expected that this report will be a **maximum of 20 pages** in length, excluding annexes)

Submission Deadline: 30th April 2025

Submit to: BCF-Reports@niras.com including your project ref in the subject line

Darwin Initiative Project Information

Project reference	DARCC054
Project title	Developing capacity for forest restoration in Africa
Country/ies	
Lead Organisation	Tropical Biology Association
Project partner(s)	Kabale University
Darwin Initiative grant value	£182,093.00
Start/end dates of project	01/04/2024 – 31/03/2026
Reporting period (e.g. Apr 2024 – Mar 2025) and number (e.g. Annual Report 1, 2, 3)	Apr 2024 – Mar 2025 Annual Report 1
Project Leader name	Rosie Trevelyan
Project website/blog/social media	https://tropical-biology.org/
Report author(s) and date	Rosie Trevelyan 25 April 2025

1. Project summary

The Africa Forest Landscape Restoration Initiative (AFR100) recognises the need for restoring forests, as does the UN Decade on Ecosystem Restoration (2021-2030). However, there is a lack of capacity and capability among managers and conservation professionals responsible for restoration in Africa. The project partners ran a programme prior to this proposal that engaged with a range od stakeholders who identified this lack of capability. 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. There is also a lack of capacity around how to design and integrate appropriate monitoring plans. Finally, there is growing concern that the "rush to plant trees" is ignoring the fact that management of intact forests is often more cost effective, sustainable, solution to mitigate climate change and conserve biodiversity.

This project is designed to meet this need for capacity and capability among managers and conservation professionals responsible for forest restoration in Africa. We aim to create new cohorts of African forest managers with the expertise to design evidence- based forest restoration programmes that achieve sustainable outcomes. While recognising forest restoration needs meaningful involvement of the local and of local and national government, the project also recognises that, 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.

2. Project stakeholders/ partners

Bullet one: Origin and ,method of operation of partnership

Kabale University are our major project partners. The partnership stemmed from a previous joint project we were involved in with Kabale University that reached out to the wider community to investigate the capacity needs for ecosystem restoration in Uganda, and explore possible solutions. This project and visit to Kabale University built the foundation for this partnership. Kabale University has been involved in the design of the project from the outset and have continued to be involved in planning, and decision-making. More recently, they have begun monitoring and evaluating the results of the activities they are leading on. In particular, Kabale university identified a gap in the university teaching of Ugandan ecologists (both civil society and government) in the topics of ecosystem restoration and nature based solutions. Kabale University designed and led the components that are developing and delivering new MSc units (output 2). Kabale University are also leading on the trainers of trainers component (output 3).

Bullet two Particular achievements and challenges

A particular achievement of this project is how closely the Tropical Biology Association and Kabale University have been able to work together. This is almost certainly because the project was co-designed as well as because it is meeting a national – and university-level – priorities. Regular meetings have been held on zoom throughout the project. An MOU was signed (Annex 1)

The only challenges we have faced have been due to project logistics rather than anything specific to the partnership.

However, we would like to make a special mention of one of the three Kabale staff members instrumental in designing and running this project who sadly died in February 2025. Prof Sarah Nachuha was a respected Ugandan scientist known for her dedication to teaching and mentoring students. She is sorely missed. The other two staff members Julius Arinaitwe and Fiona Mutekanga have enrolled a replacement for Prof Nachuha.

Bullet three Other partners-, non-formal

The project has been working with several stakeholders how are not formal partners, yet who we work closely with.
In particular, these are:
Makerere University: We ran the field training course (output 1) at Makerere University Biological Field Station in Kibale forest, Uganda. Staff from Makerere university provided technical expertise in the form of teaching and curriculum advice for the field course.

Uganda Wildlife Authority: The Uganda Wildlife Authority is responsible for the management rand conservation of Kibale Forest National Park where we ran the field course (output 1). The Warden of Forest Restoration and the Warden of Monitoring helped deliver the teaching and advised on the course curriculum. The Uganda Wildlife Authority have been running a 30-year restoration and carbon-offsetting programme in Kibale Forest which meant we based a significant part of the course teaching on a real world example of a community based long-term restoration programme, exploring its challenges and successes.

The Climate & Nature Lead, of the British High Commission in Kampala, Uganda, visited our field training course in Kibale Forest. This gave her a chance to talk to the African conservation professionals on the course as well as our partners – Makerere University Biological Field Station and Uganda Wildlife Authority which were new contacts for her.

How participants have been identified

i) Field course participants

We received over 380 applications for the field course, and used a systematic scoring process against a series of questions to asses each applicant . Assessments were made based on the degree to which each applicant was involved in forest restoration, their motivation to learn, and their potential to be able to apply their skills afterwards. . Participants were working in NGOs, universities, government agencies, and protected area authorities. The gender of applicants was 79% male and 21% female. We selected 45% females to attend the course.
See Annex 2

ii) participants on training of trainers programme

The Kabale University staff selected to attend the integrated teaching programme (training of trainers workshop and attending the field course) were selected based on the relevance of the topics they teach to ecosystem restoration and their involvement in the new MSc modules.

3. Project progress

3.1 Progress in carrying out project Activities

These are listed under the outputs, as well as described in more full under the Annexes.

3.2 Progress towards project Outputs

Here we report on progress towards outputs as presented in our logframe (and repeated here in bold) and list the supporting activities

Output 1.1
At least 40 African conservation professionals (40% female), 20% from government and 80% from civil society, from at least 10 countries report an increase in knowledge on forest restoration through receiving practical, field based training by April 2026 [DI-A01]

To date we have Increased capacity among 22 African conservation professionals from 11 countries in evidence-based forest restoration techniques (45% female) from 11 countries. They are working in NGOs, universities, protected area authorities and other government agencies. 18% were from government against a target of 20% with the remaining 72% from civil society. Our final target is 40 African conservation professionals (to be trained in year 2 of the grant) so we are confident we are on track. This output was delivered through running a 12 day field based training course in Kibale Forest National Park in collaboration with Project partner Kabale University as well as Makerere University and the Uganda Wildlife Authority. We received over 380 applications from conservation professionals working in restoration for the course –this demand for our training course reflects the lack of capacity in evidence-based forest restoration.
The Means of Verification and sources of evidence we have used to measure this indicator is summarised in Annex two.

The following activities were carried out in support of this output were as follows:

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)

The following activity was partially completed given we are still doing reporting
1.7 Evaluation and feedback and reporting -

The Remaining activities 1.8 to 1. 12 will be delivered in year 2

Output 1.2 At least 40 African conservation professionals, 20% from government and 80% from civil society, from at least 10 countries report they are applying their new knowledge and skills from the practical, field-based training by April 2026 [DI-A04]

We have created a monitoring programme which will be launched inQ1 of this year to begin monitoring how the conservation professionals are applying their new knowledge and skills.

Output 2 "MSc curriculum updated and strengthened by creating new units in ecosystem restoration covering up to date research, policy, and best practice."

Output 2.1
A draft framework course unit on ecosystem restoration covering up to date research, policy, and best practice has been produced and endorsed by stakeholders from universities, private sector, government, and student bodies after consulting with them. Useful feedback was given which was incorporated into the frameworks. See Annex 4

Important milestones are: the M.Sc in Environment and Natural Resources, which incorporates a course unit on Forest Restoration reviewed has been accredited. Annex 5 and Annex 6

The M.Sc in Ecology and Conservation Biology was developed and presented to Senate and forwarded for approval by Uganda National Council for Higher Education. See Annex 7

Output 2.2
Teaching materials are now being drafted with the aim of teaching the new course unit in the second semester of the first year (in 2025)

The following activities were carried out in support of output 2.1 and 2.2 were as follows:
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 Site visit by the team from UNCHE

The following activities were partially completed and are ongoing
2.4 Proposal document sent to Uganda National Council for Higher Education (UNCHE)
2.5 Adoption of Units into MSc
2.6 Students enrolled and complete the two new units

Output 3 Ugandan trainers with enhanced capacity and capability to teach ecosystem restoration in the classroom, online, and in the field.

Two junior lecturers from Kabale University (50% female) took part in the training of trainers course and attended the Field Course on Forest Restoration (output 1). For example, Adonia Bintoora from

Kabale University said “I will apply what I learn into the new Kabale course . I will use the examples you showed us in my teaching to inform young generation”

The following activities were carried out in support of output 3 were as follows:
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

3.3 Progress towards the project Outcome

As you will see from the progress towards our outputs, we are on track to achieve the project outcome. We provide a narrative note against each outcome indicator below:

Outcome indicator 1: 25 African Professionals (40% female) from at least 5 countries report they are applying their new skills in designing or improving forest restoration programmes [DI-A04]

We have already increased the capacity of 22 African professionals from over 5 countries – measured by course feedback questionnaires (see course report in Annex 2). We have designed a follow-up survey (see output 1.2) to assess how they are applying their new skills in designing or improving forest restoration programmes. Our second training course is on track to take place in Q4 of this project which will increase the number of African professionals who go on to apply their skills.

We note that this indicator similar to the indicator for output 1.2. However, this outcome indicator requires more detail than that in output1. One improvement could be to make to indicator for this outcome more specific could be to mention we expect the development or improvement of forest restoration monitoring plans (since these are largely lacking among many restoration projects and would show that individuals are now putting these in place which will in turn enable adaptive management to take place to increase the chances that restoration projects are successful).

The evidence for our measurement of this indicator to date is in Annex 1 but we will be measuring the application of skills during our follow up surveys

Outcome indicator 2: 6 organisations (3 NGO’s, 3 government departments) report they are applying their increased capability in forest restoration techniques and monitoring [DI-A03]

We expect to see this achieved by the end of the project since it requires enough time for the organizations that took part in our capacity development activities to apply their increased capability. We can report that we are confident we will be able to do this since we have already increased the capability of at least 8 NGO’s and 2 government departments at this half way stage (Annexe 2).

Outcome indicator 3: 4 Ugandan lecturers (50% female) receive above average scores from the MSc students in their lecturer feedback scores as a result of applying their skills in delivering training. [DI-A04]

We expect to achieve this by the end of the project since the integrated training programme is not yet complete.

3 organizations produce well-designed forest restoration programmes with long-term monitoring plans [DI-A03]
We expect to achieve by the end of the project.

3.4 Monitoring of assumptions

We have been monitoring the Outcome and Output level assumptions and they still hold true.

3.5 Achievement of positive impact on biodiversity and multidimensional poverty reduction

Although only half way through, the project has made progress in achieving the higher level impact on biodiversity conservation through producing a new cohort of African conservation professionals with enhanced capability and capacity to provide sustainable nature based solutions through forest restoration. There were 45% females on the course. The feedback we got from our first training course is that the participants increased their knowledge of forest restoration and the majority commented that they will apply this knowledge and new skills on the ground. In the space of just 10 days, 8 new forest management plans were designed and 10 plans were revised. The results of better-planned restoration programmes will assist African countries deliver their nationally determined contributions for climate change mitigation.

This enhanced capability is therefore on track to lead to a greater area of degraded forests being restored as well enhanced management of a greater area of "intact " forests in Uganda and 9 other African countries in the longer term. This will also help these countries in delivering Afri100 goals which have a dual aim of mitigating climate and supporting human development and wellbeing. We specifically included a key staff member from the Uganda National Forest Authority to be trained on the workshop since their role is to achieve Uganda's National development goals and National Biodiversity Strategy and Action Plans (NBSAP's).
Supporting evidence can be found in Annex 2.

4. Project support to the Conventions, Treaties or Agreements

As mentioned above, the project is on track to contribute to supporting international and national conventions through the application of the enhanced capability to robust restoration programs with long-term monitoring.

All of the government representatives on the training course, and several from civil society are contributing to the delivery of Afri100 goals which aims to restore 350 million hectares of forest across Africa by 2030. For example, Alice Mutemu from the Kenya Forest Service, a government institution responsible for Kenya's commitments to Afri100 said "*this was very Insightful training on restoration in Africa . I now understand that restoration is a continuous, long-term, process that needs collaboration and commitment*". ·Enhanced forest restoration plans will also Nationally Determined Contributions. The results of better-planned restoration programmes will assist African countries deliver their nationally determined contributions for climate change mitigation.

We specifically included a key staff member from the Uganda National Forest Authority to be trained on the workshop since their role is to achieve Uganda's contributions to Afr100 as well as national policies. For example, Uganda's Uganda's National Development Plan 3 aims to increase land areas covered by forests from 9.1% to 15%. 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.
All of the above can be found in Annex 2

We have not submitted reports but we expect to interact the conventions focal points and will report on this next year.

5. Gender Equality and Social Inclusion (GESI)

GESI Scale	Description	Put X where you think your project is on the scale
Not yet sensitive	The GESI context may have been considered but the project isn't quite meeting the requirements of a 'sensitive' approach	
Sensitive	The GESI context has been considered and project activities take this into account in their design and implementation. The project addresses basic needs and vulnerabilities of women and marginalised groups and the project will not contribute to or create further inequalities.	
Empowering	The project has all the characteristics of a 'sensitive' approach whilst also increasing equal access to assets, resources and capabilities for women and marginalised groups	x
Transformative	The project has all the characteristics of an 'empowering' approach whilst also addressing unequal power relationships and seeking institutional and societal change	

Our project is training managers and students and junior lecturers. Within this group, we strove to take an inclusive approach and consider GESI throughout. In particular we achieved a 45% attendance of females on our field course in spite of the fact that only 21% females applied – reflecting the imbalance that exists in forestry related fields in the countries we are working with.

6. Monitoring and evaluation

The Tropical Biology Association carried out monitoring and evaluation through designing and carrying out a feedback survey as well as interviews with participants to get their feedback on the training course. This involved TBA Nairobi office and UK office staff, in consultation with Kabale University. We also involved Makerere University as external advisors and observers.

Kabale University recruited a consultant to carry out monitoring and evaluation for their work.

Both TBA and Kabale University are now collaborating on year 2 monitoring as well as evaluation to ensure the outcome level indicators are monitored as well as the output indicators that will take place in year 2.

7. Lessons learnt

Our partnership with Kabale University (Project Partner) worked well based on our previous relationship prior to the grant coupled with our shared interests in developing capability in nature-based solutions. For similar reasons, our partnerships with Makerere University and Uganda Wildlife Authority (Informal partners) worked well and in particular they were very positive about the topics we were covering on the 12-day field course.

The 12-day field course worked well – and we particularly focused on ensuring that all participants had time to share their experiences and take part in practical exercises rather than "class-room" teaching. Nevertheless, we are incorporating improvements into the course, and redesigning one of the field exercises. A key lesson learnt for the field exercise was that we

needed to pilot our selection procedure to ensure it worked well and that all reviewers were using the same criteria. Time needs to be factored in to do this.

We do not aim to change our plan – other than change of staff which we have already informed NIRAS about.

8. Actions taken in response to previous reviews (if applicable)

We refined our logframe in response to reviews and submitted this to NIRAS. The project partners agreed that our outputs needed to be numbered and the logframe was improved as a result.

9. Risk Management

No significant changes

Risk register to follow

10. Scalability and durability

We are confident that the legacy of this project –through the field course, training of trainers and the new MSc modules will be lasting and remain in Uganda as well as – where relevant – the 10 other African countries that have so far fielded field course trainees.

Key stakeholders relevant to the scaling and durability of this project have been directly involved in the project. For example, the field course involved Makerere University who now know about the new MSc modules and are interested in doing the same themselves. The participants on the course were selected because they are in a position to apply their new skills and therefore scale out the project. Several have already committed to training others in their home countries. A Because TBA has now developed a new training course in forest restoration, we aim to run it in other countries using the lessons learnt and experience from this Darwin grant – which will be another legacy of this project.

Kabale University have reached out to a large number of stakeholders from government to civil society to inform them of the new MSc modules and programme and its relevance to national policy and international conventions. The new MSc modules are a lasting legacy of this project since Kabale University will continue training new cohorts of Ugandan (and other African) conservation into the future.

We are about to circulate public facing reports on our work which will also raise the profile of this project.

Given this is the end of year one, we will be able to report more on this in future reports – and we will gather more information for the evaluation of this in the forthcoming year.

11. Darwin Initiative identity

We publicised this project on the TBA website, including the Darwin Initiative logo and acknowledgement of the UK government. The Darwin Initiative funding was recognised as a distinct project with a clear identity or did it form part of a larger programme
We have raised the profile of the Darwin Initiative in the host country (Uganda) as well as in 10 other African countries, by not only publishing our work as being funded by the Darwin Initiative, but also because we invited a member of the British High Commission to visit our field course in person.

We also publicised the project on our LinkedIn account and linked this to the BCF social media channels.

We are about to circulate public facing reports on our work, which will also raise the profile of this project.

12. Safeguarding

13. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2024 – 31 March 2025)

Project spend (indicative) since last Annual Report	2024/25 Grant (£)	2024/25 Total Darwin Initiative Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)	[redacted]			
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL				

Table 2: Project mobilised or matched funding during the reporting period (1 April 2024 – 31 March 2025)

	Secured to date	Expected by end of project	Sources
Matched funding leveraged by the partners to deliver the project (£)	[redacted]	[redacted]	Hans Wilsdorf Fondation Kabale university core funding
Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project (£)			

14. Other comments on progress not covered elsewhere

As is inevitable with new programmes, we can refine our methods further. In particular, we are working on refining some details of the field course training activities, the MSC modules and the training of trainers programme. All refinements are based on the first year's work but do not represent any major changes to our project overall. We will also spend this coming year carrying out any refinements that may be necessary to our exit strategy (although as we describe elsewhere in this report we are on track to ensure there is a lasting legacy of this work both for Kabale university and Tropical Biology Association).

15. OPTIONAL: Outstanding achievements or progress of your project so far (300-400 words maximum). This section may be used for publicity purposes.

I agree for the Biodiversity Challenge Funds to edit and use the following for various promotional purposes (please leave this line in to indicate your agreement to use any material you provide here).

In this section you have the change to let us know about outstanding achievements for your project or significant strides towards attaining a particular goal so far that you consider worth sharing with the wider BCFs community.

File Type (Image / Video / Graphic)	File Name or File Location	Caption including description, country and credit	Social media accounts and websites to be tagged (leave blank if none)	Consent of subjects received (delete as necessary)
				Yes / No
				Yes / No
				Yes / No
				Yes / No
				Yes / No

Annex 1: Report of progress and achievements against Indicators of Success for Financial Year 2024-2025

Project summary	Progress and Achievements April 2024 - March 2025	Actions required/planned for next period
Outcome: Increased capacity among African conservation professionals leads to quality teaching and well-designed forest restoration programmes with long-term monitoring plans		
Outcome indicator 0.1 25 African Professionals (40% female) from at least 5 countries report they are applying their new skills in designing or improving forest restoration programmes [DI-A04]	on track; 22 trained (45% female) and at least 18 so far have made plans for how they will apply their skills. See Annex 2	Follow up survey is being designed and will be administered Q 2 and 3
6 organisations (3 NGO's, 3 government departments) report they are applying their increased capability in forest restoration techniques and monitoring [DI-A03]	on track; at least 5 NGO's and 3 govt departments took part in the training and report increased knowledge and so we expect to see application of this knowledge.	Follow up survey is being designed and will be administered Q 2 and 3 to assess how this knowledge is being applied
4 Ugandan lecturers (50% female) receive above average scores from the MSc students in their lecturer feedback scores as a result of applying their skills in delivering training. [DI-A04]	By way of progress: s far 2 Ugandan lecturers (50% female) have attended a training of trainers course (annex 3) and the field course (annex 2). This outcome will be delivered in year 2 when the first cohort of students are enrolled and the lecturers begin their teaching.	2 further Ugandan lecturers will be trained and all 4 will apply their knowledge to teach a new cohort of MSc students.
3 organizations produce well-designed forest restoration programmes with long-term monitoring plans [DI-A03]	on track; at least 5 NGO's and 3 govt departments took part in the training and during this created or improved forest restoration monitoring plans. See Annex 2	
Output 1 Increased capacity among African conservation professionals in evidence-based forest restoration techniques		
1.1 At least 40 African conservation professionals (40% female), 20% from government and 80% from civil society, from at least 10 countries report an	on track; 22 African restoration managers from 10 countries showed an increase in knowledge on forest restoration. 45% were female and 18% from	Course 2 will be delivered in year 2, using revisions based on experience of running the first course

increase in knowledge on forest restoration through receiving practical, field-based training by April 2026 [DI-A01]	Government. see Annex 2 that combines the report of the field course and the results of the course assessments showing the increases in knowledge	
1.2 At least 40 African conservation professionals, 20% from government and 80% from civil society, from at least 10 countries report they are applying their new knowledge and skills from the practical, field-based training by April 2026 [DI-A04]	on track; 22 African restoration managers from 10countries report they will apply their new skills and knowledge from the training . 45% were female and 18% from Government. see Annex 2 that combines the report of the field course and the results of the course assessments showing the increases in knowledge	Follow up survey is being designed and will be administered Q 2 and 3 to assess how this knowledge is being applied
Output 2 (Max 30 words) MSc curriculum updated and strengthened by creating new units in ecosystem restoration covering up to date research, policy, and best practice		
2.1 Curriculum for the new teaching units is produced and successfully endorsed through consulting with and responding to stakeholders (50 students, 5 government departments and NGO's, 5 Faculty, 5 members of board of postgraduate studies, and 20 Senate members) [DI-C01]	Consultations within University and with stakeholders conducted and course unit on Forest restoration developed. M.Sc in Environment and Natural Resources, which incorporates a course unit on Forest Restoration reviewed and adopted M.Sc in Ecology and Conservation Biology developed, presented to Senate and forwarded for approval by Uganda National Council for Higher Education Reports on consultations – Annex 4 Minutes of the meetings - Annex 5	The next steps our outlined in output 2.2 to 2.4

2.2 Teaching materials for online and physical delivery of Forest Restoration Course Units in place by end of the project. [DI-C01]	This now underway Approved curriculum documents Annex 6 and Annex 7	
2.3 At least 30 Ugandan MSc students (40% female) demonstrate new knowledge from completing 2 new units on ecosystem restoration at Kabale University by April 2026. [DI-A01]	This will take place in year 2 of the project	Students will be admitted in August 2025 and surveys will be conducted in Q4
2.4 30 Ugandan graduate students (40% female) with career plans developed in forest restoration April 2026 [DI-A01]	Students will be admitted in August 2025 and surveys will be conducted in Q4	Students will be admitted in August 2025 and surveys will be conducted in Q4
Output 3 (Max 30 words) Ugandan trainers with enhanced capacity and capability to teach ecosystem restoration in both the classroom and in the field.		
3.1 At least four early career Kabale University lecturers (50:50 gender ratio) complete an integrated training programme in forest restoration and learning pedagogy. [DI-A01]	First Training of Trainers successfuly held involving eight University Lecturers (50% female) See Annex 3	Second training of trainers to be held in this forthcoming year
3.2 All lecturers demonstrate at least 50% increase in knowledge of designing, delivery and assessment of	This is in process. The 2 lecturers who attended the field training course so far reported that they will	Assessment surveys are being completed and will be sent in this coming year

Forest Restoration teaching (against a baseline at beginning of project) by 2026 [DI-A04]	apply their new knowledge into designing and delivering Forest Restoration teaching See Annex 2	
3.3 Lecturers report they are applying their new skills through teaching two new cohorts (20 each) of students. [DI-A05]	This will take place in this forthcoming year	Assessment surveys are being completed and will be sent in Q4

Annex 2: Project's full current Indicators of Success as presented in the application form (unless changes have been agreed)

	SMART Indicators	Means of Verification
Outcome (Max 30 words): 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 [DI-A04] 6 organisations (3 NGO's, 3 government departments) report they are applying their increased capability in forest restoration techniques and monitoring [DI-A03] 4 Ugandan lecturers (50% female) receive above average scores from the MSc students in their lecturer feedback scores as a result of applying their skills in delivering training. [DI-A04] 3 organizations produce well-designed forest restoration programmes with long-term monitoring plans [DI-A03]	 Follow up surveys of African participants on field courses Follow up surveys Feedback scores from the MSc students based on a likert scale Reports from organisations showing restoration plans
Output 1 (Max 30 words) Increased capacity among African conservation professionals in evidence-based forest restoration techniques	1.1 At least 40 African conservation professionals (40% female), 20% from government and 80% from civil society, from at least 10 countries report an increase in knowledge on forest restoration through receiving practical, field based training by April 2026 [DI-A01]	1.1 Reports of Field courses Pre-post course assessments

	1.2 At least 40 African conservation professionals, 20% from government and 80% from civil society, from at least 10 countries report they are applying their new knowledge and skills from the practical, field-based training by April 2026 [DI-A04]	1.2 Pre-post assessments Follow-up survey results
Output 2 (Max 30 words) MSc curriculum updated and strengthened by creating new units in ecosystem restoration covering up to date research, policy, and best practice	2.1 Curriculum for the new teaching units is produced and successfully endorsed through consulting with and responding to stakeholders (50 students, 5 government departments and NGO's, 5 Faculty, 5 members of board of postgraduate studies, and 20 Senate members) [DI-C01] 2.2 Teaching materials for online and physical delivery of Forest Restoration Course Units in place by end of the project. [DI-C01] 2.3 At least 30 Ugandan MSc students (40% female) demonstrate new knowledge from completing 2 new units on ecosystem restoration at Kabale University by April 2026. [DI-A01] 2.4 30 Ugandan graduate students (40% female) with career plans developed in forest restoration April 2026 [DI-A01]	2.1 Reports on consultations Minutes of the meetings Approved curriculum documents 2.2 Approved curriculum documents 2.3 Student feedback surveys and course assessments 2.4 Student feedback surveys
Output 3 (Max 30 words) Ugandan trainers with enhanced capacity and capability to teach ecosystem restoration in both the classroom and in the field.	3.1 At least four early career Kabale University lecturers (50:50 gender ratio) complete an integrated training programme in forest restoration and learning pedagogy. [DI-A01] 3.2 All lecturers demonstrate at least 50% increase in knowledge of designing, delivery and assessment of Forest Restoration teaching (against a baseline at	3.1 Field course and ToT workshop Report annexes 3.2 A comparison of Pre-course surveys with post-course surveys that use

	beginning of project) by 2026 [DI-A04] 3.3 Lecturers report they are applying their new skills through teaching two new cohorts (20 each) of students. [DI-A05]	tests of knowledge and self reporting based on a likert scale 3.3 End of project report

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)

Output 1
1.1 Establish a committee for designing content of field course (from TBA, KAB, and case study teachers) & calendar of meetings1.2 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 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.

Annex 3: Standard Indicators

Table 1 Project Standard Indicators

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	0.1	People	Men					14
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	0.1	People	Women					11
DI-A03	Number of local/national organisations with improved capability and capacity as a result of project.	0.2	Organisations	Civil Society	2				3
DI-A03	Number of local/national organisations with improved capability and capacity as a result of project.	0.2	Organisations	Government	1				3
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	0.3	People	Men					2
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	0.3	People	Women					2
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	1.1	People	Men	12				22
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	1.1	People	Women	10				18
DI-A04	Number of people reporting that they are applying new capabilities (skills and	1.2	People	Men					22

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
	knowledge) 6 (or more) months after training.								
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	1.2	People	Women					18
DI-C01	Number of best practice guides and knowledge products10 published and endorsed11.	2.1	Number		1				2
DI-C01	Number of best practice guides and knowledge products10 published and endorsed11.	2.2	Number						1
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	2.3	People	Men					18
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	2.3	People	Women					12
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	2.4	People	Men					18
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	2.4	People	Women					12
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	3.1	People	Men	1				2
DI-A01	Number of people from key national and local stakeholders completing structured and relevant training.	3.1	People	Women	1				2

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	3.2	People	Men					2
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	3.2	People	Women					2
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project.	3.3	People	Men					2
DI-A05	Number of trainers trained reporting to have delivered further training by the end of the project.	3.3	People	Women					2

Table 2 Publications

Title	Type (e.g. journals, best practice manual, blog post, online videos, podcasts, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)

Checklist for submission

	Check
Different reporting templates have different questions, and it is important you use the correct one. Have you checked you have used the **correct template** (checking fund, scheme, type of report (i.e. Annual or Final), and year) and **deleted the blue guidance text** before submission?	y
Is the report less than 10MB? If so, please consider the best way to submit. One zipped file, or a download option is recommended. We can work with most online options and will be in touch if we have a problem accessing material. If unsure, please email to BCF-Reports@niras.com putting the project number in the Subject line.	y
Is your report more than 10MB? If so, please discuss with BCF-Reports@niras.com about the best way to deliver the report, putting the project number in the Subject line.	n
Have you included means of verification? You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	y
Have you provided an updated risk register? If you have an existing risk register you should provide an updated version alongside your report. If your project was funded prior to this being a requirement, you are encouraged to develop a risk register.	y
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 15)?	n/a
Have you involved your partners in preparation of the report and named the main contributors	y
Have you completed the Project Expenditure table fully?	y
Do not include claim forms or other communications with this report.	