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Leveraging YouTube for Nature-based Beekeeping education in Africa

African forests are biodiverse habitats and diminishing. They are also full of honey bees, which if sustainably managed deliver income and create economic incentive for forest maintenance. The relationship between beekeeping and conservation is recognised, but too many projects take beekeeping out of the forest, break this link, over-rely on beehive handouts and fail to meet expectations. We will create high-quality videos, shared on YouTube, to build the capacity and capability of conservation professionals to deliver successful Nature-based Beekeeping projects.

CONTACT DETAILS

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Section 1 - Contact Details

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Address	

GMS ORGANISATION

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

Section 2 - Title & Summary

Q3. Project Title

Leveraging YouTube for Nature-based Beekeeping education in Africa

Please attach a cover letter as a PDF document.

 [Bees for Development Cover letter 21 10 24](#)

 21/10/2024

 16:45:00

 pdf 161.94 KB

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

☒ No

Q5. Summary of project

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

African forests are biodiverse habitats and diminishing. They are also full of honey bees, which if sustainably managed deliver income and create economic incentive for forest maintenance. The relationship between beekeeping and conservation is recognised, but too many projects take beekeeping out of the forest, break this link, over-rely on beehive handouts and fail to meet expectations. We will create high-quality videos, shared on YouTube, to build the capacity and capability of conservation professionals to deliver successful Nature-based Beekeeping projects.

Section 3 - Title, Dates & Budget Summary

Q6. Country(ies)

Which eligible country(ies) will your project be working in?

Country 1	Ethiopia	Country 2	Ghana
Country 3	Uganda	Country 4	Zimbabwe

Do you require more fields?

☒ No

Q7. Project dates

Start date:	End date:	Duration (e.g. 1 years, 8 months):
01 April 2025	31 March 2027	2 years

Q8. Budget summary

Darwin Initiative Funding Request	2025/26	2026/27	Total request
(1 Apr - 31 Mar) £	£91,342.00	£108,647.00	£199,989.00

Q10. Do you have proposed matched funding arrangements?

☒ Yes

Please ensure you clearly outline your matched funding arrangement in the budget.

Q11. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

No Response

Q12. Have you received, applied for, or plan to apply for any other UK Government funding for your proposed project or a similar project?

☒ No

Section 4 - Project need

Q13. 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.

Beekeeping is promoted as a conservation tool and livelihood alternative for poor people adjacent to forests and protected areas that are important centres of biodiversity. Support is often limited to so-called 'modern' hive donations with limited extension services. Many such projects suffer from unoccupied hives, meaning no income for participating households and zero incentive for such communities to maintain the forest/protected areas. Without benefit beekeeping fails to motivate forest conservation and biodiversity maintenance

Project is needed to build capability of project designers in Africa to shift norm away from failure-ridden (ref1) beehive donation projects towards scalable, sustainable projects which incentivise forest maintenance and place nature, not external inputs, centre stage in beekeeping systems.

Weak project logic, leads to poor results. For example, a conservation project in Liberia gave so-called 'modern' hives to create conservation enterprises but reported poor economic gains, concluding that insufficient hives were donated (ref2). Under the heading of nature-based solutions, a donor (ref3) reported granting 'modern' hives to support forest conservation in Burkina-Faso without elaborating the link. A forestry official in Tanzania (ref4) recently said "village beekeepers conserve distant forests because their bees forage there". This is an assumption without basis. Others argue that beekeeping offers an out-of-forest livelihood, as way to compensate people for being denied in-forest activities (ref5), which in effect weakens, not strengthens, local motivation for forest conservation.

BfD has been working on this issue, with partners, for 30 years and have accumulated experience, expertise, insights. We have learned that the strongest link between beekeeping and forest conservation occurs when beekeepers site their hives in forests, regard the forest as a habitat essential for their livelihoods and use forest resources to make hives. The forest-conserving actions which follow include fire mitigation, desisting from

unsustainable tree cutting at apiary sites and showing others that the forest area being used by beekeepers is not vacant, and is valued (refs6,7). Natural resources, not external inputs underpin sustainable beekeeping.

Without understanding the link between beekeeping and forest conservation, projects default to beehive handouts. Donated hives tend to be timber boxes which beekeepers prefer to site near their villages for security and more intensive bee management, and this breaks the connection of 'using a place' in forest habitat. Low occupation rates, high cost, complexity and reliance on external inputs undermine success, and demotivates beekeepers.

An unhelpful dichotomy between so-called 'traditional' and 'modern' beekeeping exists. Beekeepers who use forests tend to make hives, using natural materials, these have a perception problem. 'Traditional' is equated with backward and is set against a narrative that 'modern hives produce more honey'. To counter the use of emotive terminology BfD uses Nature-based Beekeeping (ref8) to describe beekeeping systems which are low-capital, scalable without need for more donated hives, low-risk, using large areas of forest. Project will build the capability and capacity of partner organisations in four African countries to articulate and convey the design logic of Nature-based Beekeeping (NBB) projects, which will in turn build the capability of conservation project designers beyond these countries.

Section 5 - Darwin Objectives and Conventions

Q14. Biodiversity Conventions, Treaties and Agreements

Q14a. 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)

Q14b. National and International Policy Alignment

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

Ethiopia

NBSAP: NBB embodies integration of biodiversity conservation with community livelihoods and local stewardship of ecosystems.

NDCs: NBB supports forest maintenance - for climate adaptation and mitigation strategies.

NAP: NBB's focus on enhancing community resilience through sustainable livelihoods aligns. NBB is a more resilient approach to beekeeping than intensive colony management.

CBD: By enhancing local conservation practices project aligns to promote sustainable nature use.

Ghana

NBSAP: Sustaining health and genetic integrity of native honeybees, through NBB meets Aichi Target 13.

Documenting economic value of forests and bees in NBB meets Aichi Target 19.

Aichi Target 15 aims to conserve carbon stocks and restore degraded ecosystems. NBB provides economic incentive for this.

Uganda

NBSAP: By encouraging custodianship of forest areas, project supports forest biodiversity.

NDCs: NBB fosters scalable incentive for communities to protect forests, contributing to climate mitigation and adaptation goals.

NAP: NBB - low-capital, low-risk activity that can be widely adopted, enhancing people's resilience to climate impacts.

NBB aligned to Uganda Green Growth Development Strategy, 10-year Environment Restoration Plan.

NBB recognises forests as key ecosystems, aligning with CBD targets related to habitat.

Zimbabwe

Aligns with Zimbabwe Forestry Policy which aims for forests to be maintained and used sustainably to serve vulnerable groups.

Aligns with National Development Strategies - economic growth, environment protection, climate resilience, natural resources management.

NBB consistent with NAPs and NDC commitments by supporting forest retention.

NBSAP aims to promote sustainable use of natural resources, safeguard ecosystems, and enhance benefits to all from ecosystem services – consistent with NBB.

Cross-cutting

NBB is supportive of UNFCCC, as forested apiary sites serve as carbon sinks.

SDGs: Goal 1-No Poverty, Goal 2-Zero Hunger, Goal 4-Quality education, beekeeping income used to pay school fees, Goal 10-Reduced inequalities, as NBB is accessible to all groups, Goal 13-Climate Action, and Goal 15-Life on Land.

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

Q15. 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.

Analysis we conducted in 2020 revealed intersecting drivers which cause beekeeping projects to default to beehive donations. Included conflict of interest (beekeeping consultants who sell beehives), college education in Africa based on US/EU beekeeping texts and hive donations being an 'easy fix', especially as many implementers are not beekeeping specialists. Underlying problem is that project designers cannot easily find solid information and guidance on Nature-based Beekeeping (NBB).

Our approach has evolved, we bring more than 30 years of reflection to this application. We have delivered an information service since 1993, including publication of Bees for Development Journal [146 issues] and curation of our online article collection. We are proud of our information service yet aware of its limitations. For years we posted paper copies of our magazine to over 120 countries – this mode now outdated. Our information service needs to be easier to access, better curated, regularly updated with new content. Based on feedback from stakeholders we know users are keen to access video. We tested a video on NBB in 2022 amongst 22 stakeholders. People said "This is a low cost approach to scaling up beekeeping building on existing knowledge" and "traditional beekeeping methods are most sustainable" and "It has changed my thinking". A video we created about attracting wild swarms, viewed 13k times (minimal promotion) in 13 months, demonstrating potential reach.

There is increasing evidence that YouTube is an effective tool in adult education and communication, with research reporting that videos "provide an exciting opportunity to extend the reach of content ... to a potentially global audience" (ref9) and YouTube is a logical option where in-person training is difficult to conduct (ref10). A scoping review on the impact of YouTube on student learning reported positive results in the form of "enhanced skills, competencies, interest, motivation, engagement levels" (ref11). Study about videos about cassava growing

in Nigeria recommended inclusion of 'mobilising information' i.e. a call to action, contacts, links (ref12).

We now seek to provide project designers with information and education about NBB through:

1. Building capability of specialist beekeeping organisations in Ethiopia, Ghana, Uganda, Zimbabwe to analyse and articulate approaches to Nature-based Beekeeping interventions, i.e. what works, what doesn't and why.
2. Building capability of these organisations to create high-quality educational videos, as learning resources.

Content will be made available through NBB YouTube Channel as a go-to source of information for people working in beekeeping development. We will follow best practice guidelines towards ensuring the channel is easy to find in response to key search terms and is offered as suggested viewing on YouTube. Aim is to create a video library of information AND create an active and engaged community of users who will view, subscribe, comment and build offline engagement.

We will undertake this work through a partnership of organisations in UK and Africa. To support understanding about what works, what doesn't and why, we will create an analysis framework, support in-country reviews and engage with practitioners from other organisations. Project will build capability of individuals in these countries to make content for NBB YouTube Channel under separate play lists:

- How to do Nature-based Beekeeping
- How to design and deliver an NBB project
- Case studies of NBB delivering conservation outcomes
- Frequently Asked Questions
- Interviews with active practitioners and Nature-based Beekeepers

Content will be created in-country. Team members will receive training in video making, editing and equipped with appropriate kit. Guidelines for content creation will be developed, shared. Play lists will offer content of differing styles, but with consistent look and feel.

Video content will be uploaded to software shared by all. Project Coordinator will manage a timetable of new content release matching needs & gaps, with opportunities. The play list 'How to design and deliver a Nature-based Beekeeping project' will be presented in a lecture type format, whilst case studies will be more organic. Team members will be supported with transport, to make content from different places. Regular online meetings will ensure that messaging and learning is correct, appropriate and evidence-based.

Impact will depend on good engagement and visibility on YouTube, this in turn will be improved if content is promoted as suggested videos by YouTube in response to search terms. This will be driven by release of regular content, offering relevant resources which attract sustained viewing, responding to comments promptly, writing good descriptions for videos. Will promote channel through existing networks, mailing lists and paid promotion. We will use comments to engage with viewers and develop in-depth communication offline.

Q16. 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?

Project will build the capability and capacity of four organisations in Africa. These have been selected based on meeting the criteria of (a) being specialist beekeeping organisations, led by beekeepers (b) having demonstrable experience and expertise in Nature-based Beekeeping based on more than 50 years cumulative experience (c) being rooted within the communities they serve, with a proven track-record of farmer engagement, effective impactful beekeeping development work (d) they work towards the dual aims of strengthening livelihoods and conserving / enriching forest habitat for honey bee populations (e) are stable, well-run, lean organisation with staff able to commit to this project (f) have an acknowledged reputation within their own countries which gives them voice and authority on the subject (e) have demonstrable commitment to GESI, notably Uganda partner is mainstreaming disability inclusion, Ghana partner employs equal number of women and men staff, Zimbabwe and Ethiopia partners focus on women in beekeeping.

Despite these positives their capability to articulate best practice and educate others, needs strengthening.

Project will build the capability and capacity of four colleges in Africa to deliver improved beekeeping learning experience for students. We are already engaged with these colleges and with their curricula, and we will enable

them to use YouTube content created in this project to support their teaching. Knowledge of their curricula will inform the creation of specific video content. These colleges are Mzuzu University in Malawi, Nyabyeya Forestry College in Uganda, Makerere University in Uganda and University of Cape Coast in Ghana. The project will build the capability and capacity of 40 conservation and development professionals. This will be achieved by using the mobilisation created by YouTube viewing, commenting and subscribing to take conversations offline for more in-depth engagement. These 40 professionals will be self-selecting based on their interest, need, role. Not yet selected.

Q17. Gender Equality and Social Inclusion (GESI)

All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics. Please include reference to the GESI context in which your project seeks to work. Explain your understanding of how individuals may be disadvantaged or 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 ensure meaningful participation for all those engaged.

Project partners can demonstrate existing commitments towards promoting equality between persons of different gender and social characteristics and they will carry these through to this project. In Uganda, TUNADO have engaged a disability inclusion coordinator and are mainstreaming disability across their work. This means targeting people with disabilities and making knowledge products accessible e.g. with sign language interpretation. <https://www.youtube.com/watch?v=26dCtAMecIA> TUNADO are empowering ethnically marginalised Batwa people, reaching the most vulnerable. Our Ghana partners corrected a gender imbalance amongst beekeeper trainers by engaging and training three women graduates, one of whom will work on this project. In Zimbabwe the focus of work is with women beekeepers, giving opportunity for showing their beekeeping expertise and practices in video. In Ethiopia we recognise a gender imbalance amongst staff and aim to purposively select a woman for the 'to be recruited' post.

We acknowledge that in some forest beekeeping communities, women are unable to participate as much as men, due to not being able to travel long distances to remote forest areas. We will use video to show and document how women find ways to benefit from the honey economy in these locations e.g. by siting hives near home, by working in groups or by paying men to work for them. Our aim is to inform new project development and we will use video to show how new projects can disrupt gender norms from the outset by setting the right examples. For example our partner in Ghana has trained honey hunters how to keep bees in hives. With correct project planning this can shift gender norms and show that whilst it is hard for women to participate in honey hunting, beekeeping is open to women. This approach will be documented in video. Use of video breaks down barriers of language and literacy.

Q18. Change expected

Detail the expected changes and benefits 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.

Our Theory of Change follows that Nature-based Beekeeping can strongly support good livelihoods and conservation outcomes, but only if projects are well-designed, lead to successful beekeeping livelihoods and strengthen links between bee habitat and economic benefit. Projects which donate '30 high yielding modern hives' to 50 beneficiaries (ref13) do not help, cause disappointment, waste money and undermine the potential of doing good work. They have no impact on conservation, sustainability or scalability.

This project will build the capacity and capability of selected specialist beekeeping organisations to articulate

good examples and approaches to delivering Nature-based Beekeeping projects and convey guidelines and information through good-quality video. These knowledge products will be accessible to conservation and development professionals and college students who will go on to implement/support/promote NBB projects. These projects may support any part of the honey and beeswax value chain, with NBB beekeepers as the primary producers.

Within-project changes

Specialist beekeeping organisations in Ethiopia, Ghana, UK, Uganda and Zimbabwe will have new capacity and capability to articulate and convey best practice guidance about Nature-based Beekeeping and NBB projects. 5 organisations, 10 people [4 women].

High-quality, accessible video content made by these organisations will be made available on YouTube. 5 playlists, 1 YouTube channel. At least 60 videos.

Conservation and development professionals will use content to design and deliver impactful Nature-based Beekeeping projects, moving the norm away from a focus on unsustainable beehive handouts and financial capital-intensive beekeeping. Colleges use the resources to support student learning in forestry, agriculture and beekeeping. Collective capability and capacity to deliver NBB enhanced. 4 colleges and 40 professional project designers use resources, design NBB projects.

Long-term changes

We expect thousands of people living in and near forests well-endowed with resources suitable for beekeeping, adopt NBB at scale, earn household income from selling honey and beeswax and take on stronger custodianship roles for melliferous forests.

Beyond life of project, 40,000 rural poor women and men, living in or near forests, adopt NBB within next 5 years, in Africa. This will have consequences for forest custodianship. In Anderacha in SW Ethiopia it is estimated that a single beekeeper uses 98ha of forest for beehive siting (ref14), and in Mwinilunga NW Zambia one estimate puts this figure in excess of 200ha (ref15). These metrics show that NBB – as an extensive forest-use system – has the potential to create a strong motivation for many beekeepers to act as custodians over large forests.

We expect that in the long term there will be a shift away from beekeeping projects that rely too much on beehive handouts and financially-expensive systems, towards beekeeping systems that put nature centre-stage. Robert Mutisi of Working for Bees gave an example of an EU-funded forestry project that donated beehives, but that "when the project ended, so did the beekeeping". In the long term we expect such examples to become a thing of the past.

Q19. Sustainable benefits and scaling potential

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

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

The NBB content created and posted on YouTube will remain available to any user, anywhere after end of project. The enhanced C&C of the four main African partners will remain after end of project, they are permanent self-governing organisations. There are different parts to the C&C - (1) understanding and analysing NBB, what works and what doesn't and (2) making video content about NBB (3) conservation professionals use. Concerning the first, four organisations will have enhanced insights and expertise which will remain post-funding. They will continue to use, apply and share expertise within their own projects and by connecting with other stakeholders. For example, through the project they will conduct review of beekeeping projects in their countries and apply this learning to future work. Concerning the second, we expect that individuals involved in video content creation will continue to do so post-funding. At project outset video making will be relatively slow, with longer creation and lead times. By end of project we expect that the skills, abilities and experience of most of the participating individuals, on crafting educational videos, will allow them to make new content easily without the need for special funding or resources. C&C of conservation professionals to design and deliver sustainable, effective projects will sustain. Yes there is potential for the new C&C to renew itself. This will be

achieved through engaging with tertiary education establishments - those mentioned above [Q16] and we will seek other opportunities for this. Students will have access to relevant, appropriate, up-to-date educational content on Nature-based Beekeeping. This will help build the confidence and abilities of future conservation and development professionals to deliver beekeeping projects, based on sound theories of change, strong project logic - ultimately towards supporting the integration of forest conservation, bee habitat maintenance and income generation through honey selling.

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



Bees for Development supporting information D

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16:38:47



pdf 1.99 MB

Section 7 - Risk Management

Q20. Risk Management

Please outline the 7 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, two Safeguarding, and one Delivery Chain Risk.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
Fiduciary (financial): funds not used for intended purposes or not accounted for (fraud, corruption, mishandling or misappropriated). Risk of money not being used for intended purpose.	Major	Unlikely	Major	This risk is mitigated by working with trusted partners who we have worked with before and have proved to have good financial management processes in place. All four partners demonstrate good financial management, deliver financial reports on time with clear spend v budget analysis.	Minor
Safeguarding: risk of sexual exploitation abuse and harassment (SEAH), or unintended harm to beneficiaries, the public, implementing partners, and staff. Risk of harm being caused by project staff to beneficiaries, by abusing the imbalance of power between staff and beneficiaries.	Major	Unlikely	Major	All staff, including newly recruited staff, are made aware of organisational safeguarding policies and protocols and that BfD takes zero tolerance approach to abuse. This project does not create high risk situations in this regard i.e. no one-to-one or intimate engagement, always working with others and in open environments.	Minor

Safeguarding: risks to health, safety and security (HSS) of beneficiaries, the public. Implementing partners, and staff. Risk to personal security in Ethiopia due to ongoing tensions between local militia and government forces in Amhara.	Major	Possible	Major	Risk applies to Ethiopia only. If work stopped in Ethiopia we would be able to continue in the other three countries - this mitigates the risk to project success. Ethiopian team are taking every precaution to keep staff safe - mainly by only travelling to rural areas when deemed safe.	Moderate
Delivery Chain: the overall risk associated with your delivery model. Risk that viewers of educational video will not use the new information to adapt their approaches. The project design is based on an 'arms length' engagement between projects and target audience i.e. YouTube viewers.	Moderate	Unlikely	Moderate	We will take steps to encourage communication between viewers and ourselves through integrating a request for comment/feedback into every video. Our relationship with selected colleges (face-to-face and online meetings) will allow strong connection and feedback opportunities. We will make extra 'feedback request' videos. Risk reduced through making content valid.	Minor
Risk 5 Financial. Risk of planned budget being insufficient for purpose due perhaps to change in exchange rate or high rate of inflation.	Moderate	Possible	Major	Exchange rates and inflation rates have provide very volatile in recent times - especially in Ghana and Ethiopia. However, on balance one tends to offset the other. In Ethiopia and Zimbabwe our partners now have dollar accounts to receive incoming funds. This helps to add an element of financial stability.	Minor
Risk 6 Delivery chain. Project logic relies on users having access to internet to view YouTube. There is a risk that some target stakeholders might not have access or affordable access.	Moderate	Unlikely	Moderate	Our target audience include project designers, professionals, educator and students. They are likely to have internet access most of the time. By releasing new content on a regular basis we increase the chance of new viewers finding what they need - even if there is temporary internet outage.	Minor

Risk 7				
Delivery chain. In some cases beehive 'handouts' are driven by beekeeping consultants who advise NGOs and have a vested interest in selling beehives. These vested interests are likely to resist the Nature-based Beekeeping approach, which relies on low-capital hives or own-made hives.	Minor	Unlikely	Minor	Whilst this might occur it tends to happen when NGOs or development programmes have no other paradigm to follow. This project is designed to disrupt the 'beehive handout' paradigm and promote a more sustainable, appropriate option that chimes well with the values, aims and principles of conservation development programmes.

Q21. Project sensitivities

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

☒ No

Section 8 - Workplan

Q22. Workplan

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

-  [Bees for Development BCF Workplan NBB](#)
-  14/10/2024
-  10:06:42
-  pdf 155.51 KB

Section 9 - Monitoring and Evaluation

Q23. Monitoring and evaluation (M&E)

Describe how the performance 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 logical framework indicators will be used to track progress. Data collection for quantitative indicators will be relatively straightforward to collect and will comprise number of videos, subscribers, views, viewing time, comments. Most of this data will be public. We will monitor these metrics in real-time and make adjustments if necessary. For example, if we notice that videos are receiving a large number of viewers but not from Africa we will adjust our promotional effort accordingly. We will ask for feedback at the end of each video. We will analyse comments - positive, negative, enquiring, specific requests or questions and use comments to gauge project reach and impact. We will analyse the YouTube metrics to assess which types of content appear to be most used

and which generate greatest response, and feed this analysis back into new content.

At outcome level we aim to see positive consequences of people engaging with the resources on Nature-based Beekeeping. We will achieve this through direct engagement, conversation, asking for feedback and documenting this in project reports. Hoped for substantial impacts e.g. new projects designed will be documented.

The Project Manager in UK (to be recruited) will be the main person responsible for M&E, supported by Phionah Birungi in Uganda and Isaac Mbroh in Ghana, both of whom have considerable experience in M&E.

Project team will meet regularly online and will use WhatsApp group for regular communication. Team will remain open to using alternative/additional platforms, as well as YouTube, if analysis and feedback suggests.

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

Section 10 - Indicators of Success & Standard Indicators

Q24a. Indicators of success

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

	SMART Indicator	Means of Verification
Outcome Increased capability of project designers to develop effective and appropriate Nature-based Beekeeping projects in Africa which deliver sustainable outcomes for nature conservation and people's livelihoods.	1. 25 professionals (at least 10 women) demonstrating how they are effectively using new knowledge and understanding about Nature-based Beekeeping project design, by end of project. 2. Ten conservation/development organisations report increased capability in Nature-based Beekeeping project design. 3. Five conservation/development organisations demonstrate that they have modified their approach to beekeeping development or have initiated new work in this field, having drawn learning from this project.	1. Interviews with individuals, documented in project reports. 2. Interviews with named organisations, documented in project reports. 3. Documented case studies / blogs / articles.

Output 1 Best practice guidelines for Nature-based Beekeeping (NBB) project design and delivery developed, based on four in-country reviews of what works well, and what doesn't in beekeeping development.	1.1 Framework for review / needs assessment of beekeeping projects which aim to deliver livelihoods and conservation outcomes, developed [one framework by Quarter 2]. 1.2 Four in-country reviews completed by Quarter 3.	1.1 Documented framework. 1.2 Reports of in-country reviews.
Output 2 Strong team of Nature-based Beekeeping educators built in four countries, with skills and capacity to create engaging and relevant content for professionals to design and deliver effective work.	2.1 Six people (at least three women) from four partner organisations learn how to make educational video content about nature-based beekeeping [instructional, project design, case studies and more]. Main learning by Qu 3, with continued mentoring thereafter. 2.2 Six people (at least three women) from four partner organisations apply these skills and make educational video content about nature-based beekeeping on a regular basis (over two years target is at least 60 videos).	2.1 Activity reports of training, with records of who has been trained, in what and assessment of learning. 2.2 Videos uploaded and viewable on YouTube.
Output 3 Vibrant and educational Nature-based Beekeeping YouTube channel accessed by professionals in conservation and livelihoods sphere in Africa.	3.1 One NBB channel launched, with 300 new subscribers by end of year 1 and 1000 new subscribers by end of year 2 [note we expect to retain the existing subscribers who are already subscribed to BfD YouTube]. 3.2 New video content to receive 20,000 views, across at least 20 countries in Africa, in total by end of project. 3.3 NBB YouTube channel to generate 500 comments and answers by end of project.	3.1 YouTube statistics, visible on channel. 3.2 YouTube statistics, visible on channel. 3.3 Comments on videos, visible and public on channel.

Output 4	Community of professionals in the conservation and livelihoods sphere in Africa engaged with each other, wider stakeholders and educational establishment, to enhance understanding and evidence of nature-based beekeeping.	4.1 At least four colleges or universities in Africa report that they use the NBB YouTube Channel as an important learning tool for students studying beekeeping, agriculture, agroecology or forestry. 4.2 Informal network of 40 professionals (at least 15 women) interact, share evidence, propose new learning opportunities and provide feedback about nature-based beekeeping.	4.1 Interviews with colleges/ universities and documented case studies of how they are using the channel. 4.2 Records of meetings, webinars, email exchanges - documented in project reports, with information about the roles of these professionals.
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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 Recruit and brief new staff
- 1.2 Seminar to brainstorm review framework and approach
- 1.3 Finalise review framework
- 1.4 Map projects and stakeholders in four countries
- 1.5 Conduct review and needs assessment
- 1.6 Seminar to reflect on learning
- 1.7 Document best practices, lessons learned and identify key areas for educational content creation
- 2.1 Create technical guidelines for content creation
- 2.2 Provide training and orientation for all content creators [online]
- 2.3 Identify content needs (list of proposed, required, 'nice to have' content across five playlists – and encourage opportunistic content creation)
- 2.4 Content creators make educational videos on Nature-based Beekeeping
- 3.1 Launch NBB YouTube channel
- 3.2 Promote channel
- 3.3 Respond to all comments and analyse the feedback with view to identifying new content needs
- 3.4 Collate, monitor and analyse all viewing data, with view to improving content and audience reach
- 4.1 Engage with four tertiary educational establishments in Africa, asking about content needs, use and feedback
- 4.2 Online webinars with conservation and development professionals interested in learning more about Nature-based Beekeeping
- 4.3 One in-person Nature-based Beekeeping Symposium to be held in Uganda or Ghana in 2026

Important Assumptions:

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

We assume:

- 1. Our target audience are able to find the YouTube Channel and are motivated to view, engage.
- 2. Viewers will act differently once they have access to well-delivered content, information and best practice guidelines.
- 3. Demand for honey and beeswax within domestic and international markets remains high.
- 4. Beekeepers are able to mitigate some drivers of forest loss through their actions.
- 5. We are able to recruit experienced and skilled personnel to fill the two to-be-recruited posts in UK and

Ethiopia.

6. The influence of those who sell beehives in bulk to NGOs do not dominate the narrative.

Q24b. Standard Indicators

Standard Indicator Ref & Wording	Project Output or Outcome this links to	Target number by project end	Provide disaggregated targets here
e.g. DI-A01: Number of people in eligible countries who have completed structured and relevant training	e.g. Output indicator 3.4 / Output 3	e.g. 60	e.g. 30 non-indigenous women; 30 non-indigenous men
DI-A03: Number of local or national organisations with enhanced capability and capacity	Indicators 2.1 and 2.2	4 organisations	4 different countries
DI-C01: Number of best practice guides and knowledge products published and endorsed	Indicator 2.2	60 videos	Across 5 different play lists
DI-C06: Analytics for funded project-specific social media posts	Indicator 3.2	20,000 views	20 different countries
DI-A01: Number of people in eligible countries who have completed structured and relevant training	Indicator 2.2	6 people	3 men, 3 women
DI-C08: Number of Media related activities	Indicator 3.3	500 comments answered on YouTube Channel	Across at least 10 different countries
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response
No Response	No Response	No Response	No Response

If you cannot identify three Standard Indicators you can report against, please justify this here.

No Response

Section 11 - Budget and Funding

Q25. Budget

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

 [Bees for Development Budget CC October 2024](#)

FINAL

 21/10/2024

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 xlsx 94.54 KB

Q26. 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.

Q26a. 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:

Project builds on previous work delivered by BfD and the four specialist partner organisations - in terms of delivering NBB projects and making 'how to' videos. It presents a development of these activities by taking the work to a new level of professionalism and investing effort in using video on YouTube platform to create engagement, dialogue and networking. We will make more videos and a wider range of video, many with stronger educational and technical focus.

There are some videos about beekeeping in Africa on the internet but most are targeting investors i.e. people with capital who wish to establish bee farms. Few if any are deliberately focussing on Nature-based Beekeeping and showing how NBB can strengthen links between nature conservation, bee habitat conservation and beekeeping. We were recently contacted by a conservation organisation in Botswana. Following a conversation about NBB they were surprised to learn there was an alternative approach to beekeeping apart from the global model of using frame hives. They quickly realised that the NBB approach would be more empowering and accessible to the people they were working with and noted that 'had they known' they would have done things differently.

Q26b. Are you aware of any current or future plans for work in the geographic/thematic area to the proposed project?

- ☒ No

Q27. 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?

Nature-based Beekeeping presents good value.

NBB is economical because it use natural capital which is available at low financial cost to beekeepers including beehive materials, forage and bees. NBB is efficient because bees make honey using an input (nectar) which is free, abundant, with minimal beekeeper labour. NBB effectively represents cash transfer from nature to people, in a sustainable way, with low financial outlay. Honey and beeswax are readily sold, often for a lump sum which

can be invested. NBB is accessible to many, regardless of financial status. From a biodiversity conservation perspective NBB presents value for money because it is financially self-sustaining and drives conservation of habitat which maintains multiple species.

Using video and YouTube to convey best practice presents value for money.

Economy. Once people have capability and capacity, making video content and uploading to YouTube is not expensive, with potential to reach thousands. As all partners are specialist beekeeping organisations, opportunity for content creation will occur alongside normal work.

Efficiency. Turning content into educational output is efficient, requiring analysis, editing, sub-titles and script. Once team have capability, this process will become easier.

Effectiveness. Trends suggest that many people turn to internet video viewing for information. We will monitor viewing and audience satisfaction through YouTube metrics and will adjust as necessary, to make effective content.

Equity. YouTube is widely accessible to millions of people in Africa. We accept the poorest, may not access – yet those that serve them can. Video is accessible to people of all languages.

Q28. Capital items

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

We plan to purchase some capital items such as gimbal, mobile phones, tripods, microphones and camera.

These do not come to more than 10% of total project budget. At project end we anticipate that these items will remain with the four partner organisations in Ethiopia, Ghana, Uganda and Zimbabwe.

Section 12 - Safeguarding

Q29. 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 operation.

Please outline how your project will ensure:

(a) beneficiaries, the public, implementing partners, and staff are made aware of your safeguarding commitment and how they can 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 also meet these standards and policies.

Indicate which minimum standard protocol your project follows and how you meet those minimum standards, i.e. CAPSEAH, CHS, IASC MOS-PSEA. If your approach is currently limited or in the early stages of development, please clearly set out your plans to address this.

Bees for Development accesses resources, advice and training about safeguarding from Hub Cymru Africa [Welsh service organisation for INGOs in Wales]. <https://hubcymruafrica.wales/resource/safeguarding-training/> This training extends to staff in UK and staff of our overseas partners, in most cases. We have adopted their Code of Conduct and extended to partners. In Ethiopia staff have accessed training and mentoring from <https://ethiopia.safeguardingsupporthub.org/>. In Ethiopia staff are undergoing a refresher training in safeguarding as this is written - in October 2024.

Having checked both service providers we believe alignment with CAPSEAH. Going forward we will review this to check our policies and procedures meet the minimum standards. Our safeguarding statement and how to report

a concern is available on our website
<https://www.beesfordevelopment.org/safeguarding/>

We ask to see our partners Safeguarding Policies on an annual basis and check and remind that new staff must receive training and are fully briefed. We will arrange this training through Hub Cymru Africa if they do not have access to local training services. As part of their safeguarding commitments our partners and their staff are expected to declare their protocols and procedures for making complaints to beneficiaries at the start of new projects. All partner organisations have named safeguarding focal persons.

Defra recommend you appoint a safeguarding focal point to ensure the project's PSEAH work is taken forward. This can be a separate member of staff or a current member of staff who spends a proportionate amount of time for safeguarding and PSEAH activities. Please name this individual here - this person should also be included in your overall staff list at Q31 and in your budget.

[REDACTED]

Section 13 - British Embassy or High Commission Engagement

Q30. 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. Please note that some embassies or high commissions may not be able to respond to you but your project will not be penalised for a lack of response.

☒ Yes

Please attach evidence of request or advice if received.

No Response

Section 14 - Project Staff

Q31. Project staff

Please identify the core staff (identified in the budget), their role and what % of their time they will be working on the project.

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Janet Lowore	Project Leader	10	Checked
Jane Barnes	Media Specialist UK	10	Checked
TBR UK	Project Manager UK	60	Checked
TBR Ethiopia	Beekeeping Content Creator Ethiopia	80	Checked

Do you require more fields?

☒ Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Isaac Mbroh	Beekeeping Content Creator and Project Lead in Ghana	30	Checked
Florence Sefakor	Media Support - Ghana	50	Checked
Phionah Birungi	Nature-based Beekeeping Content Adviser - Uganda	15	Checked
Steven Muwanguzi	Beekeeping Content Creator - Uganda	30	Checked
James Walusimbi	Conservation Adviser	30	Checked
Happle Mutisi	Beekeeping Content Creator	20	Checked
No Response	No Response	No Response	Unchecked
No Response	No Response	No Response	Unchecked

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

 Bees for Development CVs of key staff

 18/10/2024

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 pdf 1.29 MB

Have you attached all project staff CVs?

☒ Yes

Section 15 - Project Partners

Q32. Project Partners

Please list all the Project Partners (including the Lead Organisation 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 Organisation name:	Bees for Development
Website address:	www.beesfordevelopment.org

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

When BfD was established in 1993 we were working in Tanzania where forests are full of beehives, made from forest resources. This extensive, Nature-based approach to beekeeping is an efficient use of natural resources, accessible to many regardless of financial capital, represents a cash transfer from nature to people in a sustainable way and encourages beekeepers to become forest guardians. Our logo represents this Nature-based approach to beekeeping. Since 1993 we have championed beekeeping as an activity which delivers positive outcomes for people and forests, supported specialist beekeeping organisations to deliver effective work in their countries, provided information and educational resources. We have seen good and less-good examples of beekeeping projects and have constantly striven to analyse best practice, articulate what works well and what doesn't and engaged with hundreds of projects and thousands of beekeepers. We are well connected with beekeeping, conservation and development stakeholders in Africa. We are working side-by-side with the four specialist beekeeping organisations included in this proposal. We have a lean, effective and experienced team of professionals with solid experience of project management and monitoring. We have already invested heavily in information services and an online Resource Centre. We will lead and provide overall management.

International/In-country Partner ☒ International

Allocated budget (proportion or value): 

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

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

Do you have partners involved in the Project?

☒ Yes

1. Partner Name: Bees for Development Ethiopia

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

What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	Bees for Development Ethiopia (BfDE) is main partner in Ethiopia. Their mission is to promote inclusive and pro-poor beekeeping that supports sustainable rural livelihoods and incentivises nature conservation. Well respected by the beekeeper/farmers they work with and by government departments with whom they collaborate. BfDE have an exemplary track record with the Charities and Societies Agency (Eth govt.). Experienced team of staff operating out of offices in Bahir Dar. BfDE have been main partner with the Lead in the delivery of three significant DFID/FCDO grants and two BCF projects and have demonstrated their capacity in terms of achieving results, project management, M&E and financial reporting. They are the beekeeping lead in a significant forest conservation project funded by Jersey Overseas Aid in SW Ethiopia 'Forest Conservation Through Traceable Supply Chain Development'. Well placed to understand the prevailing narrative about beekeeping development in Ethiopia and their expertise and determination to shift the paradigm away from beehive handouts towards more sustainable, appropriate and habitat-based approaches has influenced a large national beekeeping project funded by MasterCard Foundation. With small focussed team BfDE are economical and efficient. Will employ one new staff member. Worked together on proposal during visit to Ethiopia in October 2024.
International/In-country Partner	☒ In-country
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes
2. Partner Name:	Bees for Development Ghana
Website address:	https://beesfordevelopmentghana.org/

What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	Bees for Development Ghana (BfDG) is registered independent organisation and has been delivering Nature-based Beekeeping (NBB) projects to direct beneficiaries since 2016. Has well-developed reputation in apiculture sector and network within Ghana and West Africa. It has nurtured a strong, highly-motivated, and delivery-focussed team. Their ability to unlock the potential for beekeeping to sustainably reduce poverty whilst protecting and promoting biodiversity is well proven. BfDG will play a very strong role towards launching NBB YouTube Channel and ensuring its success. They will work with the other partner organisation to create exciting NBB video content designed to inform, educate, and influence the sector. Two BfDG staff members (1F, 1M) to be equipped with skills and capacity to create engaging and relevant content for professionals to design and deliver effective work. BfDG works closely with stakeholders and educational establishments, to enhance understanding and evidence of NBB. BfDG's local reputation allows it access to local decision-makers and this ability will be used to leverage the development of its educational contents. BfDG has provided NBB technical support to German Government funded forestry project in Benin and others previously in Sierra Leone, The Gambia, Eritrea. Currently implementing BCF 30-001 Beekeepers restore forests in Afram Plains.
International/In-country Partner	☒ In-country
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes
3. Partner Name:	The Uganda National Apiculture Development Organisation
Website address:	https://tunadobees.org/

What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	TUNADO is the national apex business membership organisation, mandated by government and apiculture stakeholders to coordinate apiculture sector in Uganda on behalf of government, a role it has been performing for 20 years. TUNADO has 427 institutional members representing 104,000 individuals involved in beekeeping sector. Therefore TUNADO brings a large network of sector players throughout Uganda, 20 years' experience in promoting Nature-based Beekeeping, field lessons from interacting with recipients of development aid in form of beehive and processing equipment donations, sector organisation and local contextual understanding. In the project, TUNADO will be responsible for grassroots implementation in Uganda such as collecting field testimonies, compilation, video creation, interfacing with local stakeholders. We bring strong experience of making video and using YouTube for sharing stories and case studies. With this project we look forward to growing our capabilities in this towards creating stronger educational content and capturing best practice. We will share our experiences with the other organisations in this application from Ethiopia, Ghana and Zimbabwe, and look forward to playing a role as both technical contributors and beneficiaries. We have worked with Bees for Development for many years, most recently on projects to reach people with disabilities and excluded forest peoples.
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International/In-country Partner	☒ In-country
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes

4. Partner Name:	Working for Bees
Website address:	https://workingforbees.org/

What value does this Partner bring to the project?	Working for Bees (W4B) is an action-oriented name. Many people in beekeeping in Zimbabwe and neighbouring countries do not pay attention to bee health, bee population integrity (i.e. all colonies in an area, in the wild and in apiaries) and conservation of natural bee habitat. Deforestation has affected availability of bee forage and nesting sites. There is a growing demand for organic honey locally, regionally and internationally. It is against this background that W4B has responded to the needs of people living in and near forests which have potential for apiculture, and we are working to elevate NBB and reduce forest loss. We offer unique services that respect the environment and address the economic and social needs of our communities. We use an asset- based approach which mobilises local, natural assets into our beekeeping systems, relying less on financial capital. We use assets we regard as 'low hanging fruit' to create financial assets that we do not have. Working for Bees is resourced with personnel equipped with right competencies to achieve the project aims. Director Robert Mutisi has delivered NBB training in DRC and Botswana. W4B has set up an NBB WhatsApp Group in Zimbabwe.
(including roles, responsibilities and capabilities and capacity):	
International/In-country Partner	☒ In-country
Allocated budget:	
Representation on the Project Board (or other management structure)	☒ Yes
Have you included a Letter of Support from this partner?	☒ Yes

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:	No Response
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:	No Response
Representation on the Project Board (or other management structure)	☐ Yes ☐ No
Have you included a Letter of Support from this partner?	☐ Yes ☐ No

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

No Response

Please provide a combined PDF of all letters of support.

 [Bees for Development letters of support DIR31C C 1373](#)
 21/10/2024
 14:18:59
 pdf 2.54 MB

Section 16 - Lead Partner Capability and Capacity

Q33. Lead Organisation Capability and Capacity

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

☒ Yes

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

Reference No	Project Leader	Title
29-021	Dr. Janet Lowore	More bees: Supporting agrobiodiversity and livelihoods in Amhara, Ethiopia

30-001	Dr. Janet Lowore	Beekeepers restore the forests of Afram Plains
DARCC046	Dr. Janet Lowore	Building government capability to train farmers about pollination in Ethiopia
No Response	No Response	No Response
No Response	No Response	No Response
No Response	No Response	No Response

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

☒ Yes

Section 17 - Certification

Q34. Certification

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

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

On behalf of the

Trustees

of

Bees for Development

I apply for a grant of

£199,989.00

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

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

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

Checked

Name Janet Lowore

Position in the organisation Director of Programmes

Signature (please upload e-signature)	 Janet Lowore Signature
	 21/10/2024
	 13:15:33
	 pdf 268.46 KB
Date	21 October 2024

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

 Bees for Development 1198116 Accounts April 2024	 Bees for Development 1198116 Accounts April 2023
 13/10/2024	 13/10/2024
 11:10:17	 11:05:09
 pdf 208.82 KB	 pdf 5.43 MB

Please upload the Lead Organisation's Safeguarding Policy, Whistleblowing Policy and Code of Conduct as a PDF. Optionally you can also upload your Health, Safety and/or Security policy or Security Plan here.

 Bees for Development all staff Code of Conduct	 Bees for Development Disclosure of Malpractice in the Workplace Policy 2023 (signed)
 21/10/2024	 13/10/2024
 16:34:49	 11:17:25
 pdf 8.34 MB	 pdf 2.91 MB
 Bees for Development Safeguarding Policy 2023	
 13/10/2024	
 11:17:13	
 pdf 1.24 MB	

Section 18 - Submission Checklist

Checklist for submission

Ensure you submit this application on	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 the 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 the application:	
• a cover letter from the Lead Organisation.	Checked
• a budget (which meets the requirements above) using the template provided.	Checked
• a signed copy of the last 2 annual report and accounts for the Lead Organisation (or other financial evidence – see Finance Guidance), or provided an explanation if not.	Checked
• a completed workplan as a PDF using the template provided.	Checked
• a copy of the Lead Organisation's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 29).	Checked
• a copy of the Lead Organisation's Health, Safety and/or Security policy or Security Plan (Question 29)	Unchecked
• 1 page CV or job description for all the Project Staff identified at Question 31, including the Project Leader, or provided an explanation of why not, combined into a single PDF.	Checked
• a letter of support from the Lead Organisation and partner(s) identified at Question 32, 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
The 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 the 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
Ensure you submit this application on Flexi-Grant.	

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 Biodiversity Challenge Funds. We also provide occasional updates on other UK Government activities related to biodiversity conservation and share our regular 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 organisation, project leader, location, and total grant value).