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Promoting equitable gender norms to strengthen conservation governance and impact

Despite increasing evidence that gender equity strengthens governance, improving both social and conservation outcomes, women remain marginalised from most formal conservation decision-making. Current efforts to promote gender equity pay insufficient attention to the social norms and practices that maintain inequality and often have limited impact on the status quo. This project will implement and learn from an innovative approach, supporting men and women to reflect on and challenge harmful gender norms and promote alternatives, for more equitable and effective conservation.

Section 1 - Contact Details

PRIMARY APPLICANT DETAILS

Name	Helen
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GMS ORGANISATION

Type	Charity/ trusts
Name	Fauna & Flora International
Phone (Work)	[REDACTED]
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Section 2 - Project Summary, Ecosystems, Approaches and Threats

Q3. Title


Promoting equitable gender norms to strengthen conservation governance and impact


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


No

Please attach a cover letter.

Please include a response to any previous feedback in your cover letter.

 [Cover letter HA](#)

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Q5. Key Ecosystems, Approaches and Threats

Please select up to 3 biomes that are of focus, up to 3 conservation actions that characterise your approach, and up to 3 threats to biodiversity you intend to address, from dropdown lists.

Biome 1

Savannas and grasslands

Biome 2

Marine shelves (seagrass, reefs, subtidal)

Biome 3

Shoreline or Supralittoral coastal systems

Conservation Action 1

Education & awareness (incl. training)

Conservation Action 2

Livelihood, economic & other incentives (incl. conservation payments)

Conservation Action 3

External Capacity Building

Threat 1

Biological resource use (hunting, gathering, logging, fishing)

Threat 2

Human intrusions & disturbance (recreation, war)

Threat 3

Other threats

Q6. Summary of project

Please provide a brief summary of your project: the problem/need it is trying to address, its aims, and the key activities you plan on undertaking. Please note that if you are successful, this wording may be used by Defra in communications e.g. as a short description of the project on the website.

Please write this summary for a non-technical audience.

Despite increasing evidence that gender equity strengthens governance, improving both social and conservation outcomes, women remain marginalised from most formal conservation decision-making. Current efforts to promote gender equity pay insufficient attention to the social norms and practices that maintain inequality and often have limited impact on the status quo. This project will implement and learn from an innovative approach, supporting men and women to reflect on and challenge harmful gender norms and promote alternatives, for more equitable and effective conservation.

Section 3 - Dates & Budget Summary

Q7. Project Country(ies)

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

Country 1 Kenya

Country 2 No Response

Country 3 No Response

Country 4 No Response

Do you require more fields?

No

Q8. Project dates

Start date:

01 April 2023

End date:

31 March 2025

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

2 years

Q9. Budget Summary

Darwin Funding Request

2023/24

2024/25

Total request

(Apr - Mar) £

██████████

██████████

██████████

Q10. Proportion of Darwin Initiative budget expected to be expended in eligible countries: %

████

Q11a. Do you have proposed matched funding arrangements?

Yes

What matched funding arrangements are proposed?

Matched funding contributions include in-kind staff time committed by KWCA and UCL, equivalent to £██████████. KWCA time will focus on the exchange of learning and scalability and includes participation in the Project Steering Group and annual visits to the project sites including supporting the end of project assessment in year two. UCL time will focus on the review and analysis of data to update a working Theory of Change (ToC) on gender equity and conservation effectiveness, including co-facilitating two expert workshops.

Sera and Pate conservancies have committed to this project and the process and will take the learning forwards so that the innovative approach and subsequent practices will become absorbed into ongoing activities. Conservancy committee members and volunteers drawn from communities are key actors and willing to give time to this process. Specific values for in-kind contributions can only be determined once 'gender champions' within conservancies have been identified.

Q11b. Total confirmed & unconfirmed matched funding (£)

██████████

Q11c. 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?

n/a

Section 4 - Darwin Objectives and Conventions

Q12. Problem the project is trying to address

Please describe the evidence of the problem your project is trying to address in terms of biodiversity and its relationship with poverty. What is the need, challenge or opportunity?

For example, what are the drivers of loss of biodiversity that the project will attempt to address? Why are they relevant, for whom? How did you identify these problems? Please cite the evidence you are using to support your assessment of the problem (references can be listed in a separate attached PDF document).

Inequality is a barrier to addressing biodiversity loss(Ref-1) and gender inequality is one of its most pervasive and persistent forms(Ref-2).

Differential access and control over biodiversity and natural resources mean that women and men are differentially impacted by biodiversity loss. Impacts on women and girls include higher work burdens, loss of income, declining health, increased exposure to gender-based violence, reduced access to education, and adverse impacts on subjective wellbeing(Ref-3).

Despite strong arguments that attention to social equity increases conservation effectiveness(Ref-4) and an increasing body of evidence that women's effective participation leads to improved compliance, transparency, accountability and conflict resolution, greater social equity, and ultimately better conservation outcomes(Ref-5), women remain marginalised from most formal conservation decision-making(Ref-6).

There are few conservation efforts where women's marginalisation is starker than in Kenya's well-established conservancy model. Here, women comprise <10% of conservancy landowners, 5% of conservancy managers, and 5% of committee members(Ref-7). This has serious implications for conservancies' capacity to conserve biodiversity.

Current approaches to gender within Kenya's conservancies mirror those applied across the conservation sector more widely, including projects focused on women's leadership capacity and economic empowerment. Whilst these approaches have merit and provide benefits for the individual women involved, they have limited impact on the status quo, often reinforce stereotypical gender roles, conflate gender with women, and ignore the role of men in mediating women's choices and opportunities. They can even exacerbate gender-based violence; 15 (of 26) women from one conservancy reported physical and verbal abuse from their husbands due to their involvement in women's groups to make and market beaded products(Ref-8).

Promoting women's participation in conservation projects is not enough because implementers generally do not have an adequate understanding of contextual gender relations, and the systemic barriers to women's meaningful and empowered participation remain(Ref-9). Social norms, and gender norms in particular, are one of the biggest systemic barriers to gender equality both generally and within biodiversity conservation. There is limited attention to and understanding of how gender norms influence governance and outcomes, and little attention to how gender norms affect men and notions of masculinity and in turn how these affect conservation(Ref-10).

Harmful gender norms are 'patriarchal brakes' to social change but are seen as part of the natural order; people may not consciously choose to comply, they just 'are'(Ref-11). Thus, men have been long seen as the natural partners(Ref-12) and remain the main participants in and beneficiaries of conservation(Ref-13). Even when their significance is recognised, addressing gender norms may be perceived to be beyond the scope or means of conservation programming where resources and capacity are stretched.

This project will address these issues with an innovative approach, supporting men and women in two conservancies to identify, explore and challenge harmful gender norms and practices particularly as they relate to conservation governance. It will build an understanding of the mechanisms by which gender norms and in/equity affect conservation outcomes and generate knowledge and practical 'user-friendly' guidance for conservationists on considering and promoting equitable gender norms for more equitable and effective biodiversity conservation.

Q13. Biodiversity Conventions, Treaties and Agreements

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

Please indicate which agreement(s) will be supported.

- Convention on Biological Diversity (CBD)
- Nagoya Protocol on Access and Benefit Sharing (ABS)
- Global Goals for Sustainable Development (SDGs)

Q13b. National and International Policy Alignment

Using evidence where available, please detail how your 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.

Through participatory and community-led actions to promote systemic change and sustainably strengthen conservancy governance and equitable benefit-sharing, the project will support Kenya to fulfil its obligations under the CBD, including Strategic Goals, C: Improve the status of biodiversity by safeguarding ecosystems, species and genetic diversity; D: Enhance the benefits to all from biodiversity and ecosystem services; and E: Enhance implementation through participatory planning, knowledge management and capacity building. The CBD recognises the vital role women play in the conservation and sustainable use of biological diversity. It also affirms the need for the full participation of women at all levels of policy-making and implementation to achieve effective biodiversity conservation.

The Nagoya protocol recognises “the vital role that women play in access and benefit-sharing and affirm[s] the need for the full participation of women at all levels of policymaking and implementation for biodiversity conservation.” Article 22.5.j emphasises the need to enhance indigenous and local communities’ capacity, particularly of women within those communities, concerning access to and traditional knowledge associated with genetic resources. This project will promote the inclusion of women’s knowledge, their use of and access to natural and genetic resources, and equitable and transparent benefit-sharing mechanisms.

The project will support the SDGs by having positive impacts on the people and/or biodiversity within two land/sea-scapes regarding poverty (Goal-1), health (through a reduction in gender-based violence) and wellbeing (Goal-3), gender equality (Goal-5), life below water (Goal-14), life on land (Goal-15), inclusive societies and institutions (Goal-16), and partnerships to achieve these goals (Goal-17).

The project also supports Kenya’s NBSAP Guiding Principle of **Good Governance** by ensuring that natural resource governance is **participatory...equitable and inclusive...and that views of minorities are taken into account.**

Whilst this work does not directly support specific commitments under the UNFCCC, it will increase the resilience of communities and their institutions.

Section 5 - Method, Innovation, Capability & Capacity

Q14. Methodology

Describe the methods and approach you will use to achieve your intended 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 will these take place.
- How you will **manage the work** (governance, roles and responsibilities, project management tools, risks etc.).

Please make sure you read the guidance documents, before answering this question.

FFI partners with KWCA, building capacity to promote gender equity and prevent gender-based violence (GBV) across Kenya's conservancies, including piloting elements of CARE's Social Analysis and Action (SAA) approach to gender norms transformation(Ref-1). This project builds upon this experience, addressing limitations and exchanging learning with KWCA for wider application.

In Sera Wildlife Conservancy, male and female board, staff and members will be supported to challenge harmful gender norms and promote equitable alternatives. CARE will support this process through SAA, a facilitated process where participants follow an iterative cycle of reflection, planning, action and review, to promote enabling norms and practices, in this case relating to gender equity (recognition, participation, distribution of costs/benefits) and conservancy governance/natural resource management (NRM).

SAA starts with 'training of trainers' (ToTs) including women and men formally engaged with conservancies as staff, board members, other committee members (e.g. bursary, grazing, tourism), or members of recognised groups (e.g. women's groups), including influential people most able to effect change; primarily men, due to the very gender norms this project will address. A second ToT will target the wider conservancy membership, including youth. Individuals will be targeted based on sex, position, and commitment to engage, carefully considering power dynamics and the need for open reflection and dialogue.

From these trainees, ~10-20 'early adopters' will be supported through regular calls and visits by an experienced facilitator, to take action within their households, communities and workplaces, following the iterative cycle. Through this process, participants will individually and collectively engage with and influence their peers. The extent to which they progress through the reflection-planning-action-learning cycle and extend the process through their networks depends on the individuals and contexts involved.

At Pate Marine Community Conservancy, board and staff will receive training to understand and reflect on gender norms, and will be supported to apply this learning to take action to promote equitable norms and practices. Here, we will continue to adapt, rather than implement, the full, resource-intensive SAA process, using learning from Sera to identify and implement actions and approaches that promote gender-transformative change in Pate.

An end-of-project Participatory Impact Assessment (PIA) will compare 'before and after' norms, attitudes and practices regarding gender equity and conservancy governance/NRM, including perceptions of how these changes have led to better conservation outcomes.

This process of reflection and action will be analysed to inform the development of practical guidance on gender norms transformation for conservation practitioners in Kenya and beyond. The Project Leader will be supported by CARE, with input from KWCA and others. Qualitative data will increase understanding of how norms act as barriers or enablers to gender equity and consequently conservation effectiveness, informing a working Theory of Change. This process will be led by UCL with the Project Lead, with annual workshops seeking input from a network of gender and conservation experts.

FFI will lead on partner coordination, oversight of expenditure and progress, and ensuring appropriate technical expertise is applied. A Project Steering Group (PSG) will meet monthly to review progress, adapt, and extract learning.

Q15. Innovation

Please specifically outline how your approach or project is innovative.

Is it the application of a proven approach in a distinctly different geography/issue/stakeholder (novel to the area), or in a different sector (novel to the sector), or an unproven approach in any sector (novel to the world)?

Whilst many conservation organisations recognise the importance of equitable benefit sharing and of promoting women's participation and empowerment, there is less understanding of the patriarchal systems within which projects operate(Ref-1). Many development organisations are now using gender transformative approaches that critically examine and seek to change harmful gender norms and power relations, but such approaches are very rare within the conservation sector.

Gender norms are 'the elephant in the room' amongst conservationists, but if we continue to ignore them, our efforts to conserve biodiversity will be less equitable and consequently less impactful. This project presents an exciting opportunity to adapt, learn from, and subsequently replicate, an innovative approach to support the implementation of gender transformative conservation programming.

SAA is CARE's approach to gender norms transformation, successfully implemented in many countries with great success, primarily in food security, nutrition and health projects. This project will adapt SAA to a conservation context, examining gender norms relating to natural resource management and conservancy governance, including how they influence conservation effectiveness, and considering the realities of conservation programmes.

Norm change is slow but can be accelerated by ensuring depth; changing 'hearts and minds' whilst promoting community-wide change(Ref-2). This is exactly what SAA is designed to do. Selected individuals from different spheres (staff, board and conservancy membership) will undergo in-depth training and 'early adopters' will be supported to become influencers, facilitating and contextualising reflection, followed by planning and action, within their peer groups, thus diffusing changes in attitudes, behaviours and gender norms amongst the conservancy.

Q16. Capability and Capacity

How will you support the strengthening of capability and capacity in the project countries at organisational or individual levels? Please provide details of what form this will take, who will benefit, and the post-project value to the country.

The project will be delivered in collaboration with local partners with a long-term presence on the ground: KWCA, NRT, CARE, and community conservancies.


Using a training-of-trainers (ToT) approach under Output 1, 60 men and women from Sera and Pate Conservancies staff, board, and members, will attend training on gender norms, SAA, and dialogue facilitation. Initial training will be conducted as workshops, with materials and tools adapted to the conservancy/conservation context. FFI and CARE monitoring visits will support identified, local Gender Champions in facilitating dialogues with their peers, and planning, implementing and reviewing actions within their own spheres/communities. This approach and ongoing capacity building will catalyse a multiplying effect resulting in >150 men and women in Sera and Pate Conservancies reflecting and acting on gender norms in relation to their lives and conservancy resources.


This approach to strengthen capacity will promote equitable governance of natural resources and create individual and organisational change to ensure sustainability of impact. Sera and Pate Conservancies will be supported to reflect on and increase understanding of principles of good governance, including how gender equitable norms strengthen governance and improve conservation outcomes.


Review and analysis of project data and learning will inform the development of practical guidance for implementing gender transformative approaches within conservation, as well as collaborative expert workshops, from which a Theory of Change (ToC) will be developed on how gender equity improves conservation. Open access sharing and promotion of the ToC and practical guidance will increase knowledge, understanding and replication of gender transformative approaches among conservation practitioners and researchers, thereby scaling-up project impact.

NRT's and KWCA's capacity to promote gender equity, GBV prevention and good governance across their membership will continue to be strengthened through their participation in the project, particularly by exchanging learning and participating in the PSG.

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

 [References and acronyms](#)

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

Q17. Gender equality

All applicants must consider whether and how their project will contribute to reducing inequality between persons of different gender. Explain your understanding of gender equality within the context your project, and how is it reflected in your plans. Please summarise how your project will contribute to reducing gender inequality. Applicants should, at a minimum, ensure proposals will not increase inequality and are encouraged to design interventions that proactively contribute to increased gender equality.

Patriarchy is manifested in gender norms, beliefs, and practices. In the communities of Kenya's conservancies, women are considered subordinate- reflected in education levels, division of labour, leadership, and access to and control over resources. Children are taught how to be male or female and what is expected from them. Boys are more likely to be enrolled in school and have higher completion rates. Male power is reproduced through inheritance and ownership or control of resources. Women's reproductive and productive roles mean they are time poor(Ref-1).

Individual men may be supportive of women's participation and leadership but are often subject to ridicule from their peers; being branded as weak or 'woman-led' inhibits such men from publicly supporting women(Ref-2).

Women do access conservancy resources, according to their gendered responsibilities, but making decisions lies with male elders and can disregard or negatively impact women. Governance structures and policies have replicated the inequitable structures and policies imposed by colonial and post-colonial governments.

Despite more recent progressive laws and policies, the gender norms, practices and beliefs that lead to women's marginalisation within conservancies are both perpetuated by and contribute to their continued exclusion. They also bind men to narrow notions of masculinity. This project will support a community led process to challenge harmful gender norms and promote equitable alternatives, leading to systemic and sustainable change for gender equality.

There will be greater tolerance within communities towards those who don't adhere to socially defined expectations of behaviour for their sex, or who are marginalised by other factors (e.g. marital status, age). Individual men and women will benefit through increased knowledge, skills and capacity and more harmonious relationships within households, conservancies and communities. Women, and other marginalised groups, will benefit from the creation of enabling environments that allow their meaningful participation in conservancy governance and benefit sharing.

Q18. Awareness and understanding

How will you raise awareness and understanding of biodiversity-poverty issues in your stakeholders, including who your stakeholders are, what approaches/formats/products will you use, how you will ensure open and free access to all data, and how will you know that the messages are understood?

This project will achieve greater consciousness and motivation to change unequal gender norms within Sera and Pate conservancies, and by extension greater awareness and understanding of biodiversity-poverty issues, through the SAA ToT approach. Trainees from conservancy staff, board, and community members, as active champions of gender equality, will facilitate dialogues within their own communities and spheres of influence. Over the project period, each of the >30 gender champions will promote reflection and action with >5 peers, reaching >150 men and women. Approaches and products will include SAA training workshops, materials and reports, FFI and lead facilitator visits and reports, and local facilitator feedback. Understanding will be evidenced by Output Indicators 1.5 and 1.6 that, by project end, 70% of participants report increased agreement that men and women should have equal access to conservancy resources and opportunities, and two recorded examples of changes at each conservancy and 0.2 regarding perceived links between equitable governance and improved conservation outcomes.

More widely, in Kenya and beyond, learning generated from the process will inform practical guidance on gender norms and transformative change and will be promoted to scale impact. The learning will also inform the development of an evidence-based ToC (Output 3), articulating how improved gender norms benefit conservation. The practical guidance and ToC will be shared through FFI's, UCL's and KWCA's professional networks of conservation practitioners and researchers (see below), via meetings, workshops, and document sharing. The guidance and ToC will be shared freely and open access on FFI's public website and the Capacity for Conservation website(Ref-1).

Networks include: IUCN CEESP Gender Specialist Group; Gender and Environment Working Group, convened by Conservation International (CI); UCL Progressing Gender Equity in Conservation Research, Practice and Policy working

group; USAID/IUCN RISE initiative grantees(Ref-2); and Google groups Genderaquafish(Ref-3) and UNCBD Women Caucus(Ref-4).

Q19. Change expected

Detail the expected changes to both biodiversity and poverty reduction, and links between them, this work will deliver. You should identify what will change and who will benefit a) in the short-term (i.e. during the life of the project) and b) in the long-term (after the project has ended) and the potential to scale the approach.

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.

Within the shorter term, project activities will result in more gender equitable and effective natural resource governance in 2 community conservancies in Kenya and will have generated and disseminated learning on promoting and scaling gender transformative change more widely.

Across two conservancies >60 men and women will be familiar with the SAA process, have reflected on their own values, beliefs and practices, and have knowledge and skills to facilitate reflection and dialogues on gender norms. At least >30 of these initial trainees will become active champions of gender equality and, with expert support, will facilitate dialogues to increase consciousness and motivation to change unequal gender norms with their peers within their own community or sphere of influence (e.g. office, board/committee, community group); and identify actions to challenge harmful gender norms and practices and promote more equitable alternatives. The process will result in both individual and collective action to maintain positive changes. Each gender champion will facilitate discussion with at least 5 peers over the project period (reaching >150 men and women across both sites). Given this approach, working with both men and women and initially focusing on early adopters and influencers, it is not possible to specify exactly how many each of men/women will participate.

By project end, in each conservancy there will be >2 proactive changes in governance mechanisms that promote gender equity. These will depend upon the specific context, priorities and participants but could include, for example, changes in the way votes are cast/counted, quotas for female leaders, or the creation of a shadow board.

The process will also catalyse changes and improve relationships at household level, for example more joint decision-making, more equitable workload sharing and a reduction in gender-based violence. This will benefit an estimated 750 people (members of 150 households).

Over the medium and longer term these improvements will benefit all conservancy members, but women in particular will benefit through changes such as increased access to information, increased representation, voice and influence, and reduced unintended/negative outcomes from conservancy initiatives.

Direct conservation impact cannot be measured within the project timescale but favourable gender norms that enable the meaningful participation of women in sufficient numbers, including representation in leadership, results in improved resource governance and conservation outcomes, as well as improved social outcomes, due to gendered differences in the experience, use, knowledge and value of natural resources.

Learning generated will inform practical guidance on gender transformative change within conservation, including factors that facilitate scalability, which will be accessible for practitioners in Kenya and beyond. It will also inform the revision of a working ToC on gender equity and conservation, and increase understanding of how social norms act as barriers or enablers to aspects of gender equity/inequity and consequently conservation effectiveness.

Over time, the above changes will continue to deepen and multiply in two conservancies and, informed by the knowledge and guidance generated, gender transformative approaches will be scaled across NRT's and KWCA's membership and beyond, resulting in sustained social and biodiversity impacts.

Q20. Pathway to change

Please outline your project's expected pathway to change, including how your outcome can be scaled. This should be an overview of the overall project logic and outline why and how you expect your Outputs to contribute towards your overall Outcome and, longer term, your expected Impact.

This should directly relate to your overall project's Theory of Change which must be uploaded alongside your application. See the separate [Monitoring, Evaluation and Learning Guidance](#) for further information on your Theory of Change.

Because women and men use natural resources differently, women have different knowledge and views that are generally excluded. Equitable gender norms enable women to participate effectively and more equally alongside men, with greater representation, voice and influence, and an increased sense of fairness. Inclusive decision-making incentivises more sustainable resource use across all stakeholders, leading to more effective conservation governance and better outcomes for biodiversity, from greater compliance, transparency and accountability, better conflict resolution, and increased patrolling and enforcement. Wellbeing outcomes are also improved, with a reduction in GBV, empowerment and increased voice in decision-making of women, increased resource access for women, and more harmonious relationships.

This project seeks greater social and biodiversity impact in Kenya's community conservancies and beyond, through the application of innovative, gender-transformative approaches for more equitable and effective conservation governance (Impact).

If there is increased motivation and capacity to challenge harmful gender norms, and increased individual and collective action to promote equitable alternatives (Output 1), practical guidance on gender-transformative approaches is accessible to conservation actors (Output 2), and understanding of the links between gender equity, gender norms and conservation effectiveness is increased (Output 3), then conservation governance will be more gender equitable and more effective (Outcome).

Q21. Exit strategy

How will the project reach a sustainable point and continue to deliver benefits post-funding?

Will the innovation be mainstreamed into "business as usual" to continue to deliver the benefits? How will the required capability and capacity remain available to sustain the benefits? How will your approach, if proven, be scaled? Are there any barriers to scaling and if so, how will these be addressed?

Gender norms are maintained through what are termed 'doxa'(Ref-1); the gradual socialisation of people through everyday practice until certain practices become 'the norm' (e.g. the lack of women in conservancy governance). Through a proven approach, this project aims to make gender equitable norms the new normal; to dismantle the barriers women face in participating in and benefiting from conservancy decision-making. Gender equitable governance will be more effective, resulting in sustained social and biodiversity outcomes.

Individuals with increased consciousness, motivation, and capacity to act to challenge harmful gender norms and promote equitable alternatives will share their knowledge with their peers, facilitating dialogues to promote wider reflection and change. Based on learning with KWCA(Ref-2), local champions/facilitators will be effectively supported to build their skills, sustaining dialogue and action post-project.

The process will also be effectively integrated into existing conservancy and community fora and activities and will focus on depth rather than breadth, leading to higher quality learning and outcomes. It will be well-adapted to the context and move at a pace participants are comfortable with, ensuring more effective buy-in. Intergenerational and youth dialogues will be encouraged. Gender norms are less deeply rooted within youth and they can play a strategic role in promoting positive sustainable change.

Working through existing social networks and relationships, and drawing on existing sources of strength and opportunity, the changes catalysed by the project will multiply beyond project end, resulting in further shifts in prevailing social norms,

attitudes and practices that perpetuate women’s exclusion from conservancy governance and benefits.

Through practical guidance and the Theory of Change, project learning will be disseminated and freely available online for an unlimited time, supporting the scaling of change beyond the focus sites. The Outcome and Impact of this project are inherently about sustainability of results into the future.

Section 7 - Risk Management

Q22. Risk Management

Please outline the 6 key risks to achievement of your Project Outcome and how these risks will be managed and mitigated, referring to the [Risk Guidance](#). This should include at least one Fiduciary, one Safeguarding Risk, and one Delivery Chain Risk.

Projects should also draft their initial risk register, using the [Risk Assessment template](#), and be prepared to submit this when requested if they are recommended for funding. Do not attach this to your application.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<p>Fiduciary (financial)</p> <p>The risk that funds used for the intended purposes; do not achieve value for money; and/or are not properly accounted for. The realisation of fiduciary risk can be due to a variety of factors, including lack of capacity, competency, or knowledge; bureaucratic inefficiency; and/or active corruption.</p>	Major	Rare	Moderate	<p>Adopting FFI's financial management systems, accounting of all financial resources.</p> <p>Restrict access to funds and funding codes. All project spending signed off by at least two staff - Project Manager, Grant officer or Finance Manager.</p> <p>Zero-tolerance to bribery, complying with Bribery Act (2010).</p>	Minor
<p>Safeguarding</p> <p>Preventing and responding to harm caused by sexual exploitation, abuse, harassment or bullying. Minimise the likelihood and impact of these actions towards both the local communities (project beneficiaries), and also staff of FFI and partners.</p>	Major	Rare	Minor	<p>FFI has a mandatory Safeguarding Children and Vulnerable Adults Policy/Procedure which requires compliance from all FFI staff, associates and partners, including sub-grantees, service providers and third parties who carry out work on behalf of or in conjunction with FFI, including clear investigation and disciplinary procedures, and feedback and grievance mechanisms.</p>	Minor

<p>Delivery Chain</p> <p>Changes in context can threaten the ability to deliver, especially due to Covid-19 pandemic.</p>	Moderate	Possible	Major	<p>In event of international travel restrictions, project assessment will be led by FFI and KWCA staff in-country, with remote support from project leader.</p>	Minor
				<p>If restrictions occur, activities will be adapted in-line with government guidance and based on project operations experience during pandemic (e.g., meetings organised with representatives vs. whole community).</p>	
<p>Risk 4</p> <p>Lamu County has been subjected to a number of attacks by Al-Shabab militants in recent years. While no attacks have occurred to date in project area (Pate Marine Community Conservancy), there is a risk that communities will be affected should attacks in the county occur.</p>	Minor	Possible	Moderate	<p>Monitor security alerts and situations when travelling to the field, and avoid travel to insecure areas.</p> <p>Stay abreast of security guidance to remain adaptive and responsive should insecurity arise.</p> <p>In Kenya, FFI is a member of the International NGO Safety Organisation, which regularly sources and provides security updates.</p>	Moderate
<p>Risk 5</p> <p>Safeguarding: Risk that a project addressing gender inequity and discussing gender and power norms and relations can exacerbate existing tensions and has potential to lead to backlash from men and, in extreme cases, GBV.</p>	Major	Possible	Moderate	<p>The SAA process follows the principle of Do No Harm. Harm can be avoided through careful consideration of the complexity and sensitivities around gender norms.</p> <p>Dialogues and actions will be monitored closely and activities adapted to prevent harm. If necessary, referral to GBV experts and services will be made.</p>	Minor
<p>Risk 6</p> <p>Some of the implementation partners operate on a lean staff (e.g. community conservancies). There is a risk that their capacity is below that needed to meet the needs of the project. This would lead to slow implementation and increase burden on other project partners.</p>	Moderate	Possible	Major	<p>The SAA process will be adapted to the specific context, circumstances and participants, and will be implemented at a pace they are comfortable with.</p> <p>Capacity building is a core component, building the motivation, confidence and skills of local facilitators who will cascade the learning through their networks, promoting long-term change.</p>	Minor





Section 8 - Implementation Timetable

Q23. Provide a project implementation timetable that shows the key milestones in project activities

Provide a project implementation timetable that shows the key milestones in project activities. Complete the Word template as appropriate to describe the intended workplan for your project and upload this below as a PDF.

[Implementation Timetable Template](#)

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and fill/shade only the quarters in which an activity will be carried out.

 [Implementation Timetable Gender 2022-23](#)
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 pdf 185.35 KB

Section 9 - Monitoring and Evaluation

Q24. Monitoring and evaluation (M&E)

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

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

The project, and its Monitoring, Evaluation and Learning (MEL), is built around a cycle of planning–action–review–reflection–learning, facilitating participative and responsive implementation and MEL- particularly important because gender transformative changes are not linear. The project will document and learn from small incremental changes towards the longer-term objective.

MEL is continuous and will be used to adapt the intervention to specific individuals, groups and circumstances. Monthly (virtual) meetings of the PSG, and quarterly support/monitoring visits to local champions/dialogues, will enable the regular review of progress, opportunities and challenges and enable adaptation accordingly.

The project will refine the following learning questions to shape the MEL framework:

How often do board/staff/members meet for reflective dialogues?

What are the issues they reflect upon?

How are board/staff/members' perceptions and understanding of gender and power norms changing?

Are board/staff/members' motivations to challenge inequitable norms changing?

Are there any negative consequences observed or reported?

What types of individual or collective actions have been taken to challenge inequitable norms and/or promote more equitable norms?

In the field, both qualitative and quantitative approaches will be used to measure what is changing and how, including questions on social expectations of behaviours appropriate or typical within groups (norms), consequences of

rejecting/conforming to social expectations (sanctions), as well as individual attitudes and behaviours. For example:

Do you think that women should form 50% of the conservancy board? [Individual belief]

Do you think that people in your village/community think that women should form 50% of the conservancy board?
[Normative expectation]

Do you think the community will oppose you since [if] you disagree with them? [Perceived sanction]

If the community did not oppose you, would you encourage a female family member (sister/daughter/wife/mother) to stand for election on the conservancy board? [Readiness to act on beliefs]

Various tools, some drawn/adapted from CARE, will be used throughout the project, initially during training to catalyse discussion and raise awareness as well as to gather data to form a baseline both for the training and the project. The same tools will then be used to monitor changes. Tools will include:

Vote with feet - to explore the diversity of opinions regarding commonly held beliefs, expose participants to differing opinions, and provide opportunity to reflect on personal attitudes/beliefs.

Vignettes - to elicit personal responses to hypothetical scenarios, and perceptions of community reactions, to shed light on the influence of norms.

Statements - to assess whether a group's or individuals' knowledge, attitudes, skills and behaviours are changing over time by marking the degree of resistance or acceptance to statements related to gender norms.

The PSG will use an After-Action Review process to review what happened/was supposed to happen, what worked well/could be improved, what helped/hindered, what was learned, what could/should be done differently.

The project will monitor the process of implementation of activities and targets and will adhere to FFI's monitoring and reporting systems, including quarterly budget review meetings.

Monitoring will be led by the Project Leader with field monitoring led by the Project Coordinator, supported by the PSG.

Total project budget for M&E (this may include Staff and Travel and Subsistence Costs)

██████████

Percentage of total project budget set aside for M&E

██

Number of days planned for M&E

104

Section 10 - Logical Framework


Q25. Logical Framework (logframe)


Darwin Initiative projects will be required to monitor and report against their progress towards their Outputs and Outcome. This section sets out the expected Outputs and Outcome of your project, how you expect to measure progress against these and how we can verify this.


[Logframe Template](#)

Please complete your full logframe in the separate Word template and upload as a PDF using the file upload below - please do not edit the logframe template structure (other than adding additional Outputs if needed) as this may make your application ineligible. On the application form, you will be asked to copy the Impact, Outcome and Output statements and activities - these should be the same as in your uploaded logframe.

Please upload your logframe and Theory of Change as a combined PDF document.

 [Logframe and ToC Final](#)

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Impact:

Conservation actors across Kenya and beyond are achieving greater social and biodiversity impacts as a result of applying innovative and gender transformative approaches for more equitable and effective governance.

Outcome:

More gender equitable and effective natural resource governance in 2 community conservancies in Kenya and learning on promoting and scaling gender transformative change generated and disseminated for wider conservation programming.

Project Outputs

Output 1:

Men and women, including board, staff and members, in Sera and Pate conservancies have reflected and acted upon gender norms to increase gender equity in conservancy decision-making.

Output 2:

Practical guidance on gender norms and gender transformative change, including factors that facilitate scalability, is accessible for conservation practitioners in Kenya and beyond.

Output 3:

A robust, evidenced-based Theory of Change, developed by experts, articulates how equitable gender norms benefit conservation and is widely accessible to peers for future application.

Output 4:

No Response

Output 5:

No Response

Do you require more Output fields?

It is advised to have less than 6 Outputs since this level of detail can be provided at the activity level.

No

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 Collate, review and update existing gender and power analyses for Sera and Pate conservancies (desk-based).

1.2 Set criteria for and identify participants to attend Social Analysis and Action (SAA) 'ToT' training.

1.3 Adapt SAA training materials for the conservancy / conservation context.

1.4 SAA 'Training of Trainers' training for board, staff and members at Sera Conservancy (Y1) and for board and staff at Pate Conservancy (Y2).

1.5 Identify / support the emergence of 'early adopters' (champions) to lead local group dialogues and action.

1.6 Identify entry points for local dialogue and action with champions and conservancy staff (e.g. existing conservancy and/or community events, meetings, activities, groups, committees).

1.7 Conduct facilitator and FFI monitoring/support visits to support local champions and groups in facilitating dialogues, planning actions, and implementing and reviewing actions.

1.8 Hold monthly meetings of Project Steering Group (PSG) to monitor and review SAA and project progress, adapt as necessary, and analyse data generated by the SAA process.

1.9 Complete Participatory Impact Assessment to compare 'before and after' norms, attitudes and behaviours and perceptions of how these link to stronger conservation governance and outcomes.

Output 2

2.1 Review and analysis of the data generated by the SAA process with key findings and issues discussed at PSG meetings.

2.2 Development, review and completion of practical guidance.

2.3 Disseminate practical guidance via FFI's website, gender networks (e.g. Conservation International's Gender and Environment Working Group) and the open-access Capacity for Conservation website.

2.4 Share project learning through blogs (one per year) on FFI and KWCA websites.

Output 3

3.1 Review and analyse the data generated by the SAA process with key findings and issues discussed at PSG meetings.

3.2 Collaborative workshops (annual, virtual) with experts to share and analyse data and further develop Theory of Change on how gender equity improves conservation.

3.3 Disseminate the updated Theory of Change via FFI and UCL networks.

Section 11 - Budget and Funding

Q26. 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.

Note that there are different templates for projects requesting under £100,000 and over £100,000. Please refer to the Finance Guidance for more information.

- [Budget template for projects under £100k](#)
- [Budget template for projects over £100k](#)


Please ensure you include any co-financing figures in the Budget spreadsheet to clarify the full budget required to deliver this project.


NB: Please state all costs by financial year (1 April to 31 March) and in GBP. The Darwin Initiative cannot agree any increase in grants once awarded.


Please note the next section is about the financial aspects of your project, rather than technical elements.

 [Final Budget FFI Darwin Innovation gender DIR29IN](#)

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Q27. Funding

Q27a. Is this a new initiative or does it build on existing work (delivered by anyone and funded through any source)? Please give details.

Development of existing work

Please give details.

This is a new initiative but builds upon work previously implemented and upon a working Theory of Change detailing how women’s participation improves fisheries and forestry management(Ref-1).

In 2015 FFI worked with three NRT conservancies, including Sera, seeking to promote women’s participation in conservancy governance. The project included supporting a limited number of small mixed-sex groups to reflect on and address gender attitudes and practices, resulting in a qualitative gender analysis report to inform NRT programming. Whilst promising changes were catalysed, the intervention was short-term and lacked resourcing. This work subsequently informed a short-term KWCA-FFI-UCL collaboration, which began to explore the relationship between gender equity and conservation effectiveness.

Since 2019, FFI has been working closely with KWCA to strengthen their capacity to promote gender equity and GBV prevention, including a collaboration with CARE on a USAID-funded project(Ref-2) piloting SAA at KWCA institutionally, at one KWCA regional association (Taita Taveta) and in one conservancy (Kasigau, in Taita Taveta).

This project will learn from, build upon and strengthen these previous initiatives by more systematically learning from, and working with, conservancies to address the systemic barriers to women’s effective participation in conservancy governance, with the support of experts on gender transformative approaches.

Q27b. Are you aware of any current or future plans for similar work to the proposed project?

Yes

Please give details explaining similarities and differences, and explaining how your work will be additional and what attempts have been/will be made to co-operate with and learn lessons from such work for mutual benefits:

KWCA is in the process of negotiating a second grant from USAID/RISE, to roll out the implementation of SAA at Kasigau and to start the process with the regional association and one conservancy in Amboseli, again collaborating with FFI and CARE. The project has an emphasis on climate change, including the development of climate adaptation plans, and SAA is just one amongst a suite of project activities, stretching limited project resources and capacity.

Whilst both projects use SAA, they will be implemented in different socio-cultural contexts and on different scales. KWCA focuses on the regional association level whilst the FFI-led project focuses on individual conservancies. FFI will specifically address the challenges and learning from the previous project, pay more attention to extracting and documenting learning, and focus on depth rather than breadth to catalyse meaningful and sustained change. There will also be more emphasis on adapting SAA to a conservation context and linking gender norms with conservation governance/NRM, to increase local impact but also to generate knowledge for wider application (through practical guidance and ToC).

KWCA and FFI continue to collaborate closely and KWCA will be supported to more effectively learn from and implement SAA, to support adaptation and replication.

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.

The budget does not include capital items.

Q29. 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).

Economy: The UK-based Project Lead will provide overall technical support and expertise, maximising cost savings provided by online communication tools, with one in-person trip per year. On-the-ground, day-to-day coordination and technical expertise will be provided by the Kenya-based Project Coordinator. All other staff are based in-country, reducing travel expenses. Learning dissemination with the wider conservation sector, including workshops, will take place online, reducing costs and increasing accessibility for more people to engage.

Efficiency: The project utilises FFI and partners' inhouse expertise, enabling continuous support and avoiding additional consultancy costs. FFI staff time is budgeted to integrate project learning into FFI's ongoing Kenya programme, ensuring the project guides wider change and replication. The project will use adaptative management, with monthly PSG meetings to review activities and ensure achievement of intended impact.

Effectiveness: Interventions are designed to leverage existing expertise and networks. Building on previous work to apply the proven SAA approach avoids duplication of effort. Gender Champions will take the approach forwards within their own communities, multiplying the changes catalysed by the project, requiring minimal ongoing costs.

Equity: This project focuses on addressing social norms to dismantle barriers for women participating in, and benefitting from, conservation. This will lead to better outcomes for biodiversity and women. Promoting equitable social norms creates more tolerant, inclusive communities, thereby also benefitting other marginalised groups.

Project staff are fluent in Kiswahili, English and local languages, ensuring effective communications with target communities, further strengthened by the Gender Champions who are themselves members of beneficiary communities.

Section 12 - Outputs, Open Access, Ethics & Safeguarding

Q30. Safeguarding

Projects funded through the Darwin Initiative must fully protect vulnerable people all of the time, wherever they work. In order to provide assurance of this, projects are required to have appropriate safeguarding policies in place.

Please confirm the Lead Partner has the following policies in place and that these can be available on request:

We have a safeguarding policy, which includes a statement of our commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse	Checked
We have attached a copy of our safeguarding policy to this application	Checked
We keep a detailed register of safeguarding issues raised and how they were dealt with	Checked
We have clear investigation and disciplinary procedures to use when allegations and complaints are made, and have clear processes in place for when a disclosure is made	Checked
We share our safeguarding policy with all partners	Checked
We have a whistle-blowing policy which protects whistle blowers from reprisals and includes clear processes for dealing with concerns raised	Checked
We have a Code of Conduct in place for staff and volunteers that sets out clear expectations of behaviours -- inside and outside the work place - and make clear what will happen in the event of non-compliance or breach of these standards	Checked

Please outline how you will implement your safeguarding policies in practice and ensure that all partners apply the same standards as the Lead Partner. If any partner of the responses are "no", please indicate how it is being addressed.

FFI has a mandatory Safeguarding Children and Vulnerable Adults Policy & Procedure which requires compliance from all FFI staff and associates and partners, including but not limited to, sub-grantees, service providers and any third parties who carry outwork on behalf of, in partnership with or in conjunction with FFI. All FFI staff are required to complete training.

The Policy adopts clear investigation and disciplinary procedures to use when allegations and complaints are made, and

has clear processes in place for when a disclosure is made. A feedback and grievance mechanism for the project will be implemented and sensitisation conducted.

Q31. Ethics

Outline your approach to meeting the key principles of good ethical practice, as outlined in the guidance.

FFI seeks to ensure our activities do not disadvantage poor, vulnerable or marginalised, natural resource-dependent women and men, and wherever possible to conserve biodiversity in ways that enhance human wellbeing and social equity. FFI has committed to respect human rights, promote their protection and realisation within our conservation programmes, and support the governance systems that can secure those rights.

Community stakeholder engagement will follow Free Prior and Informed Consent (FPIC) principles including comprehensive documentation to evidence how the concerns, knowledge, rights and needs, particularly of vulnerable people (including women), are addressed. We will implement a locally appropriate, accessible and transparent feedback and grievance mechanism.

FFI has a suite of policies and procedures concerning core values and ethical behaviour, including safeguarding, anti-harassment and whistleblowing, as well as an employee handbook. As appropriate, these will be shared downstream to consultants and partners as contractual obligations in subgrant and consultancy contracts. All staff and partners sign and adhere to the Code of Conduct to ensure that they understand what is deemed a violation of rules and values of FFI.

Section 13 - FCDO Notifications

Q32. FCDO notifications

Please state if you think that there are sensitivities that the Foreign Commonwealth and Development Office will need to be aware of should they want to publicise the project's success in the Darwin Initiative in any country.

No

Please indicate whether you have contacted FCDO Embassy or High Commission to discuss the project and attach details of any advice you have received from them. If you have not, please say why not.

Yes (no written advice)

Section 14 - Project Staff

Q33. 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.

Please provide 1-page CVs or job description, further information on who is considered core staff can be found in the Finance Guidance

Name (First name, surname)	Role	% time on project	1 Page CV or job description attached?
Helen Anthem	Project Leader	24	Checked

Ann Komen	Project Coordinator (FFI)	24	Checked
Josephine Nzilani	Sera Conservancy Coordinator (FFI)	4	Checked
New Hire	Pate Conservancy Coordinator (FFI)	4	Checked





Do you require more fields?

Yes

Name (First name, surname)	Role	% time on project	1 Page CV or job description attached?
Patrick Lelei	Finance Manager (FFI)	4	Checked
Joyce Peshu	Learning exchange and support (KWCA)	5	Checked
Emily Woodhouse	Data analysis and learning support (UCL)	3	Checked
Dorothy Aseyo (Consultant)	SAA Technical oversight (CARE Kenya)	7	Checked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked

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

Ensure the file is named clearly, consistent with the named individual and role above.

 [Combined CVs](#)
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 pdf 306.28 KB

Have you attached all project staff CVs?

Yes

Section 15 - Project Partners

Q34. Project Partners

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

This section should demonstrate the capability and capacity of the Project Partners to successfully deliver the project.

Please provide Letters of Support for all project partners or explain why this has not been included.

The partners listed here should correspond to the Delivery Chain Risk Map (within the Risk Register template) which you will be asked to submit if your project is recommended for funding.

Lead Partner name:	Fauna & Flora International
Website address:	fauna-flora.org
Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):	<p>Operating in more than 40 countries, FFI works to conserve threatened species and ecosystems, seeking sustainable solutions based on sound science that contribute to human needs.</p> <p>FFI has worked in Kenya for over 18 years and in the project areas since 2013. FFI was instrumental in the design and establishment of Northern Rangelands Trust (NRT) and its community-based conservancy model. FFI currently sits on NRT's board; provides direct technical and financial support to several conservancies; and has built a robust partnership specifically with NRT's coastal operations and with the local communities it represents in Northern Kenya.</p> <p>FFI has been partnered with KWCA since 2019 and is currently helping build its capacity to address gender inequity and gender-based violence.</p> <p>FFI's Africa and Social Equity & Rights teams have the technical capacity and experience to support this project including wellbeing, equitable governance, gender equity and participatory approaches.</p> <p>FFI Kenya will co-ordinate the daily implementation of activities with a staff member based in Laikipia and another based in Lamu (short distances from Sera and Pate conservancies, respectively) supported by Nairobi-based technical, financial and administrative staff. Kenya-based staff will lead on the design and implementation of participatory approaches, impact monitoring that supports adaptive management, partner coordination and technical reporting.</p> <p>FFI's UK-based headquarters provides the necessary financial, administrative and technical support to ensure the delivery of i) high-quality technical guidance and quality control (including monitoring and evaluation) and ii) sound financial management that is fully consistent with donor standards and international accredited auditing standards.</p>
International/In-country Partner	<input checked="" type="radio"/> International
Allocated budget (proportion or value):	██████
Represented on the Project Board	<input checked="" type="radio"/> Yes
Have you included a Letter of Support from the organisation?	<input checked="" type="radio"/> Yes

Do you have partners involved in the project?

Yes

1. Partner Name: CARE International Kenya

Website address: <https://www.careinternational.org.uk/> and <https://www.care-kenya.org/>

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

CARE International is a leading humanitarian organization fighting global poverty, operating in over 100 countries, including Kenya.

CARE places a special focus on women and girls and, is committed to gender-transformative work. They partner with communities to challenge and transform inequitable gender norms that restrict women’s and girls’ ability to achieve their best possible lives. CARE’s signature approach to gender norm transformation is Social Analysis and Action (SAA), a facilitated process through which individuals explore and challenge the social norms, beliefs, and practices that shape their lives.

CARE Kenya will provide SAA technical support and oversight, supplying facilitators for initial training and ongoing support visits to local facilitators/champions. CARE will be on the Project Steering Group to exchange learning, provide technical input and review progress of the SAA process. Funds to CARE are transferred as a consultancy, via FFI.

International/In-country Partner In-country

Allocated budget: 0

Represented on the Project Board Yes

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

2. Partner Name: Sera Wildlife Conservancy

Website address: Not applicable.

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

Sera Wildlife Conservancy is a community conservancy in Northern Kenya, covering approximately 340,450 hectares, of which 51,740 hectares are given over to the conservation area. Sera Conservancy was formed by local Samburu communities in 2001 with the aim of bringing together three historically rivalled ethnic groups to ensure the conservation and sustainable use of natural resources in their traditional lands. Sera receives significant national and international attention due to its successful rhino sanctuary, the first of its kind in East Africa.

FFI has operated in this geography for over 18 years, and maintains a strong partnership with Sera Conservancy through the provision of operational and governance support. Sera Conservancy continues to develop its collaborative management practices and monitor their effectiveness. As a part of this, Sera Conservancy recognises the need to increase women's participation in decision-making within conservancy governance and management.

Sera Conservancy is a key partner in the project as the primary pilot site. Staff, board/committee members and community members of the conservancy will participate in the Social Analysis and Action (SAA) process, undergoing training, implementing actions, sharing learning, and monitoring progress.

International/In-country Partner

In-country

Allocated budget:



Represented on the Project Board

Yes

Have you included a Letter of Support from this partner?

Yes

3. Partner Name: Pate Marine Community Conservancy

Website address: Not applicable.

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

Pate Marine Community Conservancy is located on Pate Island in Lamu County on the Northern coast of Kenya. Pate was established and registered as a community-based organisation in 2012, with support and facilitation from NRT, and the aim of transforming people's lives, building peace, and conserving natural resources. Pate Conservancy is an autonomous institution owned by Bajun communities, who are primarily fishers, and is governed by a 10-person board of directors, representing area Beach Management Units, Community Forest Associations, and area ruins and historical sites, with key partners serving as non-voting and ex-official members.

Both FFI and NRT have been working with Pate Conservancy in recent years, supporting capacity building for conservancy management and governance. As part of strengthening conservancy governance, Pate Conservancy aims to increase and promote women's empowerment and participation in conservation activities and decision-making.

Pate conservancy is an on-the-ground implementation partner. Board and staff will receive training and will be supported to apply the learning and take action, and to integrate these into their ongoing work. They will implement actions, share learning, and monitor progress. Funds to support implementation at Pate, will be issued via NRT.

International/In-country Partner

In-country

Allocated budget:

0

Represented on the Project Board

Yes

Have you included a Letter of Support from this partner?

Yes

4. Partner Name:

Northern Rangelands Trust (NRT)

Website address:

<https://www.nrt-kenya.org/>

What value does this Partner bring to the project?

(including roles, responsibilities and capabilities and capacity):

NRT is a membership organisation owned and led by the 43 community conservancies it serves in northern and coastal Kenya, including Sera Wildlife Conservancy and Pate Marine Community Conservancy. NRT was established as a shared resource to help build and develop community conservancies, who are positioned to conserve the natural environment, enhance people's lives and build peace.

The organisation has established long-term grassroots experience in rangeland restoration, marine restoration and community-led governance structures in the targeted landscape, which will be instrumental in ensuring local ownership of the project interventions by target communities and long-term sustainability of project impact.

NRT will be participating in the project through the sharing and exchange of learning and expediting the effective implementation of activities within the conservancies particularly within Pate Conservancy.

International/In-country Partner

In-country

Allocated budget:

██████

Represented on the Project Board Yes

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

5. Partner Name: Kenya Wildlife Conservancies Association (KWCA)

Website address: www.kwcakenya.com

What value does this Partner bring to the project? KWCA was launched in 2013 to serve the interests and collective voice of community, group and private conservancies. There are currently 160 conservancies in Kenya of which 113 are registered as KWCA members, including NRT (an umbrella organisation of 33 community conservancies in northern Kenya) and a number of NRT's constituent conservancies. KWCA is recognised as a legitimate and authentic voice for landowners in Kenya and has raised awareness on the role of communities in conservation; community land hosts and acts as dispersal areas for wildlife, much of which lies outside of the gazetted parks.

(including roles, responsibilities and capabilities and capacity): FFI has been working with KWCA since 2019 to increase its capacity to address gender issues primarily through mentoring, linking with gender-focussed initiatives, and joint fundraising.

KWCA have been involved in the development and design of this project and will have a particular focus on the exchange of learning and scalability, integrating project findings into their work with conservancies across Kenya. KWCA will hold a position on the project steering group and will make annual visits to the two project sites, including undertaking a PIA in the second and final year of the project.

International/In-country Partner In-country

Allocated budget: 0

Represented on the Project Board Yes

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

6. Partner Name: University College London (UCL) via Dr Emily Woodhouse

Website address: <https://www.ucl.ac.uk/anthropology/people/emily-woodhouse>

What value does this Partner bring to the project?

Dr Emily Woodhouse is an environmental anthropologist in the Department of Anthropology, University College London. Her research focuses on the cultural, institutional and livelihood dimensions of rural people's relationships with the natural environment. Recent projects include research on the gendered differences in human wellbeing, use of mobile phones, and social networks in pastoralist communities of Tanzania with implications for environmental resilience and governance. With funding from UCL, Dr Woodhouse is working to progress knowledge, collaboration and practice on gender equity in conservation and natural resource management.

(including roles, responsibilities and capabilities and capacity):

Dr Woodhouse will support on the review and analysis of data collected to update a working ToC on the mechanisms by which gender equity and inequity affects conservation impact, and will support on two expert workshops. Dr Woodhouse will contribute to final project reports and to the consideration of next steps based upon our findings.

Dr Woodhouse will also help to disseminate project findings amongst UCL and other academic networks.

International/In-country Partner International

Allocated budget: 0





Represented on the Project Board No

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

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.

-  [LoS Kenya Innovation Combined](#)
-  07/11/2022
-  15:40:15
-  pdf 1.65 MB

Section 16 - Lead Partner Track Record

Q35. Lead Partner Capability and Capacity

Has your organisation been awarded 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

Please provide details of the most recent awards (up to 6 examples).

Reference No	Project Leader	Title
--------------	----------------	-------

DARNV010	Kiran Mohanan	Scaling evidence-based Inclusive Conservation Finance models in Uganda and Tanzania
DARNV003	Josh Kempinski	Locally-owned enterprise development for resilient communities and sustainable primate conservation
DARNV001	Hazel Akester	Incentivising responsible fisheries in Central America: testing novel intermediary models
DAREX005	Frank Momberg	Ridge to Reef Conservation in West Papua, Indonesia
29-008	Gurveena Ghataure	Community-led conservation and fisheries development in North coast, Kenya
29-002	Arief Hamidi	Conserving and restoring orangutan habitat and ecosystems, Gunung Palung, Indonesia

Have you provided the requested signed audited/independently examined accounts?

If yes, please upload these on the certification page. Note that this is not required from Government Agencies.

Yes

Section 17 - Certification

Q36. Certification

On behalf of the

Trustees

of

Fauna & Flora International

I apply for a grant of

██████████

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 Policy and project implementation timetable.
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence - see Financial Guidance) are also enclosed.

Checked





Name

Paul Hotham

Position in the organisation

Senior Conservation Director





Signature (please upload e-signature)





 [PH signature \(3\)](#)
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Date





07 November 2022

Please attach the requested signed audited/independently examined accounts.

 [2020 Annual Report and Accounts](#)
 04/11/2022
 11:35:49
 pdf 4.39 MB

 [Annual Report & Accounts 2021](#)
 04/11/2022
 11:35:49
 pdf 3.82 MB

Please upload the Lead Partner's Safeguarding Policy as a PDF

 [Safeguarding Children and Vulnerable Adults Policy & Procedure](#)
 04/11/2022
 11:35:58
 pdf 243.43 KB

Section 18 - Submission Checklist

Checklist for submission

I have read the Guidance, including the "Guidance Notes for Applicants", "Monitoring, Evaluation and Learning 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 my project. Checked

I have provided my budget based on UK government financial years i.e. 1 April - 31 March and in GBP. Checked

I have checked that the budget is complete, correctly adds up and I have included the correct final total at the start of the application. Checked

The application has been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable). Checked

I have attached the below documents to my application: Checked

- my completed **logframe** as a PDF using the template provided

- my 1 page **Theory of Change** as a PDF which includes the key elements listed in the guidance
- Checked

• my budget (which meets the requirements above)	Checked
• my completed implementation timetable as a PDF using the template provided	Checked
• 1 page CV or job description for all the Project Staff identified at Question 32, including the Project Leader, or provided an explanation of why not.	Checked
• a letter of support from the Lead Partner and partner(s) identified at Question 33, or an explanation of why not.	Checked
• a cover letter from the Lead Partner , outlining how any feedback received at Stage 1 has been addressed where relevant.	Checked
• a copy of the Lead Partner's safeguarding policy , which covers the criteria listed in Question 29.	Checked
• a signed copy of the last 2 annual report and accounts for the Lead Partner, or provided an explanation if not.	Checked
(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.	Checked
I have 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
I have checked the Darwin website immediately prior to submission to ensure there are no late updates.	Checked
I have read and understood the Privacy Notice on the Darwin Initiative website.	Checked

We would like to keep in touch!

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

Unchecked

Data protection and use of personal data

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

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

Project Implementation Timetable

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	Men and women, including board, staff and members, in Sera and Pate conservancies have reflected and acted upon gender norms to increase gender equity in conservancy decision-making									
1.1	Collate, review and update existing gender and power analyses for Sera and Pate conservancies (desk-based)	2	█				█			
1.2	Set criteria for and identify participants to attend SAA 'ToT' training	2	█				█			
1.3	Adapt SAA training materials for the conservancy / conservation context	2	█				█			
1.4	SAA 'Training of Trainers' training for board, staff and members at Sera Conservancy (Y1) and for board and staff at Pate Conservancy (Y2)	2	█				█			
1.5	Identify / support the emergence of 'early adopters' (champions) to lead local group dialogues and action	2		█				█		
1.6	Identify entry points for local dialogue and action with champions and conservancy staff (e.g. existing conservancy and/or community events, meetings, activities, groups, committees)	24	█	█	█	█	█	█	█	█
1.7	Conduct facilitator and FFI monitoring/support visits to support local champions and groups in facilitating dialogues, planning actions, and implementing and reviewing actions	24	█	█	█	█	█	█	█	█
1.8	Hold monthly meetings of Project Steering Group (PSG) to monitor and review SAA and project progress, adapt as necessary, and analyse data generated by the SAA process	24	█	█	█	█	█	█	█	█
1.9	Complete Participatory Impact Assessment to compare 'before and after' norms, attitudes and behaviours and perceptions of how these link to stronger conservation governance and outcomes	1								█

Project Title: Promoting equitable gender norms to strengthen conservation governance and impact (DIR29IN\1083)

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 2	Practical guidance on gender norms and gender transformative change, including factors that facilitate scalability, is accessible for conservation practitioners in Kenya and beyond									
2.1	Review and analysis of the data generated by the SAA process with key findings and issues discussed at PSG meetings	22								
2.2	Development, review and completion of practical guidance	2								
2.3	Disseminate practical guidance via FFI's website, gender networks (e.g. Conservation International's Gender and Environment Working Group) and the open-access Capacity for Conservation website	1								
2.4	Share project learning through blogs (one per year) on FFI and KWCA websites	2								
Output 3	A robust, evidenced-based Theory of Change, developed by experts, articulates how equitable gender norms benefit conservation and is widely accessible to peers for future application									
3.1	Review and analysis of the data generated by the SAA process with key findings and issues discussed at PSG meetings	22								
3.2	Collaborative workshops (annual, virtual) with experts to share and analyse data on how gender norms enable or hinder aspects of gender equity and conservation effectiveness and further develop a theory of change on how gender equity improves conservation	2								
3.3	Dissemination of updated Theory of Change via FFI and UCL networks	1								

Title: **Promoting equitable gender norms to strengthen conservation governance and impact**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
<p>Impact: Conservation actors across Kenya and beyond are achieving greater social and biodiversity impacts as a result of applying innovative and gender transformative approaches for more equitable and effective governance</p>			
<p>Outcome: More gender equitable and effective natural resource governance in 2 community conservancies in Kenya and learning on promoting and scaling gender transformative change generated and disseminated for wider conservation programming</p>	<p>0.1 By project end, 80% of both female and male respondents feel that governance processes within their conservancy have improved compared to project start (e.g., increased sense of fairness, more inclusive, greater transparency)</p> <p>0.2 By project end, 80% of both male and female respondents perceive that improvements within conservancy decision-making have or will lead to improved conservation outcomes and can articulate why</p> <p>0.3 By project end 80% of women surveyed report improved subjective wellbeing as a result of more gender equitable norms, attitudes and practices</p> <p>0.4 By project end, learning has informed guidance for</p>	<p>0.1 Participatory Impact Assessment (PIA) report</p> <p>0.2 PIA report, Key Informant Interviews with conservancy staff, board and committee members</p> <p>0.3 PIA report, interviews with a sample of female participants</p> <p>0.4 Practical guidance, records of dissemination</p>	<p>CARE's Social Analysis and Action methodology can be effectively linked to gender norms relating to biodiversity conservation and natural resource management</p> <p>Participants can effectively articulate their reasoning regarding improved governance leading to improved conservation outcomes</p> <p>Conservancy staff, board and committee members continue to remain interested in strengthening conservancy governance including issues of gender equity</p> <p>Socio-political environment permits holding community meetings; and the Covid-19 pandemic does not restrict face-to-face meetings/interviews</p>

	<p>conservation practitioners on gender transformative approaches and factors that facilitate scaling, and guidance has been disseminated</p> <p>0.5 By project end, learning has informed an updated working theory of change on how gender equity improves conservation effectiveness, and theory of change has been disseminated</p>	<p>0.5 Updated theory of change document, records of dissemination</p>	
<p>Outputs:</p> <p>1. Men and women, including board, staff and members, in Sera and Pate conservancies have reflected and acted upon gender norms to increase gender equity in conservancy decision-making</p>	<p>1.1 By end of Q1 Yr1 >40 men and women in Sera, and by end of Q1 Yr2 >20 men and women in Pate, have reflected on gender norms in relation to their own lives and conservancy resources and have been trained to facilitate dialogues within their own sphere / communities</p> <p>1.2 By end of Q3 Yr1 >20 male and female 'champions' in Sera, and by end of Q3 Yr2 >10 male and female 'champions' in Pate, are facilitating dialogues within their own sphere /communities to encourage and enable reflection and action on gender norms</p>	<p>1.1 SAA training reports,</p> <p>1.2 Reports from lead facilitator support visits, feedback from local facilitators (gender champions)</p>	<p>Conservancy staff, board and committee members have the time and will to meaningfully engage in the SAA process</p> <p>Local level facilitators / influencers (champions) emerge from the original cohorts of trainees</p> <p>Conservancy members have the time and will to meaningfully engage in the SAA process</p> <p>Mitigation: the SAA process is designed to be led by men and women at a pace they dictate and has proven to be effective in many countries and contexts</p>

	<p>1.3 By project end >100 men and women in Sera and >50 men and women in Pate have reflected upon gender norms in relation to their lives and conservancy resources</p> <p>1.4 By project end >50 men and women in Sera and >25 men and women in Pate have taken action to address gender norms and practices that exclude women and other marginalised groups within their conservancies</p> <p>1.5 By project end at least 70% of both male and female participants report increased agreement with the concept that males and females should have equal access to conservancy resources and opportunities</p> <p>1.6 By project end at least two specific examples are recorded of changes at each conservancy, in decision-making structures, processes, practice or policies that promote gender equity and/or address the exclusion of women</p>	<p>1.3 PIA report</p> <p>1.4 PIA report, Key Informant Interviews</p> <p>1.5 PIA report</p> <p>1.6 Key Informant Interviews with conservancy staff, board members, and other committee members</p>	
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<p>2. Practical guidance on gender norms and gender transformative change, including factors that facilitate scalability, is accessible for conservation practitioners in Kenya and beyond</p>	<p>2.1 By end of project practical guidance is produced</p> <p>2.2 Practical guidance is disseminated through >6 FFI's networks (including working groups) and is accessible on FFI's website and open access Capacity for Conservation website</p>	<p>2.1 Practical guidance</p> <p>2.2 Records of dissemination, FFI website analytics</p>	<p>SAA process generates enough qualitative data and learning to enable and inform the development of the guidance</p> <p>Participants willingness to share their experience of the project</p>
<p>3. A robust, evidenced-based Theory of Change, developed by experts, articulates how equitable gender norms benefit conservation and is widely accessible to peers for future application</p>	<p>3.1 >10 gender experts working in conservation/NRM and related fields have participated in annual Theory of Change workshops (Y1/Y2)</p> <p>3.2 By end of project, project generated data and learning has been used to update a working Theory of Change on how gender equity improves conservation to include how gender norms enable or hinder aspects of gender equity and conservation effectiveness</p> <p>3.3 By end of project, updated theory of change disseminated through >6 FFI and UCL networks/working groups</p>	<p>3.1 Attendance records from 2 Theory of Change workshops</p> <p>3.2 Reports from collaborative workshops x 2 and updated Theory of Change document</p> <p>3.3 Records of dissemination, website analytics</p>	<p>SAA process generates enough qualitative data to enable workshop participants to adequately analyse and increase understanding of how norms influence gender equity and conservation effectiveness</p>
<p>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.)</p>			

Output 1: Men and women, including board, staff and members, in Sera and Pate conservancies have reflected and acted upon gender norms to increase gender equity in conservancy decision-making

- 1.1 Collate, review and update existing gender and power analyses for Sera and Pate conservancies (desk-based)
- 1.2 Set criteria for and identify participants to attend Social Analysis and Action (SAA) 'ToT' training
- 1.3 Adapt SAA training materials for the conservancy / conservation context
- 1.4 SAA 'Training of Trainers' training for board, staff and members at Sera Conservancy (Y1) and for board and staff at Pate Conservancy (Y2)
- 1.5 Identify / support the emergence of 'early adopters' (champions) to lead local group dialogues and action
- 1.6 Identify entry points for local dialogue and action with champions and conservancy staff (e.g. existing conservancy and/or community events, meetings, activities, groups, committees)
- 1.7 Conduct facilitator and FFI monitoring/support visits to support local champions and groups in facilitating dialogues, planning actions, and implementing and reviewing actions
- 1.8 Hold monthly meetings of Project Steering Group (PSG) to monitor and review SAA and project progress, adapt as necessary, and analyse data generated by the SAA process
- 1.9 Complete Participatory Impact Assessment to compare 'before and after' norms, attitudes and behaviours and perceptions of how these link to stronger conservation governance and outcomes

Output 2: Practical guidance on gender norms and gender transformative change, including factors that facilitate scalability, is accessible for conservation practitioners in Kenya and beyond

- 2.1 Review and analysis of the data generated by the SAA process with key findings and issues discussed at PSG meetings
- 2.2 Development, review and completion of practical guidance
- 2.3 Disseminate practical guidance via FFI's website, gender networks (e.g. Conservation International's Gender and Environment Working Group) and the open-access Capacity for Conservation website
- 2.4 Share project learning through blogs (one per year) on FFI and KWCA websites

Output 3: A robust, evidenced-based Theory of Change, developed by experts, articulates how equitable gender norms benefit conservation and is widely accessible to peers for future application

- 3.1 Review and analyse the data generated by the SAA process with key findings and issues discussed at PSG meetings
- 3.2 Collaborative workshops (annual, virtual) with experts to share and analyse data and further develop Theory of Change on how gender equity improves conservation
- 3.3 Disseminate the updated Theory of Change via FFI and UCL networks