

Digital biodiversity learning and training solutions for SYMBIOTIC

Consultancy to support SYMBIOTIC's digital learning structure to mainstream biodiversity



NABU has been committed to people and nature since 1899. With more than 900,000 members and supporters, it is the environmental association with the largest membership in Germany. We are proud of our 70,000 volunteers in almost 2,000 groups and of our employees who are committed to nature conservation and environmental protection daily. "We are what we do - the conservation makers."

1. Project Information

1.1. Context

Across all partner countries, biodiversity is under growing pressure from land degradation, extractive land-use, climate change and weak institutional and regulatory frameworks. Despite its importance for climate resilience, livelihoods and health, biodiversity still ranks low on the political agenda and is not properly integrated within and among governance structures.

Its benefits are rarely valued or integrated into economic planning, while the costs of safeguarding biodiversity are often perceived as burdensome. Instead of recognising biodiversity's positive role for development and climate resilience, its conservation is too often treated as an external obligation and a burden. The value of biodiversity - particularly for private sector use - needs to be made more visible and safeguarded to ensure it is preserved for future generations. Lasting change requires not only political and institutional reforms, but also behavioural change at both the individual and societal level. Citizens need to integrate knowledge on biodiversity into their everyday decisions, while societies must build narratives and norms that make biodiversity protection part of collective identity and development priorities.

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Globally, countries face a similar set of structural barriers, as identified in the project's Theory of Change:

- Biodiversity safeguards and conservation is not integrated into national investment planning, fiscal systems or economic development strategies.
- National Biodiversity Strategies and Action Plans (NBSAPs), while formally endorsed, lack political traction and are rarely linked to budgeting, sectoral policies or subnational governance.
- Institutional fragmentation and missing mandates for cross-sectoral biodiversity integration hinder coordination.
- Education systems are detached from local biodiversity realities and do not reflect global biodiversity frameworks.
- Local communities, and especially youth and women, are largely excluded from formal conservation decision-making, despite playing a critical role safeguarding ecosystem on the ground.
- Local biodiversity knowledge and successful traditional models for biodiversity management remain siloed and non-replicable, as there are no learning systems or institutional uptake mechanisms.
- Communication gaps between sectors, governance levels and actors block the feedback loops needed to scale transformative models.
- Societal awareness is low, especially in economic, political and mainstream educational domains; biodiversity conservation is largely absent from public narratives and development priorities.

These barriers are compounded by the lack of visibility and operational integration of links between biodiversity and wider societal challenges - such as climate resilience, food systems, natural resource conflicts, and zoonotic risks - which remain poorly understood and communicated across sectors. Addressing these systemic barriers is the starting point for the project's objectives and results logic. For the project design, the term environmental sector refers to state institutions with environmental mandates (including biodiversity), environmental NGOs and life science/academic actors, while all other areas of policy, economy, education, finance and society are considered "outside the environmental sector".

1.2. Brief description of the SYMBIOTIC Project

Project title	SYMBIOTIC – Systemic Learning and Mainstreaming of Biodiversity Targets for Innovative Transformation and Behavioral Change
Core Problem	Biodiversity remains too invisible in public awareness, policy-making, and sectoral planning. As a result, it is not sufficiently integrated into governance, education, media, finance, and economic development, which weakens biodiversity action and contributes to ecosystem degradation. This also limits its potential to drive climate resilience, sustainable livelihoods and inclusive growth
Project objectives	Biodiversity is increasingly recognised, valued and integrated into societal and institutional decision-making, including governance, public finance, education, media, and economic development.
Partner Countries	Ethiopia, Indonesia, Kenya, Kyrgyzstan, Madagascar
Target groups	(i) national/subnational government/political decision makers, (ii) environmental professionals, (iii) NGOs, CSOs/CBOs, (iv) educational professionals incl. academia,

	(v) private companies (large – medium scale) incl. banks, (vi) private sector (small scale) incl. farmers, (vii) media representatives like journalists, (viii) women/ women organisations, (ix) youth, (x) local communities incl. traditional leaders and underrepresented groups, and (xi) the general public (national/international)
Implementing organization	Naturschutzbund Deutschland e.V.
Implementing partners	Burung Indonesia, Global Green Growth Institute (GGGI), Internews, NABU Ethiopia, Nature Kenya
Field of Actions	<ul style="list-style-type: none"> • Raising biodiversity awareness and strengthening public discourse across sectors • Building capacities and mobilising communities, youth, women, media, and public institutions • Integrating biodiversity into governance, education, media, finance, and economic development • Promoting behavioural change and biodiversity-friendly decision-making • Supporting biodiversity strategy implementation and climate-resilient, inclusive, scalable development
Key outputs	<ol style="list-style-type: none"> 1. Awareness and Advocacy – strengthening public discourse on biodiversity, especially in non-environmental sectors (e.g. media, education, finance), to drive societal and political change. 2. Education and Citizen Science – building biodiversity knowledge and participatory monitoring through accessible education and community-based data systems. 3. Policy and Private Sector Engagement – integrating biodiversity into governance, public finance, and economic development, while promoting biodiversity-friendly business practices. 4. Knowledge, Learning, and Scaling – enabling cross-country learning, replication of successful approaches, and linking local practice to national and global policy processes.
Implementation period	10/2024 - 01/2031

1.3. Project objectives

Across all partner countries, the project addresses the central challenge: biodiversity is still insufficiently recognised, valued, and embedded into societal decision-making, governance institutions, public finance, education, media, and economic development.

This lack of visibility weakens the implementation of biodiversity strategies, contributes to ongoing ecosystem degradation, and limits biodiversity's role as a foundation for climate resilience, sustainable livelihoods, and inclusive development. The project therefore aims to promote both societal and individual behavioural change while embedding biodiversity more systematically in governance, public finance, education, media, and economic development. It delivers this through four interlinked areas of work: raising awareness and strengthening public discourse, expanding biodiversity education and citizen science, integrating biodiversity into policy and private sector engagement, and creating systems for learning, scaling, and outreach. By building capacities, co-developing practical tools, and mobilising

women, youth, local communities, media actors, and public institutions, the project seeks to ensure that biodiversity is increasingly reflected in everyday choices as well as in planning, investment, and policy processes. In this way, the project contributes to stronger political recognition, improved institutional uptake, and more effective implementation of national biodiversity strategies, while advancing gender-responsive, climate-resilient, and scalable development pathways across sectors.

The project engages target groups that were identified by the project partners, considering local contexts, their role in society and potential to influence the wider public and political leaders, and take concrete action towards the project goals: (i) national/subnational government/political decision makers, (ii) environmental professionals, (iii) NGOs, CSOs/CBOs, (iv) educational professionals incl. academia, (v) private companies (large – medium scale) incl. banks, (vi) private sector (small scale) incl. farmers, (vii) media representatives like journalists, (viii) women/ women organisations, (ix) youth, (x) local communities incl. traditional leaders and underrepresented groups, and (xi) the general public (national/ international).

SYMBIOTIC will identify and support biodiversity champions in each partner country. In line with global conservation practice, these can be individuals from any target group - including local communities and Indigenous peoples, youth, teachers and educators, journalists and community media, public officials and public figures - who show exceptional personal initiative and leadership for biodiversity in their own context and act as visible role models and multipliers. Biodiversity champions are leading by example and advancing conservation in their own sphere of influence. These champions will be nominated by project partners using transparent criteria (i) demonstrated, tangible engagement for biodiversity or nature-positive land use, (ii) strong personal initiative beyond “business as usual”, (iii) a clear multiplier role (sharing knowledge, inspiring others, mobilising action), (iv) a focus on women, youth (15–30). Once identified, biodiversity champions will build capacity and be connected through project learning offers and networks. This includes access to training and coaching on storytelling and media work, advocacy and policy engagement, facilitation and leadership, as well as gender and inclusive participation. Where feasible, implemented project activities or in-kind support will enable champions to implement concrete micro-initiatives (e.g. school clubs, citizen science campaigns, community events). Champions will be invited to contribute to national and regional events and will be linked across countries through an informal champion network. In this way, the project not only recognises individual leadership, but also leverages champions as multipliers, mobilisers and credible messengers for behavioural change and policy uptake.

This assignment contributes to output II of the SYMBIOTIC project, funded by the International Climate Initiative (IKI): to strengthen biodiversity learning and citizen engagement through the co-development and dissemination of context-relevant, gender-responsive and target group-specific educational resources and participatory data tools in all project countries. This Output enables deeper understanding of biodiversity and its interlinkages by embedding local and traditional knowledge and evidence in accessible learning formats for adults and youth. “Gender-responsive” here means that learning materials and methods are explicitly designed to reflect and address the different roles, needs and constraints of women, men and youth, to promote equal access to learning opportunities and benefits, and to avoid reinforcing exclusionary norms or stereotypes.

The activities in this Output include the co-creation of learning modules, delivering inclusive and gender-responsive options for youth education and piloting participatory biodiversity monitoring systems. They reflect the projects learning architecture and serve different learning pathways across formal, informal, and digital systems. For example, in Southern Ethiopia, traditional Enset agroforestry systems are threatened by industrial agriculture, though they sustain biodiversity, climate resilience, water cycles, coffee production and food security. Through the activities under this Output, the project will co-develop learning modules and monitoring tools to demonstrate the ecological and economic value of

these systems, empowering local stakeholders - including women, men, and youth - and reframing biodiversity-rich farming as a model for resilience and nutrition.

Nature Kenya, together with the Government of Kenya and partners, has identified Key Biodiversity Areas (KBAs) that face strong human-induced threats, while local ownership and management structures are often weak or absent. These sites are prioritised by biodiversity value and threat level, and conservation efforts combine spatial planning, habitat restoration, biodiversity monitoring, and policy and institutional support involving indigenous peoples and local communities, county and national governments, private sector actors and civil society. To fill institutional gaps at site level, Nature Kenya has, since 1998, established community-based Site Support Groups (SSGs) that act as local champions for the KBA conservation by raising awareness, educating communities, monitoring species and habitats, advocating for better policies and holding authorities accountable. These SSGs are permanent, community-rooted institutions that sustain conservation beyond project cycles, and their effectiveness in leading local action depends on basic operational support which is therefore essential to the success and long-term sustainability of the SYMBIOTIC project.

NABU is the global lead for Output II and will coordinate the implementation of this Output with the Contractor. The Contractor and the global lead will provide standardized templates to ensure that educational resources and citizen science approaches tested in-country (e.g. in Kenya, Indonesia and Madagascar) are gender-responsive and can be effectively reviewed and adapted under Output IV for cross-country replication and scaling. In addition, the Contractor and the global lead will support the development and piloting of learning modules, trainings, and participatory monitoring tools. Implementing partners on the country level (national leads) will carry out initial activities of Output II, which includes consolidating curricula, e-learning content, monitoring protocols and user feedback in a standardised format.

2. 2. Tasks to be performed by the Contractor

2.1. Term

The definitive term and service delivery period are set out in the contract award notification.

2.2. Objectives and indicators

The Contractor plays a key technical and methodological role in Output II (Education and Citizen Science) of the project. Its responsibilities begin with conducting a comprehensive gap analysis of existing biodiversity learning tools to be used to inform the design of curricula, e-learning modules and guidance materials that are context-specific, evidence-based, and accessible to a broad range of target groups beyond the formal education sector.

A core part of the Contractor's role is the co-development of the project's dual awareness and learning programme together with the national partners. This includes developing biodiversity-focused e-learning courses, using the project's e-learning portal, and first providing training of trainers (ToT) for staff of the national implementing partners so that they are able to deliver online modules and courses effectively. Building on this, the Contractor supports the joint design of courses for educators, professionals, and youth, ensuring that the learning architecture is scalable across countries and relevant to actors beyond schools, including NGOs and community actors. The Contractor is therefore not only responsible for content development, but also for enabling a structured and transferable digital learning system that can support implementation in all partner countries. The Contractor should help identifying and addressing practical barriers to digital participation, such as limited connectivity

or lack of access to devices, especially for women and other marginalised groups, through solutions such as blended or offline options.

In addition, the Contractor supports all national implementing partners, as well as the entity to be selected through the forthcoming procurement process for implementation activities in Kyrgyzstan, in the development and testing of biodiversity and conservation modules tailored to different country contexts and target groups. These modules are intended for a wide range of audiences, including schools, local conservation groups, private sector actors, community conservation groups, government institutions, and other professionals, depending on the country context. The Contractor's function is to help ensure that these learning materials are translated into digital course materials, are pedagogically sound, and remain inclusive, cross-sectoral, and suitable for replication. The proposal also emphasises that the development and piloting of these modules must take into account logistical and participation barriers, particularly those affecting women and girls, and that practical measures should be proposed to ensure equitable access to the learning formats. In this position, the Contractor will, together with NABU, lead the Output Working Group for Output II.

The Contractor is partially responsible for the achievement of the following Output indicator under Output II:

- II.1 Number of education and training formats on biodiversity communication (e.g. in-person trainings or workshop, e-learning through online courses or webinars, hands-on workshops including field trips) that are designed and piloted in a way that encourage equal and meaningful participation of women and men - and, where applicable, youth of all genders - with youth, educators or local communities by the end of the third quarter of year 3.

Base value: 0

Target value: 6 (Q3/Year3); At least 2 training formats per target group (youth, educators, local communities) developed and piloted

- II.2 Number of individuals trained through the developed biodiversity dual awareness and learning programme by end of year 4.

Base value: 0

Target value: 950 (of which at least 475 female) (Q4/Year 4)

- II.4 Percentage of participants of biodiversity learning formats or training modules for different target groups (e.g. educators, professionals, youth, civil society) who rate formats or trainings "good" or "very good" by the end of the second quarter of year 5

Base value: 0

Target value: 80% (Q2/Year 5)

Further indicators: Contribution to standard indicator:

SI 4 – Capacity people	Number of people directly supported by IKI projects through networking and training to address climate change or to conserve biodiversity
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Target value (Number of people): 4.100

The Contractor is responsible for providing the following work packages and to its indicators for achieving the corresponding milestones.

2.3. Tasks including work packages and milestones

Work package 1: Learning System Design

- 1.1 Conduct gap analyses of existing biodiversity learning and awareness raising tools for three SYMBIOTIC countries: The Contractor shall conduct gap analyses of existing biodiversity learning and awareness-raising tools in three further SYMBIOTIC countries. The findings and results from gap analyses already conducted in the two other project countries will be made available to the Contractor. The assessment shall include a structured, comparative review of the content, pedagogical approaches, technical tools, and physical/digital infrastructures currently available for biodiversity learning, taking into consideration both the formal and informal education sectors. The assessment shall be co-designed with local implementing partners in each country responsible for conducting the analysis. Training needs—in terms of content, learning formats, certification expectations, and accessibility requirements—are collected, consolidated, and translated into actionable recommendations. A gender responsive approach and target group differentiation (youth, educators, conservation professionals) need to be applied. Gap analyses of existing biodiversity learning tools have already been conducted for Ethiopia and Kyrgyzstan and will be made available to the Contractor to be used for the comparative synthesis report. Together with the findings of the gap analysis conducted here, the Contractor shall compile a comparative synthesis report of gap assessments of all 5 SYMBIOTIC countries, highlighting cross-country gaps, shared needs, transferrable opportunities, and implications for curriculum design under activity 1.2.
- 1.2 Co-develop a comprehensive awareness raising and learning program for biodiversity learning including a curriculum: A comprehensive awareness raising and learning programme for biodiversity learning in each of the SYMBIOTIC countries should be grounded in local realities and incorporate cultural knowledge as well as gender-responsive perspectives. This strengthens the relevance and usability of biodiversity knowledge within each country. As SYMBIOTIC target groups are diverse and include youth, educators as well as environmental professionals, the learning programmes need to differentiate between them. The Contractor shall collaboratively design the structure, content, learning objectives, pedagogical approaches as well as offline and online learning formats and tools for a comprehensive biodiversity awareness raising and learning programme with implementing partners in all five SYMBIOTIC countries. This includes integrating findings from the gap analyses (activity 1.1) and developing curricula for each country. Co-development shall occur through structured online design workshops, iterative content review, and harmonisation of country-specific inputs.

Work package 2: Digital Infrastructure Development

- 2.1 Provide a robust, open-access digital Moodle learning management system (LMS) capable of hosting SYMBIOTIC's e-learning content, supporting interactive and self-paced learning: A dedicated e-learning platform based on a Moodle learning management system (LMS) is a central enabler of SYMBIOTIC's capacity-building vision. Because the project operates across five countries with diverse ecological, cultural and institutional contexts, a digital LMS provides a scalable, inclusive and cost-effective means to strengthen biodiversity knowledge at multiple levels. This platform ensures that learning opportunities are not dependent on physical presence, allowing youth, educators, public officials, civil society actors, and biodiversity professionals to engage with the curriculum regardless of location or time constraints. The Contractor shall make available a

professional LMS for biodiversity learning that provides global open access ensuring that the learning materials developed by SYMBIOTIC remain available throughout the lifespan of the project and beyond, contributing to long-term sustainability, replication, and South–South knowledge transfer. The platform should be able to host scheduled and self-paced courses, multimedia learning resources (e.g. pdfs, videos, notes, links, mp4), interactive features (quizzes, forums, assignments, certificates), interfaces with conferencing tools (e.g. Zoom), as well as to offer courses in different languages. It should be possible to have a professional participant management including the option to collect basic information on participants of courses (e.g. gender, age, satisfaction with courses) through the platform. The platform shall be based on Moodle LMS, an internationally established, open-source learning management system with proven scalability in global biodiversity and development cooperation projects. Moodle’s modular architecture natively supports Sharable Content Object Reference Model (SCORM) and xAPI standards for interoperable course content, role-based access management, multilingual interfaces, and complies with the General Data Protection Regulation (GDPR) — all critical requirements for a multi-country project like SYMBIOTIC. An already existing Moodle installation can be expanded and rebranded to meet SYMBIOTIC requirements, ensuring continuity, cost-efficiency, and long-term sustainability beyond the project lifespan.

- 2.2 Develop a learning app connected to the e-learning platform developed under 2.1: In many of the project’s target regions, mobile phones are the most reliable digital tool available, especially for youth, and local community members. Aligned with the architecture and accessibility standards of the main e-learning platform, the app provides a seamless, user-friendly extension of the SYMBIOTIC digital learning management system. It enables continuous learning across devices, fosters higher engagement through mobile notifications, and supports monitoring of learner participation. The app also supports the download of learning materials for offline learning. The Contractor shall design and develop a mobile application (Android and iOS) as the dedicated SYMBIOTIC learning application. The Moodle Mobile App provides native support for offline access to course content, self-paced modules, push-based engagement notifications, and seamless synchronisation with the Moodle LMS once connectivity is restored. Using the Moodle App Premium plan, the app shall be configured with required colour schemes, logo, and login screen branding. The app shall be fully aligned with the platform’s structure, user roles, and accessibility standards.

Work package 3: Development of e-learning courses and capacity building

- 3.1 Train partner staff from each SYMBIOTIC country partner organisation on setting up and implementing online courses to ensure long-term sustainability and national ownership of the project’s digital learning programme: By conducting structured training-of-trainers (ToT) sessions and coaching, the Contractor will equip staff of partner organisations in all five countries with the practical skills needed to design, manage, and deliver high-quality online biodiversity courses independently. This includes hands-on guidance in creating digital course structures, uploading and maintaining multimedia content, monitoring learner progress, and using evaluation tools to assess learning outcomes. Particular emphasis will be placed on facilitating engaging online learning environments and applying gender-responsive digital pedagogy to ensure that women, youth, and traditionally underrepresented groups can participate fully. These ToT sessions and coaching will strengthen institutional capacity and create a pool of local trainers who can continue expanding and adapting biodiversity learning offerings beyond the project’s duration.
- 3.2 Conduct online course for partners on IPBES assessments to increase partner capacity to understand, interpret and use these assessments for national biodiversity planning and communication: Drawing on the Contractor’s expertise and existing training resources, the

Contractor will conduct an online course covering the structures, methodologies, conceptual frameworks, and policy-relevant outcomes of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). The course must be accessible through the contracted e-learning platform and available in scheduled and self-paced format. Participation and evaluation reports will document learning outcomes and gender-responsive engagement.

3.3 Develop e-learning workshops and courses by translating SYMBIOTIC's country-level in-person trainings into high-quality and accessible digital learning formats: Using materials developed by national partners, the Contractor will convert the content into structured online modules enriched with multimedia elements, interactive components, and gender-responsive pedagogy principles. These e-learning products will undergo pilot testing to validate usability, accessibility, and relevance, resulting in improved, fully functional online courses aligned with SYMBIOTIC's capacity-building objectives. The online courses reach wider audiences and will be sustained beyond the project period.

3.4 Conduct e-learning courses developed for capacity building across all SYMBIOTIC partner countries: The Contractor will manage and facilitate multiple online courses on the SYMBIOTIC e-learning platform, providing comprehensive learner onboarding, guiding discussions, offering timely technical support, and monitoring participation to maintain high engagement and quality standards. Successful participation will be honoured by the issuance of a certificate. To be able to assess user satisfaction, evaluation forms will be provided to all participants.

3.5 Together with NABU, Lead the Output Working Group for Output II: The Contractor is expected to provide technical and methodological guidance to the national implementing partners, support regular coordination and knowledge exchange, and ensure that the development of education, awareness-raising and citizen science activities remains coherent across countries while still responding to national contexts. The Output Working Group will serve as the main coordination platform for planning, reviewing and aligning Output II activities, including curricula, e-learning modules, training formats, piloting approaches and measures to ensure inclusive participation. The Contractor will support the preparation and facilitation of working group meetings, contribute to joint work planning and quality assurance, and help identify synergies, challenges and lessons learned across partner countries. Through this role, the Contractor will help ensure that Output II is implemented in a structured, collaborative and adaptive manner, and that learning products and approaches are scalable, transferable and accessible to the intended target groups.

Milestone for work package 1: Learning System Design	Delivery period
Report: Country specific gap analysis for Kenya, Madagascar and Indonesia	December 2026
Report: Comparative synthesis report of gap assessment of existing biodiversity learning in all 5 SYMBIOTIC partner countries	March 2027
Presentation of results to SYMBIOTIC partners (virtual), summarizing findings and recommendations for integration into curriculum co-development and digital infrastructure planning.	May 2027
Report: Draft versions of learning programme for at least three SYMBIOTIC countries available	June 2027
Report: Final versions of learning programme for all five SYMBIOTIC countries available	December 2027

Milestone for work package 2: Digital Infrastructure Development	Delivery period
Draft e-learning platform environment for SYMBIOTIC to pretest	September 2026
Corporate design concept for e-learning platform Legal concept for e-learning platform (incl. Imprint, Terms of Use, Data protection, EU accessibility guidelines, Copyright, consent forms, contract templates for collaborations with third parties, etc.) Draft mobile app available for SYMBIOTIC to pretest	December 2026
Pretest report with bug protocol for e-learning platform	March 2027
Fully accessible e-learning platform environment for SYMBIOTIC accessible online. Hosting, maintenance & troubleshooting support from launch of the platform throughout the contract period. Technical documentation (user guides, admin manuals) of the e-learning platform available.	June 2027
Pretest report with bug protocol for mobile app (Report on user testing sessions with participants from at least two SYMBIOTIC countries of the App)	September 2027
Report on monitoring data of e-learning platform usage (e.g. no. of registered users disaggregated by gender, no. of courses/e-learning material available, no. of participants of courses, satisfaction evaluation of participants).	Quarterly after the launch of the e-learning platform
Functional mobile app available, downloadable and fully functional.	December 2027
Report on monitoring data of app usage (e.g. no. of downloads, no. of content downloaded, no. of users)	Quarterly after the launch of the App
Draft long-term strategy for the e-learning platform and app	December 2029
Development of a long-term strategy for the e-learning platform and app	June 2030
Milestone for work package 3: Development of e-learning courses and capacity building	Delivery period
Training for Partner Staff developed	March 2027
Training of Partner Staff (ToT) in 3 countries on online course implementation completed and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants (gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	June 2027
Training of Partner Staff in all 5 SYMBIOTIC countries on online course implementation completed and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants (gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	September 2027
Online course on IPBES assessment conducted for project partners and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants	December 2027

(gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	
3 e-learning courses developed AND conducted and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants (gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	June 2028
2 additional e-learning courses developed AND conducted and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants (gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	December 2028
4 additional e-learning courses developed AND conducted and training material (manuals, slide decks, instructional videos) as well as training documentation available including information on the number of participants (gender-disaggregated) as well as participants feedback and rating based on an evaluation form.	September 2029
Contribution to final project report	January 2031

2.4. Project and knowledge management requirements

Requirements on the assignment of experts:

The Contractor is responsible for the selection, preparation, coordination, oversight and performance management of all experts assigned under this contract.

This includes:

- Ensuring all experts possess the qualifications and thematic expertise required to implement the foreseen activities.
- Preparing experts on IKI safeguards, gender-responsive implementation, and context sensitivities in the five partner countries.
- Guaranteeing experts' availability according to the operational plan and coordinating expert inputs with national implementing partners and NABU.
- Ensuring continuity of personnel; replacements require NABU approval and must match or exceed qualifications defined in Section 4.

Requirements on materials, equipment and operating costs:

- The Contractor makes the required materials, equipment and consumables available and covers all operating and administrative costs.

Requirements on expenditure management and cost control:

- The Contractor manages costs and expenditures, accounting processes and invoicing in line with ZUG/IKI and NABU requirements.

Monitoring and reporting requirements:

The Contractor is required to actively participate in results-based monitoring for Output II in alignment with:

- the Results Framework and Output II indicators contained in the proposal
- NABU's internal monitoring system
- IKI reporting requirements

Monitoring responsibilities include:

- Progress of activities implemented including monitoring of participation, learning outcomes, use of e-learning materials, and uptake of digital tools.
- Progress in achieving objectives, indicators and milestones listed in section 2.2 and 2.3 of these ToR
- Results that have occurred in the Contractor's sphere of responsibility
- Risk management and safeguard implementation
- Safeguard implementation and reporting on incidents, grievances and mitigation measures

Reporting obligations:

- Quarterly technical reports and invoices, as well as financial overviews within four weeks after the end of each quarter based on reporting template provided by NABU.
- Reporting: Provision of technical support for the preparation of the project's final narrative and financial reports, including the consolidation of supporting documentation (e.g. itemised list of receipts). Safeguard-relevant incidents including grievances (compare 2.6)
- All reports must be provided in English.

Backstopping requirements:

The Contractor shall ensure appropriate backstopping. This includes, in particular: responsibility for its own staff; ensuring the flow of information between NABU and the project team; process-oriented technical and conceptual steering of the services; adaptation to changing framework conditions; performance monitoring and evaluation; administrative project management; compliance with reporting requirements; technical support to field staff; and the sharing of lessons learned with the project team. The associated services and ancillary personnel costs shall be included in the fee rates.

The Contractor must maintain permanent availability for communication with NABU and national partners to address implementation challenges.

2.5. Data protection, information security and use of Artificial Intelligence (AI)

The Contractor shall comply with all applicable data-protection and information-security laws and standards, in particular the principles of the EU General Data Protection Regulation (GDPR, Regulation (EU) 2016/679) and any applicable national or local legislation. Where local law does not define equivalent principles, the GDPR standards shall apply by analogy.

The performance of the assignment may involve the processing of personal data (e.g. names, contact details, participation information). For such processing, the Contractor shall act as an independent Data Controller and shall be solely responsible for compliance with all applicable data-protection obligations. Personal data shall be processed only where the intended purpose cannot reasonably be achieved without such data and strictly in accordance with the principles of lawfulness, data minimisation, purpose limitation, transparency, security, and accountability. NABU is not in any way responsible for such processing.

Unless explicitly required otherwise, all deliverables (including assessments, reports, and surveys) shall be provided strictly in anonymised or aggregated form. Special categories of personal data shall not be collected or processed unless absolutely necessary, legally permissible, and only in anonymised and aggregated form.

The assignment may involve access to confidential or sensitive information of partners or other information owners. The Contractor shall treat all such information as confidential, apply appropriate technical and organisational protection measures, and disclose such information to third parties only on a strict need-to-know basis and in compliance with applicable law.

If the Contractor uses artificial intelligence or machine-learning tools (e.g. ChatGPT, Copilot, or similar systems), such use shall comply with applicable laws and contractual obligations, including data protection, confidentiality, information security, intellectual property, and relevant compliance frameworks (including the IKI Safeguards Policy and the IKI Independent Complaint Mechanism, where applicable). The Contractor remains fully responsible for all AI-generated outputs, shall ensure appropriate human oversight, and shall not input any personal data, confidential information, or project data into AI tools, nor use such data to train or transfer to AI systems.

2.6. Other requirements

Gender measures and gender equality

To promote gender equality and avoid unintended discriminatory impacts, the contractor shall ensure that all services are designed and delivered in a gender-sensitive and -responsive manner. This includes supporting the application of a gender-differentiated needs assessments for the design of curricula and digital learning platforms, promoting the participation of women in capacity building programmes and producing and reporting gender-disaggregated monitoring data for trainings, platform usage and capacity-development activities.

Compliance with Environmental and Social Safeguards

The Contractor shall implement all activities in compliance with the IKI Independent Complaint Mechanism Policy, the IKI Safeguards Policy and the IKI Safeguards as well as in compliance with all applicable national laws and regulations in the project countries of implementation. In the delivery of services, the Contractor shall take appropriate measures to identify and avoid potential social or environmental risks and ensure that project activities do not cause harm to individuals or communities. Relevant safeguard requirements shall also be communicated to subcontractors involved in implementation. The Contractor shall maintain appropriate safeguards-related records and cooperate with the project lead in monitoring and reporting, including by providing information on safeguards risks, grievances or incidents.

The Contractor shall ensure that an effective Grievance Redress Mechanism (GRM) is available for the duration of the assignment, either through the establishment and operation of a project-level GRM or using the Grievance Redress Mechanism of NABU and IKI.

3. Technical-methodological concept

In this section, the tenderer shall reflect on the terms of reference and present a clear and coherent technical–methodological concept demonstrating how it will deliver the services described in Section 2 and achieve the related objectives. The tenderer is expected to show its understanding of the ToR, the partner system, and the implementation context, and to outline an appropriate project management approach.

3.1. Interpretation of objectives (part of the assessment grid)

The tenderer shall demonstrate an understanding of the objectives under its responsibility by outlining the intended changes directly attributable to the object of the tender procedure. Simply repetition of objectives stated in section 2 is not desired. The tenderer must critically assess the ToR by evaluating the suitability of the proposed personnel concept, the results hypotheses for achieving the objectives and associated possible implementation risks, and the adequacy of the technical approach (part of the assessment grid).

3.2. Processes and Actors in the Partner System (part of the assessment grid)

Processes comprise the key actions and tasks required to deliver specific services within a sector or partner system and are implemented by designated actors in line with their mandates. These actors typically include relevant institutions (such as ministries, local authorities, NGOs, companies, universities or financial institutions) as well as, where relevant, individuals with decision-making authority.

The tenderer shall provide an overview of the key institutions and stakeholders relevant to the contracted services (e.g. ministries, training institutions, NGOs or private-sector actors), including their respective roles and relevance for implementation. The tenderer shall further describe how cooperation and coordination with these actors will be ensured and outline any anticipated challenges, dependencies or potential constraints (part of the assessment grid).

3.3. Strategy (part of the assessment grid)

The tenderer shall present a strategy for the delivery of the contracted services, including its approach to:

- achieving the milestones, objectives and results defined in Section 2 by outlining the strategic and operational approach to the assigned tasks and their implementation (part of the assessment grid);
- establishing and managing collaboration with the relevant actors and project partners referred to in Section 1 (part of the assessment grid);
- ensuring socially inclusive and gender-responsive implementation of all activities (part of the assessment grid); and
- promoting leverage effects, scaling-up and the sustainability of project results beyond the direct scope of implementation, including through knowledge management measures where relevant. This shall include approaches for both horizontal scaling-up (e.g. replication across contexts or target groups) and vertical scaling-up (e.g. institutional uptake and integration into policies or strategies), with particular attention to the dissemination and broader application of innovations and learning approaches developed under the project (part of the assessment grid).

3.4. Project Management (part of assessment grid)

The tenderer shall describe how the assignment will be operationally implemented, including a work plan for the implementation of the strategy described in Section 3.3. The work plan shall indicate the assignment periods, expert days and locations of the individual experts, as well as the milestones defined in Section 2. The tenderer may propose additional milestones where relevant. The tenderer shall further describe the required work steps in a clear and chronological manner, including its approach to coordination and alignment with NABU and relevant implementing partners. In addition, the tenderer shall outline how progress, results, risks and relevant safeguards-related information will be monitored, documented and reported.

3.5. Backstopping (part of assessment grid)

The tenderer shall describe the internal coordination and quality assurance arrangements for the delivery of the assignment, including the roles and responsibilities of key personnel involved in project management and technical oversight.

4. Personnel (part of assessment grid)

The tenderer shall propose experts for the positions described in this section, including the respective scope of tasks and qualification requirements, and submit corresponding CVs. Requirements regarding the format and content of the CVs are set out in Section 6. The qualifications specified below reflect the criteria for achieving the maximum score in the technical evaluation. Unless otherwise stated for specific qualifications, one year of professional experience shall be understood as a cumulative total of 12 expert months with at least 18 expert days per month.

4.1. Expert 1: Team Leader (part of the assessment grid)

This position is a **key expert**.

Tasks of expert 1: Team Leader

- Output monitoring and project reporting
- Conceptual development (platform requirements, needs assessment, curriculum, learning modules, long-term strategy)
- Coordination with and support of SYMBIOTIC partners in implementing output II activities
- Coordinator of e-learning platform between technical administrator, manager, and partners
- Develop and conduct Training of trainers
- Conceptual development and teaching of IPBES assessment course and e-learning courses with partners

Qualifications of expert 1: Team Leader

Education/training (part of the assessment grid):	<ul style="list-style-type: none"> • University degree (master or equivalent) in environmental sciences, geography or environmental governance • Certified for multimedia-based teaching obtained through a university
Language (part of the assessment grid):	<ul style="list-style-type: none"> • Knowledge of English, C1-level in the Common European Framework of Reference for Languages

General professional experience (part of the assessment grid):	<ul style="list-style-type: none"> 10 years of professional experience as lecturer of offline and online courses related to sustainable development, natural resource management and environmental protection and biodiversity conservation
Specific professional experience (part of the assessment grid):	10 years of professional experience with <ul style="list-style-type: none"> Needs assessments and curriculum development for at least 5 different learning programmes Training of trainers in the Global South Profound experience in setting up professional learning management systems to facilitate online learning in the Global South
Leadership/management experience (part of the assessment grid):	10 years of management experience: <ul style="list-style-type: none"> in international projects in the context of research and capacity development for sustainable development, natural resource management and environmental protection and biodiversity conservation as lead of large contracts involving multiple team members and subcontractors
International professional experience (part of the assessment grid):	<ul style="list-style-type: none"> At least 10 years of professional experience in capacity development and teaching experience in the region of assignment (Africa/Asia)
Other (part of the assessment grid):	<ul style="list-style-type: none"> Work experience in state-of-the-art biodiversity research, proven by at least 10 peer-reviewed scientific articles Excellent knowledge and engagement in IPBES and IPBES capacity building activities

4.2. Expert 2: Online learning manager (part of the assessment grid)

This position is a **key expert**.

Tasks of expert 2: Online learning manager

- Content management: Uploading and organising learning materials, including videos, PDFs, interactive quizzes, and SCORM-compliant modules.
- Assist with course development & structuring: Designing learning paths, creating modules, setting up assessments (tests/surveys), and defining completion requirements.
- Maintenance & updates: Regularly updating materials to reflect current information and removing outdated content.
- User management and support: Enrolment, guiding learners through the system and enhancing digital literacy.
- Progress tracking: Monitoring learner completion rates, quiz scores, and engagement levels to identify areas for improvement.
- Performance metrics: Generating reports for management regarding training effectiveness, participation, and compliance.
- Feedback collection: Gathering user feedback through surveys on courses and instructors.

Qualifications of expert 2: Online learning manager

Education/training (part of the assessment grid):	<ul style="list-style-type: none"> University degree (master or equivalent) in environmental studies Training or certifications in instructional design, LMS administration, e-learning authoring tools, or learning and development
Language (part of the assessment grid):	<ul style="list-style-type: none"> English (C1 level in the Common European Framework of Reference for Languages)
Professional experience (part of the assessment grid):	3 years of professional experience with: <ul style="list-style-type: none"> e-learning design and development, online training, instructional design, or learning technology with LMS platforms, authoring tools, and learning analytics such as Moodle, Canvas, Genially or similar managing LMS administration, course uploads, reporting, and course evaluation
Management experience (part of the assessment grid):	3 years of experience with: <ul style="list-style-type: none"> project management across the full learning lifecycle, from scoping to evaluation stakeholder/partner management, and coordination
International professional experience (part of the assessment grid):	<ul style="list-style-type: none"> 3 years international work experience with multilingual teams, global audiences, cross-border learning programs and in multicultural settings (e.g. humanitarian aid, or international development, managing training for development projects, supporting capacity building, and working with donor-funded programs)
Other (part of the assessment grid):	<ul style="list-style-type: none"> Interdisciplinary teamwork in multicultural environments is particularly valued

4.3. Expert 3: IT-Administrator of e-learning platform (part of the assessment grid)

This position is a **key expert**.

Tasks of expert 3: IT-Administrator of e-learning platform

- Technical transformation of an existing e-learning platform into a joint SYMBIOTIC platform or set up of a new platform (server setup, domains, Secure Sockets Layer (SSL), branding, etc)
- Integrating with other systems (e.g. video-conferencing tools, mail systems, analytics).
- Ensuring security and compliance (backups, encryption, GDPR-compliant data handling, role-based access).
- Setting up storage and performance (hosting, database, content storage, monitoring, scaling).
- Managing updates and technical maintenance (upgrades, plugin management, bug fixing, test environments).
- Providing technical support (incident handling, troubleshooting, device/browser compatibility, documentation for admins and users).

Qualifications of expert 3: IT-Administrator of e-learning platform

Education/training (part of the assessment grid):	<ul style="list-style-type: none"> • Certified Media Designer (digital and print) through vocational training or equivalent • Additional certifications in web development, system administration, or e-learning technologies are an asset.
Language (part of the assessment grid):	<ul style="list-style-type: none"> • English (minimum C1 level in the Common European Framework of Reference for Languages)
General professional experience (part of the assessment grid):	<ul style="list-style-type: none"> • Minimum 10 years of professional experience in digital media production, web platform management, and/or IT administration; demonstrated track record of managing both technical operations and digital content delivery in a professional environment.
Specific professional experience (part of the assessment grid):	<p>At least 3 years of experience with</p> <ul style="list-style-type: none"> • technical administration and maintenance of Moodle-based learning management systems (LMS), including server setup, plugin management, user role configuration, and GDPR-compliant data handling. • managing professional websites and web-based platforms, including domain management, SSL configuration, Content Management System (CMS) customization, and integration with third-party tools (e.g., video conferencing platforms like Zoom, BigBlueBotton), mailing systems, analytics). • experience in technical transformation and rebranding of existing platforms (e.g., merging or migrating LMS installations) if an existing platform is to be used. • experience with performance monitoring, backup strategies, and scalable hosting environments. • Knowledge of mobile-responsive design and open-source LMS platforms. • Ability to produce clear technical documentation for both administrators and end users.
Management experience (part of the assessment grid):	<p>5 years of experience:</p> <ul style="list-style-type: none"> • leading or independently coordinating digital/web projects from concept to delivery. • managing technical workflows, set priorities, and communicate with non-technical stakeholders. • as project lead or equivalent coordination role in a professional digital media or IT context.
International professional experience (part of the assessment grid):	<p>5 years of experience:</p> <ul style="list-style-type: none"> • working on projects with international reach or serving multilingual and multinational user groups. • with cross-cultural communication in a professional digital environment. • supporting digitally delivered programs accessible across multiple countries or regions. • with digital infrastructure challenges of project target regions.

	<ul style="list-style-type: none"> knowledge of digital capacity-development approaches and e-learning in the Global South.
Other (part of the assessment grid):	Not applicable

The tenderer shall assign all proposed experts to the required qualification criteria and present this information in a separate summary table preceding the CVs. Only qualifications and experience evidenced in the respective CVs may be included in the summary table. Professional experience shall be substantiated through relevant project references in the CVs. Tenderers are encouraged to clearly indicate the specific references supporting each qualification and experience requirement.

4.4. Soft skills of team members

In addition to the required technical qualifications, all team members are expected to demonstrate the following competencies:

- teamwork and collaboration skills;
- initiative and proactive working methods;
- strong communication skills;
- sociocultural and intercultural competence;
- efficient, partner- and client-oriented working methods; and
- interdisciplinary thinking.

These soft skills will not be separately evaluated as part of the technical assessment.

5. Costing requirements

Tenderers shall comply with the input specifications set out in these ToRs, including the number of experts, expert days and the budget indicated in the price schedule. These specifications form part of the competitive tender procedure and are intended to ensure the objective comparability of offers. Please note that only services commissioned by NABU and effectively delivered by the Contractor will be remunerated. NABU reserves the right not to utilise the full number of expert days foreseen in the tender.

5.1. Assignment of experts

The number of expert days corresponds to full working days.

Expert	Expert days in the country of residence/ Remote	Availability of expert in the country of assignment* in expert days	Expert days in total	Number of international flights
Expert 1: Team Leader	355	25	380	5
Expert 2: Online learning manager	404	25	429	5
Expert 3: Administrator of e-learning platform	47,5	0	47,5	0

5.2. Travel expenses requirements

The amounts specified in the table below represent the maximum reimbursable amounts that may be included in the tender. Tenderers may propose lower unit rates where appropriate.

Tenderers shall not exceed the maximum amounts indicated.

Travel-related costs shall be budgeted by the contractor in accordance with the following ceilings:

Travel expenses item	Quantity	Unit price up to in EUR
1 Project meeting per year, one in each partner country		
Total number of international flights	10	1500
Reimbursement is against evidence.		
Per-diem allowances	50	35
Accommodation allowances	50	140
Other travel expenses (visa, airport shuttle, project-related travel expenses outside the place of business etc.)	10	100

Per diem allowances shall be reimbursed as lump sums up to the maximum amounts specified above and in line with the country-specific rates.

All travel activities must be agreed in advance with the project manager. Travel expenses must be kept as low as possible.

5.3. Other costs

Allocated Budget for Subcontracting activities: **EUR 23,000.00**

The fixed, unalterable budget above is earmarked to be used for the following:

- Development of legal concept for the e-learning platform
- Professional video production for self-paced courses

- Honorarium for guest speakers during online courses
- Honorarium for translation during online courses

The budget for the subcontractors includes all costs related to the provision of these services, including professional fees, travel expenses, administrative costs, and any other associated expenses.

Costs related to the different work packages will be reimbursed against supporting documentation/evidence of the expenditure.

Description and requirements of services to be subcontracted:

1. Development of legal concept for the e-learning platform

The SYMBIOTIC project relies on an e-learning platform to deliver self-paced courses and interactive digital content to diverse target groups across multiple countries. Given the platform's handling of personal data, use of copyrighted materials, involvement of external contributors, and public accessibility, a clear and comprehensive legal concept is essential to ensure compliance with applicable legal requirements, mitigate legal risks, and safeguard the rights of learners, partners and content providers. A robust legal framework also strengthens transparency, trust and long-term sustainability of the platform, particularly in an international, multi-stakeholder project context.

The legal concept should define all core legal foundations relevant to the operation of the e-learning platform. This includes legally compliant imprint and transparency information, terms of use, and data protection documentation in line with GDPR requirements, as well as accessibility guidelines to ensure inclusive access. It should also address copyright and licensing rules for digital learning content, consent forms for participants and contributors, and contract templates governing cooperation with third parties such as trainers, guest speakers or service providers. Together, these elements provide a coherent framework for lawful platform operation, clear allocation of rights and responsibilities, and compliance with legal, ethical and accessibility standards.

A suitable expert must combine strong analytical and problem-solving skills with the ability to clearly communicate complex legal issues to non-specialist stakeholders. They should have proven expertise in online, IT, data protection (GDPR), media and copyright law, particularly as applied to digital and e-learning platforms, including content licensing, user data management and platform compliance. In addition, they must be experienced in advising on GDPR-compliant data handling and in drafting and reviewing key legal documents such as terms of use, privacy policies and platform contracts.

2. Professional video production for self-paced courses

Professional video production is required to ensure that the SYMBIOTIC project's self-paced e-learning courses are engaging, accessible and pedagogically sound for diverse target groups across five countries. High-quality videos enable complex biodiversity concepts to be communicated clearly, support inclusive access through subtitles and low-bandwidth formats, and increase learning retention and uptake.

The service includes the full production process, from concept development and scripting to filming, editing, and final delivery of at least 9 high-quality instructional videos.

The service provider has at least 3 years experience in creating engaging and clear learning content tailored to online learning environments and adult learners. Experience in translating complex subject

matter into concise, visually appealing video formats is required. Collaboration with subject-matter experts and learning teams to ensure pedagogical and technical quality is expected.

3. Honorarium for guest speakers during online courses

Guest speakers are required to enrich the online courses with specialised expertise, practical insights and real-world perspectives that complement the self-paced learning content. Guest speakers will deliver specialised content, share practical insights, and interact with participants during sessions typically lasting 45–90 minutes. The role involves preparing tailored material that complements the self-paced course structure, fostering interactive Q&A, and providing real-world perspectives to enhance learner outcomes. Collaboration with course organisers ensures alignment with learning objectives, while offering speakers visibility to our professional audience.

Guest speakers are expected to have at least 10 years of experience in their field of expertise. At least 9 guest speakers will be hired to attend online courses provided by the SYMBIOTIC project.

4. Honorarium for translation during online courses

Translation during real-time SYMBIOTIC e-learning courses is essential to ensure that all participants can actively follow, engage with, and contribute to the sessions, regardless of their working language. Live interpretation helps remove language barriers, supports inclusive and interactive learning, and ensures that key messages, discussions, and questions are fully understood by all participants, thereby strengthening learning outcomes and the overall effectiveness of the courses.

Translators will have to provide real-time interpretation during interactive sessions, webinars, or Q&A segments. In addition, responsibilities include preparing glossaries in advance, handling technical platform integration (e.g., Zoom, Teams), and collaborating with course facilitators for smooth session delivery. Native speakers with proven experience in simultaneous interpreting for virtual educational formats are selected to facilitate at least 9 online courses provided by the SYMBIOTIC project.

5.4. Requirements on the format of the tender

The structure of the tender must correspond with the structure of the ToRs and should be written in English.

The technical-methodological concept of the tender (section 3 of the ToRs) should not exceed 25 pages (not including the cover page, list of abbreviations, table of contents, brief introduction).

Additional annexes not requested and external content (e.g. links to websites) will not be assessed.

The CVs of the staff proposed in accordance with section of the ToRs must be in the EU format and not more than four pages in length. The CVs must clearly and unequivocally show what position the proposed person held, which tasks they performed and how long they worked during which period in the specified references.

The references contained in the CVs must therefore include the following information:

- Name of the company/organisation/reference project in which the expert worked
- Position held and task(s) performed by the expert in the company/organisation/reference project
- Work outcomes or products produced by the expert, or expert's contribution to the
- Completion of these outcomes and projects (if relevant)

- Duration of the expert's assignment in the company/organisation/reference project
- Per calendar year in full-time expert days, weeks or months (for example: 2019: 2 months, 2020: 10 months, 2021: 1 month)
- Leadership experience/management: clear information on the reference projects or fixed positions within the company/organisation in which the requirements specified in section 4 were fulfilled (for example, period, number of persons for whom the expert had disciplinary responsibility, project budget) (if relevant)
- International professional experience: clear information on the reference projects or fixed positions in the company/organisation in which the requirements specified in section 4 were fulfilled (for example, actual duration of assignment on the ground in full-time expert days, weeks or months) (if relevant)

In order to facilitate the assessment, we request the tenderer to number the references sequentially and provide only references that are clearly related to the object of this tender.

6. List of Abbreviations

AI	Artificial Intelligence
CBO	Community-Based Organisation
CMS	Content Management System
CSO	Civil Society Organization
CV	Curriculum Vitae
IKI	International Climate Initiative
GDPR	General Data Protection Regulation
GRM	Grievance Redress Mechanism
IPBES	Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services
KBA	Key Biodiversity Area
LMS	Moodle learning management system
NABU	Nature and Biodiversity Conservation Union
NGO	Non-Governmental Organization
NBSAP	National Biodiversity Strategies and Action Plans
SCORM	Sharable Content Object Reference Model
SSG	Site Support Group
SSL	Secure Sockets Layer
SYMBIOTIC	SYstemic learning and Mainstreaming of BIOdiversity Targets for Innovative transformation and behavioural Change
ToR	Terms of Reference
ToT	Training of Trainers
ZUG	Zukunft – Umwelt – Gesellschaft (ZUG) gGmbH

7. Additional Documents

- Invitation letter
- Results framework
- Project governance structure
- Technical Assessment Grid
- Financial Offer Template