



King's Commonwealth Fellowship Programme Call for Training Content Providers

Summary

The Association of Commonwealth Universities (ACU) is seeking subject matter experts to provide training content for a professional development programme on climate adaptation practice in Commonwealth Small Island Developing States (SIDS). The training will support the delivery of the King's Commonwealth Fellowship Programme (KCFP) Climate Resilience Fellowships (CRF). Within the context of climate adaptation in SIDS, subject areas for the training include:

1. Climate literacy
2. Inter-sectoral collaboration
3. Policy influencing
4. Climate finance

Underpinning the listed areas will be topic of engaging with local and indigenous communities, as an integrated and cross-cutting theme

The ambition is to establish a consortium of training content providers to deliver elements of the CFR that fall within their subject matter, contextual, and/or professional expertise. The following outlines the details of the KCFP and how to apply to join the programme as a training provider.

Overview of the King's Commonwealth Fellowship Programme

Inspired by His Majesty King Charles III, KCFP is an ambitious interdisciplinary three-part scholarship and fellowship programme that aims to deliver both immediate and long-term transformational impact within Commonwealth countries classified as SIDS.

KCFP will support the strengthening of the resilience of SIDS by SIDS to respond to environmental and related crises while simultaneously addressing long-term development challenges. The programme will be delivered via three distinct pathways:

1. **150 Climate Resilience Fellowships (CRF pathway):** to support mid-senior career professionals working on the frontline of climate change. The pathway will develop their knowledge and understanding of climate resilience and broader environmental issues, develop skills and practical tools to respond to and build long-term resilience against current climate crises with **near-immediate effect**, as well as broadening their regional networks and opportunities to influence internationally.
2. **80 Undergraduate Scholarships (UG pathway):** to address significant capacity challenges in key education, engineering and healthcare sectors in SIDS by incentivising participants to remain in country to help meet **medium-term** skills shortages and to contribute to climate resilience of their home SIDS.



3. **20 part-time in-country PhDs (PhD pathway):** to upskill university academic staff and, through a 'train the trainers' model, train future generations of researchers and key workers within sectors vital to the economies and future well-being, resilience, and prosperity of SIDS, building **long-term sustainable capacity** in country and meeting local needs and priorities

KCFP will be delivered by the ACU in collaboration with its members and partners based in SIDS. Throughout 2025 and 2026, the three programme strands are being designed both concurrently and sequentially. The PhD pathway is now live, design of the CRF pathway is underway with a planned launch in February 2026 and the design of the undergraduate pathway will begin in late-2025, following a detailed needs assessment with launch planned for 2027.

The ACU is seeking to establish a consortium of training content providers to support the CRF pathway with extensive subject matter, contextual, and professional expertise relevant to four selected training topics, as outlined in the section below, to co-design and co-deliver the CRF Pathway's professional development programme. Postholder(s) will be contracted up to the end of Year 1 of the programme (January 2027) with an opportunity for extension, subject to funding.

Overview of the proposed professional development programme for the CRF pathway

KCFP CRF aims to provide professionals working on the frontline of climate adaptation in Commonwealth SIDS with a 1-year hybrid learning journey that will enable the development of skills, knowledge, experiences, and connections to catalyse their climate adaptation actions. The aim is to adopt a mixed methods learning approach involving cohort-based classroom style teaching, asynchronous learning, applied learning, and experiential learning.

The programme will be contextual, in that the subject matter is contextualised for SIDS and that participants are expected to bring their contexts to the programme. The emphasis on applied training will enable participants to practically address their real-world problems through their participation in the programme and in collaboration with their peers.

A more detailed description of the proposed professional development programme can be found in appendices A and B.

Structure and topics of the CRF training programme

Participants will predominately engage in the training programme remotely, with a 5-day in-person residential held following content delivery. The programme will consist of four interrelated modules covering 1) **climate literacy**, 2) **inter-sectoral collaboration for climate adaptation**, 3) **influencing climate adaptation policy**, and 4) **climate financing**. With the topic of **engaging with local and indigenous communities** as an integrated and cross-cutting theme.



We propose that each module consists of 4 weeks of content, including **four 2-hour online sessions and weekly readings** and an applied practical activity. Each element of applied work builds towards an overall real-world-based project, enabling experiential learning for participants, collaboratively in a group. A 1-week in-person residential in either the Caribbean or the Pacific, depending on the participants location, will be sandwiched by these two elements to support relationship building and collaborative activities.

Training content providers will jointly develop and deliver content for each module, in collaboration with the ACU CRF team. To support development, **a facilitator** will be hired to focus on the integrated and cross cutting theme of local and indigenous communities, working across all modules. **Mentors/theme leads** with relevant expertise will support the fellows during the delivery of applied elements.

To assess progress, participants will conduct both formative and summative assessments at strategic points along the learning journey.

Timeline for training content providers

Subject to fundraising, the training programme will run annually for four years (2026-2029) following the same annual schedule (modifications may be made following adaptive programme management processes).

The tentative timeline up to the end of Year 1 is as follows:

1. Selection of training content providers, August 2025.
2. Iterative design and testing of content, September-December 2025.
3. Call and selection for training participants, October-November 2025.
4. Baseline assessment of training participants, December 2025.
5. Launch of training programme, February 2026.
6. Delivery of Year 1, February 2026-January 2027.
7. In-person residential for Year 1, August 2026 (TBC).

Scope of work for training content providers up-to January 2027

1. Preliminary co-design of training content.
2. Co-design of baseline survey.
3. Finalisation of training content following baseline survey results.
4. Leading delivery of content.
5. Attendance at one in-person residential, August 2026 (TBC).



Eligibility

To be eligible for this post, you must be an employee of a registered organisation or registered as self-employed. ACU reserves the right to request evidence of employment status, if appropriate and necessary to do so.

At ACU, we do not just welcome difference, we celebrate it, we support it, and we thrive on it for the benefit of our employees, our services, and our community. ACU is proud to be an equal opportunity workplace and encourages applications from all individuals regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Delivery requirements

Training content providers can apply to deliver content for 1, 2, 3 or all 4 modules. Applicants should indicate in their application which modules they are intending to provide content for and on what subject topic.

The applicant must be available to complete the work within the timeframe set out above.

All content hosted on the ACU Learning Management System (LMS) and live sessions held virtually on an ACU virtual meeting platform. Content providers may be required to attend one weeklong in-person residential per year.

Funding available and contractual arrangements

Applicants are expected to provide a budget in the form of a day rate in GBP, inclusive of all taxes, and an estimated number of days to design and deliver their proposed content up to January 2027.

The postholder will be contracted as an ACU consultant up to the end of Year 1 of the programme (January 2027) with the opportunity for extension subject to funding.

The postholder is expected to begin the post in September 2025.

ACU support

The post will report to the ACU CRF Senior Programme Manager and supported by the ACU programme administration team to deliver all responsibilities.

The ACU will have the following responsibilities:

1. Working with the selected training content providers to develop the learning designs, including learning outcomes, activities, schedules methods/approaches, and tools.
2. Managing administration of the training programme:
 - a. Recruitment and on-boarding of participants.
 - b. Managing the LMS for hosting the module content and scholars.



- c. Managing the meeting platform for live session delivery.
3. Managing the baseline survey and any subsequent monitoring, evaluation, learning surveys.

How to apply

The following application documents are required:

1. A cover letter (up-to 2 A4 pages) that includes:
 - a. Details of the applicant's motivation for participating as a training content provider in this programme.
 - b. Details of the applicant's subject matter expertise related to one or more of the core Module topics.
 - c. Details of the applicant's country and/or regional expertise and experience related to Small Island Developing States.
 - d. Details of the applicant's experience developing and delivering training/learning modules, particularly in an online setting, including methods/approaches adopted.
2. A Curriculum Vitae (CV) (up-to 2 A4 pages plus publication list).
3. A training content description (up-to 2 A4 pages) that includes:
 - a. Details of the subject matter to be delivered.
 - b. Key learning outcomes for participants.
 - c. Type and schedule of delivery methods (live sessions, practical activities etc.).
4. A budget detailing day rate(s) of the proposed trainer(s) and number of days commitment to the programme design and delivery.
5. Contact details of two referees.

Submit applications to info-kcfp@acu.ac.uk by 15:00 UTC on Wednesday 16th July 2025 with the subject header 'Application - KCFP Training Content Providers'.

Shortlisted applicants will be asked to participate in a remote interview via a virtual meeting platform tentatively scheduled for the week commencing 11th August 2025.

Evaluation criteria

1. Motivation for participating as a training content provider in this programme.
2. Subject matter expertise related to one or more of the core Module topics.
3. Country and/or regional expertise and experience related to Small Island Developing States.
4. Experience developing and delivering training/learning modules, particularly in an online setting.
5. Value for money.

If you have any questions, please email info-kcfp@acu.ac.uk with the subject header 'Enquiry – KCFP Training Content Providers'.



Appendix A. Detailed description of the proposed professional development programme for the CRF pathway

This section provides an initial outline for the proposed training and should be understood as a starting point for co-design. A needs assessment conducted by the ACU with the target audience is ongoing throughout 2025 and will continue to refine the approach. Applicants are encouraged to think critically about the proposed approach and offer alternative suggestions to meet the objectives as they deem appropriate.

KCFP CRF aims to provide professionals working on the frontline of climate adaptation in Commonwealth SIDS with a 1-year hybrid learning journey that will enable the development of skills, knowledge, experiences, and connections to catalyse their climate adaptation actions.

The ACU plans to adopt a mixed methods learning approach involving cohort-based classroom style teaching, applied, and experiential learning in order to facilitate a practical, real-world problem-based learning journey that enables holistic learning of participants within the complex subject matter of climate adaptation practice which requires learning in higher levels of cognitive complexity (see for example Bloom's Taxonomy – Analyse, Evaluate, Create).¹

The programme will be contextual, in that the subject matter is contextualised for SIDS and that participants are expected to bring their contexts to the programme. The emphasis on applied training will enable participants to practically address their real-world problems through their participation in the programme and in collaboration with their peers.

The specific objectives of the project (subject to meeting fundraising targets) are:

1. By February 2026, launch a hybrid (online/in-person) one-year professional development programme for cross-sectoral stakeholders working on the frontline of climate adaptation in Commonwealth SIDS.
2. By January 2030, deliver the developed training to a cross-sectoral group of up-to 150 individuals working in climate adaptation practice, based in Commonwealth SIDS, in order to strengthen the capacity of participants to deliver climate adaptation actions.
3. By 2030, to have supported up-to 20 practical actions to address climate adaptation, including a focus on local and indigenous communities.
4. By January 2030 develop an active network of up-to 150 SIDS climate adaptation and resilience practitioners and experts across 20 countries to exchange best practice and to establish a unified voice among Commonwealth SIDS.

¹ <https://www.valamis.com/hub/blooms-taxonomy>



Structure and topics

The tentative structure of the training programme is shown in Appendix B of this document. Participants will predominantly engage in the training programme remotely, with a 5-day in-person residential held following content delivery. The programme will consist of four interrelated Modules covering 1) climate literacy, 2) inter-sectoral collaboration for climate adaptation, 3) influencing climate adaptation policy, and 4) climate financing. (5) Engaging with local and indigenous communities will be both an integrated and cross-cutting theme.

In this context, the module themes are defined as follows:

1. **Climate literacy** refers to 'an understanding of the climate emergency – its facts, drivers, impacts, and urgency – that centers on developing values, attitudes, and behavioural change aligned with how we should live to safeguard the Earth's integrity in the present and for future generations' (Oziewicz 2023: 34).² In this case, we explore specifically the facts, drivers, impacts, and urgency of the climate emergency within the context of SIDS, and see engaging with indigenous and local communities as a key value, attitude, and behavioural change.
2. **Intersectoral collaboration** refers to cooperation between the different sectors of society (public sector, civil society, private sector) to understand and solve complex issues (AICBR).³ This is seen as imperative within the context of the climate emergency (Buse et al. 2022).⁴
3. **Policy influencing** is defined broadly, and refers to influencing policies at the institutional level (such as organisational carbon reduction plans, adaptation action plans), the national level (such as influencing legislation or government policy), and the international level (such as advocating/negotiating at international policy fora such as the UNFCCC), all with the view to influencing perceptions, attitudes, and behaviours in favour of climate adaption in SIDS.
4. **Climate finance** is defined as 'local, national or transnational financing, drawn from public, private and alternative sources of financing' (UNFCCC)⁵ in order to support adaptation practice to address climate resilience and vulnerability in SIDS.

Each module will build on the former, culminating in the whole course. Each module is proposed to consist of 4 weeks of content, including **four 2-hour online sessions and weekly readings** and an **applied practical activity**. Each element of applied work builds towards an overall **real-world-based project**, enabling experiential learning for participants, collaboratively in a group. Small grants will be provided to enable delivery of said projects which will be delivered over a 25–27-week period. A **1-week in-person residential** in either the Caribbean or the Pacific, depending on the participants

² <https://pubs.lib.umn.edu/index.php/cle/article/view/5240/3334>

³ <https://www.aicbr.ca/capacity-building>

⁴ <https://pmc.ncbi.nlm.nih.gov/articles/PMC8790677/>

⁵ <https://unfccc.int/topics/introduction-to-climate-finance>



location, will be sandwiched by these two elements and support relationship building and collaborative activities.

Training content providers will jointly develop and deliver content for each module, in collaboration with the ACU CRF team and a **cross-cutting facilitator focused specifically on local and indigenous communities** working across the four Modules. **Mentors/theme leads** with expertise in focus areas of participants will provide support for delivery of applied elements.

To assess progress, participants will conduct both formative and summative assessments and strategic points along the learning journey. To support the broader impact of the programme, we will enable a broader group of participants to 'audit' the modules. That is, due to the resources available for key support mechanisms, while a core group of 30-40 individuals will participate in the full learning journey, interested individuals will be allowed to access online sessions and readings.

Target audience

The project will cover small island developing states (SIDS) who are members of the Commonwealth of Nations.⁶ Eligible countries include:

Africa: Mauritius, Seychelles

Asia: The Maldives

Caribbean and Americas: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and Grenadines, Trinidad and Tobago

Pacific: Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu

The target audience for the training is mid-career professionals working in climate adaptation practice in Commonwealth SIDS. Mid-career is defined loosely as beginning 7-10 years of direct or related experience to climate adaptation practice with a planned commitment to continuing another 10-20 years of increasingly responsible roles. Mid-career will not be defined by a professional's rank or title but rather the years of experience and expertise the professional brings to the field.

The training is open to professionals from all sectors (public sector, private sector, academia and civil society). The public sector can include central government, local government, and other governmental/public bodies of an eligible country. The private sector includes privately owned for-profit businesses registered within an eligible country. Academia can include mid-career applied researchers working on climate adaptation practice in collaboration with non-academic stakeholders. Civil society includes a wider range of organisations registered in an eligible country that operate

⁶ <https://thecommonwealth.org/our-member-countries>



independently from the public and private sectors, such as non-governmental organisations, community groups, professional associations.

Professionals participating in the programme will be responsible for delivering practical climate adaptation measures. These can be related to any relevant sector, such as health; infrastructure such as housing, coastal protection, and transport; agriculture and food systems; nature-based solutions; education; social protection systems; etc.

The programme will host 30 individuals in Year 1, and 40 individuals each year for the Year 2, 3, and 4.



Appendix B: Delivery structure overview

