



LESSON-LEARNING AT THE GLOBAL WILDLIFE PROGRAM (GWP) NATIONAL PROJECT-LEVEL

Reflections and Recommendations from an
Action-Learning Pilot Exercise on Lesson-Learning



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ACRONYMS

| | |
|---------------|---|
| CITES | Animal and plant species on the Convention on International Trade in Endangered Species of Wild Fauna and Flora |
| CSI | Crime Scene Investigations |
| EWCA | Ethiopian Wildlife Conservation Authority |
| DFFE | South African Department of Forestry, Fisheries and the Environment |
| DNP | Department of National Parks, Wildlife and Plant Conservation, Thailand |
| Gakkum | Indonesian Directorate General of Law Enforcement on Environment and Forestry |
| GEF | Global Environment Facility |
| GEF6 | Global Environment Facility's 6th Operational Phase |
| GWP | Global Wildlife Program |
| ICCWC | International Consortium on Combating Wildlife Crime |
| ICT | Information & Communications Technology |
| IWT | Illegal Wildlife Trade |
| IUCN | International Union for Conservation of Nature |
| KFS | Kenya Forest Service |
| KWS | Kenya Wildlife Service |
| LL | Lesson-learning |
| MoEF | Indonesian Ministry of Environment and Forestry |
| MOEFCC | Ethiopian Ministry of Environment, Forest and Climate Change |
| MOTW | Kenyan Ministry of Tourism, Wildlife and Heritage |
| NP | National Project |
| NPS | (Kenya) National Police Service |
| ODPP | Office of the Director of Public Prosecutions |
| PIR | Project Implementation Report |
| PMU | Project Management Unit |
| UNDP | United Nations Development Programme |
| UNODC | United Nations Office on Drugs and Crime |
| USAID | United States Agency for International Development |
| WB | World Bank |

ABOUT THIS DOCUMENT

This document describes an Action-Learning pilot exercise on lesson learning carried out in September to December 2022 and shares learning, reflections and recommendations from the process.

The pilot set out to test an innovative facilitative approach to identifying and capturing lessons learned from six GEF6 GWP national projects (NPs), as well as to capture learning from the pilot exercise itself.

The exercise was initiated by the UNDP-GEF-USAID Project “*Reducing Maritime Trafficking of Wildlife between Africa and Asia*” (Maritime Trafficking Project in short). The project is funded by the Global Environment Facility (GEF) and USAID and implemented by UNDP under the GEF-financed, World Bank-led Global Wildlife Program (GWP).

The Maritime Trafficking Project is supporting GEF6 GWP national projects in Africa and Asia with a focus on combating Illegal Wildlife Trade (IWT) to extract lessons learned and best practices as part of its Component 3. These lessons and practices represent invaluable resources that can be used by similar projects to improve their effectiveness.

This document shares examples of lessons learned from the pilot countries involved in the Action-Learning pilot, their recommendations for improving lesson-learning within GWP going forward and suggested templates and processes for lesson learning within national projects.

In doing so we cite select, relevant content from two existing World Bank Group lesson-learning and knowledge sharing publications, seeking to avoid duplication and increase awareness and use of this valuable guidance. We refer specifically to *Becoming a Knowledge-Sharing Organization: A Handbook for Scaling Up Solutions through Knowledge Capturing and Sharing* and *Capturing Solutions for Learning and Scaling Up: Documenting Operational Experiences for Organizational Learning and Knowledge Sharing*, both authored by Steffen Soulejman Janus in 2016 and 2017 respectively.

The Annexes of this document include the full lessons-learned from the six GWP GEF6 country projects which participated in this Action-Learning pilot process, as well as practical tools and templates that can support identification and capturing of lessons learned at the project-level.



ABOUT THE AUTHORS

Elisabeth Crudgington (better known as Lizzie) is a collaboration and learning facilitator for sustainability. Her passion lies in working with courageous leaders who are convening ambitious groups to tackle some of the most pressing and complex environmental and development issues of our time. For 20 years she has been supporting groups working to shape healthier and more resilient societies, biodiverse and sustainable landscapes, responsible supply chains, and planet-conscious policies.

Lizzie's clients include some of the world's leading international organisations, foundations, research institutions, private sector companies, United Nations agencies, and other inter-governmental bodies. In close coordination with her clients, Lizzie designs and facilitates engaging conversations that help to create meaningful change, whether strengthening collaborative processes, enhancing knowledge exchange and lesson-learning capacities, consulting and co-designing with multi-stakeholder groups, establishing research priorities and position papers, or co-developing strategies and action plans.

So far, she has had the honour of working internationally with more than 80 projects around the world from a base in Switzerland, running hundreds of highly successful collaborative work sessions in 18 countries, including with globally and regionally-focused groups in Europe, Africa, Latin America and Asia.

Rebekah Phillips is an expert in community-focused environmental programmes. She has 20 years of experience in designing policy to encourage lifestyles that have a lower impact on our planet and creating and managing innovative large-scale community programmes that tackle environmental challenges while simultaneously improving poverty, health and community cohesion. She is particularly driven by the intersect between good mental health, pro-environmental action and building supportive networks; and the power of looking at the three together. She has considerable expertise in the creation and support of meaningful community volunteering.

Rebekah is deeply committed to a reflective and collaborative working practice that harnesses learning from those who know the situation best; those on the ground. She has partnered with communities around the world and works with stakeholders across the spectrum from local, regional, national and international governing bodies, senior ministers, business, social enterprises, academic institutions, the media and NGO leaders.

ACKNOWLEDGEMENTS

We would like to thank the representatives of the six GWP country project teams pilot exercise (Thailand, Indonesia, Kenya, Ethiopia, Botswana and South Africa) who took part in this lesson-learning pilot; without their time, enthusiasm and commitment this pilot project would not have been possible. It is their recommendations, feedback and suggestions that have formed the backbone of this report.

We would also like to thank the four GWP country project teams who contributed lessons to the process and shared their experiences and views so freely in Workshops 1 and 4 (India, Malawi, Tanzania and Zimbabwe).

We would especially like to thank Chebii Boniface, Martin Kinyua and Washington Ayiemba who so kindly hosted us all on the study tour to Kenya organized by the UNDP-GEF-USAID Project *Reducing Maritime Trafficking of Wildlife between Africa and Asia* under the GWP, and contributed so much time and thoughtfulness to this process.

Lastly, Tamara Tschentscher and Petra Valastinova have been invaluable support to this Action-Learning process.

There is so much further potential for in-depth lesson-learning within the GWP on combating the illegal wildlife trade, and we hope that suggestions and templates made in this document, and the recommendations made in the accompanying internal document, will be helpful and considered for further action.

Lizzie Crudgington and Rebekah Phillips

February 2023

Lumo Conservancy, Kenya. ©Tamara Tschentscher



01

Introduction

1.1 An Action-Learning pilot exercise on lessons learning



What is Action-Learning?

Action-Learning is a “dynamic process that involves a small group of people solving real problems, while at the same time focusing on what they are learning and how their learning can benefit each group member, the group itself, and the organization as a whole.”¹

What is Lesson-Learning?

Lesson-learning refers to the process of identifying, capturing and sharing new knowledge and insights from past experiences about what worked and/or what didn't and **why**. This is supplemented by **practical guidance** that future project teams can take into account and use to modify project design and delivery for increased efficiency, effectiveness and impact.

A pilot Action-Learning exercise took place from September to December 2022 with participants from six Global Wildlife Program (GWP) national projects tackling Illegal Wildlife Trade, funded by the Global Environment Facility under the Sixth Operational Phase (GEF6). The process was facilitated by Lizzie Crudgington, Blue Mind Designs, and Rebekah Phillips from RP Consulting. The objectives of the pilot were as follows:

1.1.1 Objectives:

- Identify and document project lessons using a facilitative, action-learning approach;
- Provide guidance and support to the 6 GWP national project teams piloting this action-learning process design and implementation – to identify and document their learning related to interventions to prevent, detect and investigate/prosecute wildlife trafficking, at the national level and at the group level;
- Capture learning (from the action-learning process) about identifying and documenting project lessons, into a publication that is easily understandable and applicable for other projects within the GWP framework and beyond.



1.1.2 Countries

Project teams from the following countries participated in this pilot: **Indonesia, Thailand, Kenya, Botswana, Ethiopia and South Africa.**

1.1.3 The process

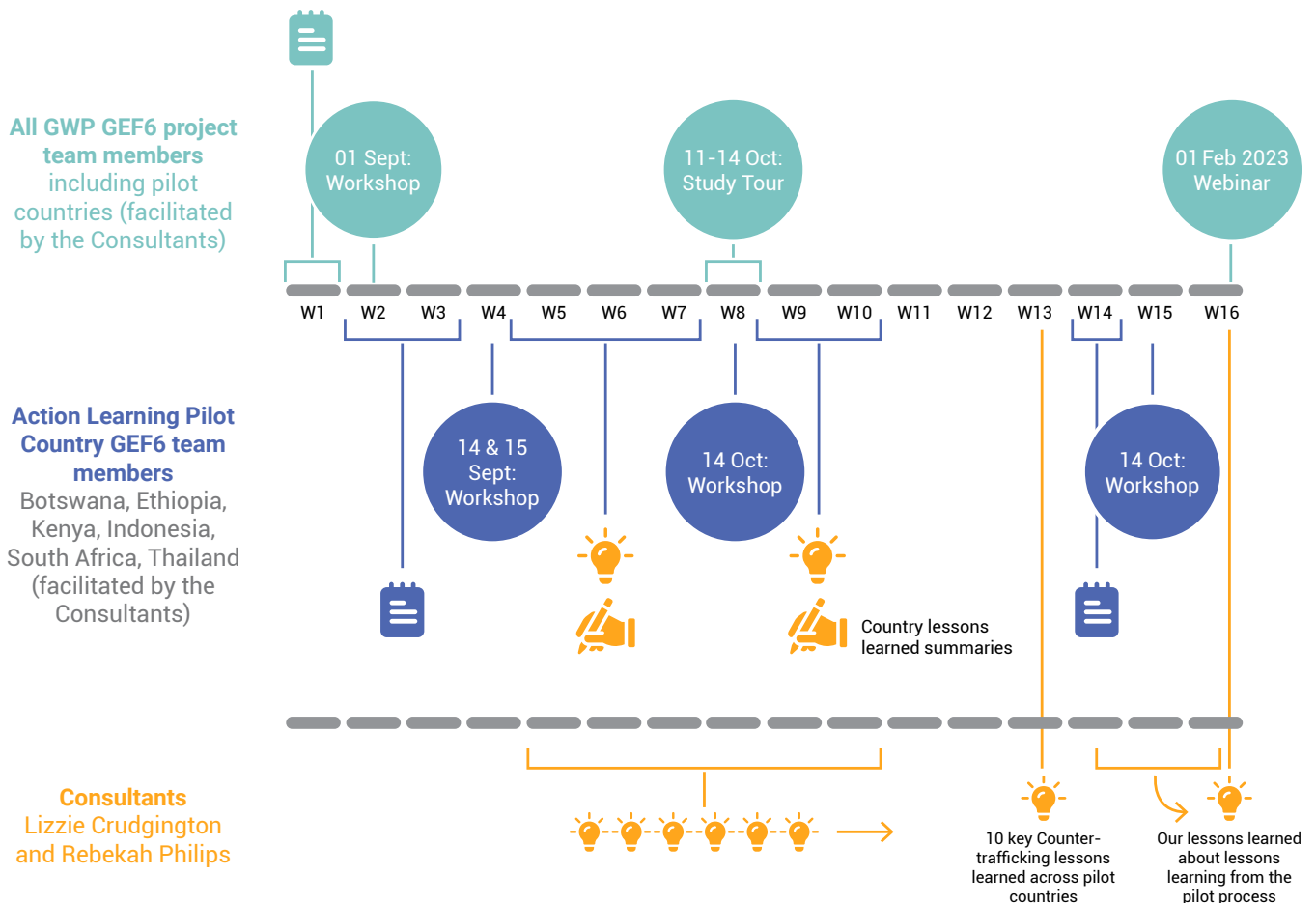
The process consisted of five interactive online workshops; three online surveys; a study tour during which participants came together to learn from the national project in Kenya, participate in sessions sharing their experiences, and help one another identify and reflect on learning from each country; and an exercise in which participants were supported by the trainers/consultants in crafting and capturing a lesson learned from their country over an 8-week period.

¹ Marquardt, M. J., 2004.

The diagram below (Figure 1) is a visual overview of this process.

FIGURE 1 Overview of Action-Learning Process

Process Overview



Elephants, Kenya. ©Tamara Tschentscher

| Date | Process step | Content |
|------------------|---|---|
| August | Survey – all GWP GEF6 project team members | <ul style="list-style-type: none"> All GWP GEF6 project team members were invited to respond to a survey entitled “<i>Perspectives on Lesson Learning within and between GWP projects</i>” exploring how lessons learned (about what works, what doesn’t and why, in national projects) are currently identified, captured and shared, in order to improve project design and delivery going forward. |
| 01 Sept | Online workshop open to all GWP GEF6 project team members | <ul style="list-style-type: none"> We looked at the responses to the pre-session survey (see above). Building on this, we considered the different steps involved in lessons-learning, and gathered information on the challenges, barriers, incentives and disincentives to this work – as perceived and experienced by GWP GEF6 project team members. We considered together how to identify and capture the lessons learned that hold the greatest promise for positive impact on the future success of GWP projects. Finally, we presented the pilot action-learning project, providing an opportunity for questions and answers, and listening to feedback from all participants on what we can do to ensure the pilot generates valuable lessons and recommendations to help strengthen lessons learning capacities and processes among the wider GWP. |
| 02-13 Sept | Survey – pilot country team members | <ul style="list-style-type: none"> All team members of the six ‘pilot countries’ were invited to complete a survey, identifying project activities relevant to the pilot and documents in which they record the project’s lessons learned. |
| 14 & 15 Sept | Online workshop for pilot country team members | <ul style="list-style-type: none"> Building on workshop 1, we convened members of the GWP GEF6 country projects participating in this pilot exercise – Botswana, Ethiopia, Kenya, Indonesia, South Africa and Thailand – for a deeper dive into lesson-learning, and began applying techniques to identifying and capturing learning. We explored and prioritised some criteria for selecting lessons learned for detailed documentation during this process. These were: <p>Subject focus: Learning about approaches to enhancing institutional capacity to tackle wildlife crime and reduce trafficking.</p> <p>Intentions: Increase Project Management-level capacity for lesson learning work and encourage learning <i>within and between</i> national projects</p> <p>Constraints: Lack of previous lesson-learning logging; time and resources for the Action-Learning Pilot during a very busy period;</p> <p>Implications for this process: Aiming for action-learning that was feasible in the time available; capturing good, useful lessons; being opportunistic, selecting lessons that are more accessible to document and share (not too politically sensitive) and capturing learning from people that are readily available and methods that suit capacity and resources.</p> We looked closely at some guidance documents and templates prepared to facilitate efforts to identify and capture lessons learned, and practiced using these. National project teams prepared a plan of action for completing this work in their country. And we discussed the support country teams could expect in this process from the consultants. |
| 16 Sept - 10 Oct | Pilot country team members work on templates | <ul style="list-style-type: none"> Country teams worked to implement their plan of action, using the templates to identify their lessons learned, prioritise the most useful lessons for other GWP national projects and other conservation projects, and begin to describe the lesson in more detail. |

| | | |
|--------------------------------|---|--|
| 11-14 Oct | Study tour for all GWP GEF6 national projects, including 1-day workshop on lesson learning for pilot country team members and other study your participants | <ul style="list-style-type: none"> • During the study tour in Kenya, national projects shared their thinking about lessons learned in relation to their counter trafficking activities and approaches. • Projects received feedback from others on their lessons (whether they were sufficiently clear, practical, useful, etc.), and worked to revise and refine their key lessons for greater usefulness and eventual uptake by others. |
| 15 Oct - early December | Documentation of a lesson learned from each pilot country | <ul style="list-style-type: none"> • We gathered all the information provided by the country teams and drafted a detailed lesson learned from each country in a standardised template (specifically for documenting a lesson once identified). • Country teams reviewed these drafts, and through several online meetings and document reviews with each country team, these iterated until considered final. |
| 15-28 Nov | Survey – pilot country team members | Individuals from the pilot countries responded to a survey, sharing reflections about what they had learned about lesson-learning from their participation in this action learning pilot process. |
| 29 Nov | Online workshop for pilot country team members | <ul style="list-style-type: none"> • The near-final lesson learned from each country team was shared with the wider group, and country teams shared how the lesson evolved during this process and their key take-aways. • Country teams then reviewed statements (that we drafted based on the survey responses) summarising what participants had learned about lesson-learning from this action-learning pilot process. Amendments were proposed and consensus reached. |
| 30 Nov - 16 Dec | Creation and finalisation of documents, including lessons learned about lessons learning from the pilot process | Based on the online workshop and personal reflections on the action-learning pilot exercise, the consultants prepared and compiled this document for sharing with the broader GWP. |
| 01 Feb 2023 | Webinar open to all GWP project team members | <ul style="list-style-type: none"> • During this wrap up workshop – to which all GWP Project team members were invited – we shared our learning from the action-learning pilot process, with pilot project participants sharing their perspectives • To continue strengthening the capacity of GWP national projects to identify, capture and share lessons learned, practical guidance developed throughout this process along with recommendations for lesson-learning moving forward was shared during the webinar. |

1.2 Views on lesson-learning within GWP projects at the start of the process

Before embarking on the Action-Learning pilot, we carried out a survey with representatives of GWP national projects to establish their baseline knowledge and perspectives about lesson-learning in general and the lesson-learning culture in GWP.

Questions in this survey were informed by the above-mentioned World Bank Group publications on learning and knowledge-sharing in organisations.

The survey findings were as follows:



90%

of respondents perceived lesson-learning to be important to them in achieving their work objectives;



90%

felt that actively identifying and sharing lessons learned was important to the success of conservation projects achieving their objectives;



71%

of respondents, however, felt it was not easy to identify and collate lessons learned;



67%

felt that the lessons that were being shared within their country were only sometimes or never useful, and 83% felt that those being shared between countries were only sometimes or never useful;



Respondents felt that lessons-learning and sharing are practices valued and supported by the GWP Coordination Team at the World Bank.



Lesson-learning workshop, Kenya.
©Tamara Tschentscher

The main barriers identified by respondents were:

- Lack of knowledge and skills to ‘capture’ lessons learned
- Lack of understanding about how and what to capture
- Lack of skills to analyze the lesson learned
- Lack of systems/processes for lessons learned to be stored
- Lack of tools, methods, techniques, guidance supporting the process
- Lack of resources (time and money)
- Timing of lesson-learning processes not aligned with the project cycle
- No online repository (with lessons learned by theme)
- Apprehensiveness sharing lessons learned internationally
- Challenges related to involving of multiple stakeholders
- Lack of preparedness amongst staff to take part. The main reasons cited include concerns about the following:
 - Lack of value placed on lesson-learning by senior leadership²
 - Reputational concern about exposing failures
 - Institutional risk (future funding) from exposing failures
 - Loss of ‘power’ by sharing knowledge, both personally and organisationally
 - Political sensitivity of sharing details of project
 - Lack of reward for taking part in lesson-learning exercises



Lesson-learning workshop, Kenya.
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1.3 A supportive enabling environment

While this action-learning project focused on lesson-learning processes within national projects and increasing technical skills and capacity, the World Bank Group’s publication *Building a Knowledge Sharing Organisation*, 2016³ states that for lessons-learning and knowledge sharing to thrive in an organisation, an enabling environment for (lessons learning and) knowledge sharing is key.

Recommendations to further improve the enabling environment for lesson-learning within the Global Wildlife Program, co-created with project participants in the action-learning process, have been presented internally to the GWP Coordination Grant.



What do we mean by the ‘enabling environment’?

The World Bank Group’s publication, *Building a Knowledge Sharing Organisation*, 2016, states that “A positive enabling environment consists of **(1) leadership** and an **organizational culture conducive to knowledge sharing**. The environment builds on strong leadership by senior management that treats knowledge and learning as part of everyday operations and includes attractive recognition mechanisms that reward staff for sharing. It includes **(2) effective governance mechanisms** for knowledge- and learning-related issues and a set of policies that guide the institution on its journey to becoming a learning organization. The environment is supported by **(3) financing** and by **(4) partnerships**, both domestic and international.”

² Which senior leadership they were referring to was not specified.

³ Janus, Steffen Souleijman, 2017.

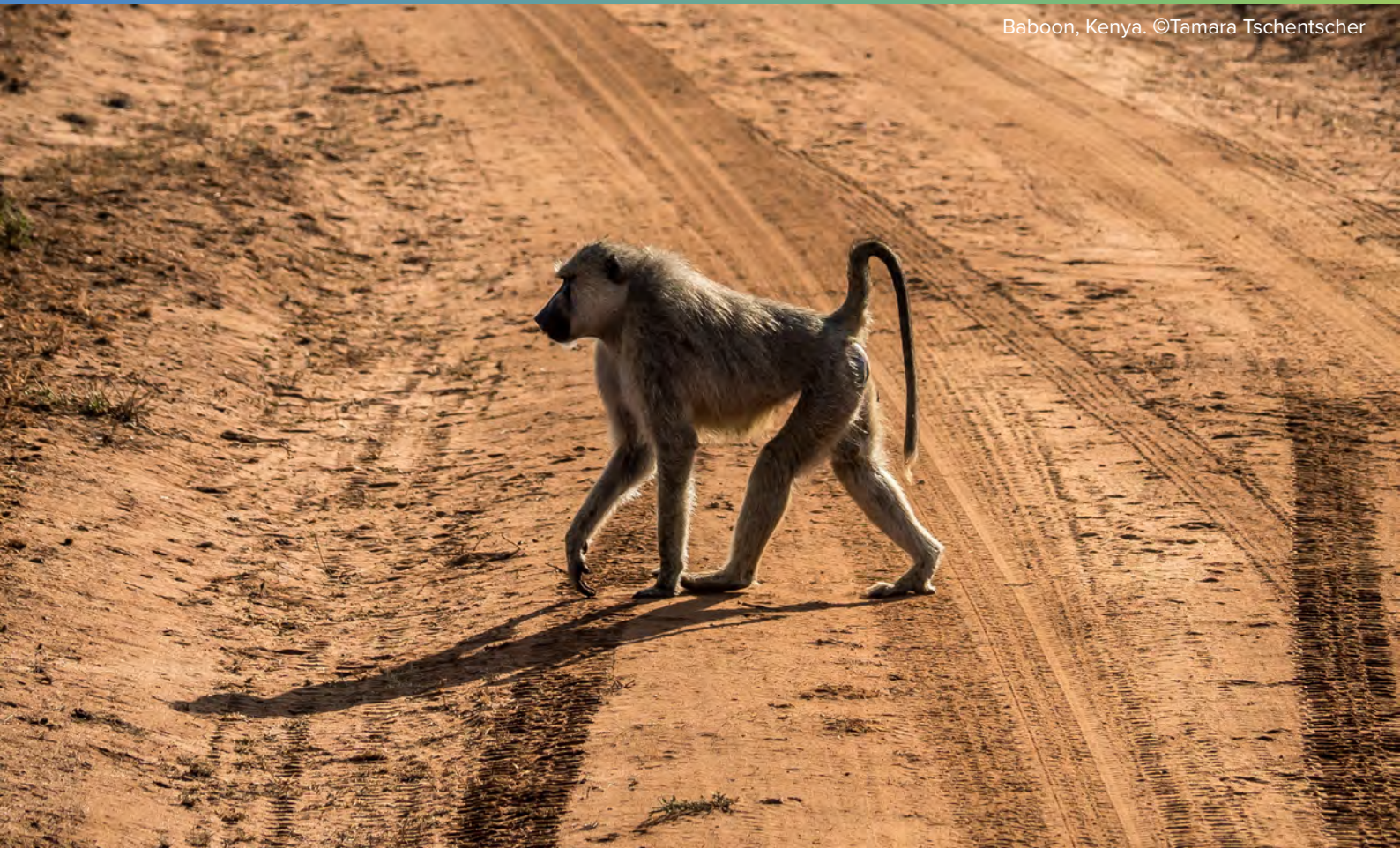
Project Voices

On Barriers

“There is very few lessons learn [sic] at a national level.”

“So far only the PIR presents an opportunity for sharing the lessons, otherwise we need to have other strategies which will allow us to share the information more often and quickly, we would love to learn how others do it.”

Baboon, Kenya. ©Tamara Tschentscher



02

What We Learned: Reflections on Good Quality Lesson-Learning from Pilot Countries and Consultants

The participants and trainers involved in this pilot have collated a series of lessons learned from the process, including on what is needed to identify and document 'good' lessons learned going forward. These lessons were identified via a survey with all participants, followed by a substantial workshop discussion editing the recommendations to ensure all participants supported them.

Lessons range from how to set up an effective learning process to how to identify and craft good lessons. Participants and trainers have identified and agreed on the following lessons.

2.1 Setting up a lesson-learning (LL) process

1. As GWP National Projects, we can engage in purposeful lesson learning processes when:

- a) We are **clear about the purpose**, including who the process seeks to help (the intended audience) with the lessons learned (in our case present and future GWP and other wildlife conservation teams).
- b) We are clear that the goal is to identify, capture and share knowledge and insights that **future project teams** (both in our own county and other countries) can take into account, and based upon which they can modify their behaviour for increased effectiveness and efficiency (impact).
- c) **We have a focus / theme for the LL process that is meaningful to the project** (in our case, learning about approaches to enhancing institutional capacity to tackle wildlife crime) and projects are able to contribute experience.
- d) **We get out of a 'reporting' mindset** and appreciate that lesson learning goes beyond documenting results, focusing instead on what worked (or didn't work) and especially "**why**", generating **practical guidance** that others can act on in their project design and implementation.
- e) We understand/see ourselves as a **knowledge resource to others** who do not have the same knowledge baseline (i.e. the 'why' and 'how' may seem obvious to us, but it may not be obvious to others and may need detailed explaining).

2. As GWP National Projects, we can design and run and/or engage in timely lesson learning processes when:

- a) We **embed lesson-learning into project design and project implementation plans**, by using existing lessons learned to inform project design and storing all relevant lessons for project teams to respond to throughout the project life. Going forward, by building in reflection (i.e. review and discussion of what worked and what didn't) at regular intervals scheduled to align well with the project lifecycle (including other reflection and reporting exercises) so that it is meaningful and not out of place/disjointed.
 - b) We **establish realistic timeframes for running lesson learning exercises**, usually taking place over a few months, or at regular intervals during the project lifespan, to allow for sufficiently collaborative and participatory reflection, identification of useful lessons, as well as their write up and validation.
 - c) We **schedule processes according to the availability of those who need to be involved**, avoiding over-committing participants at times when they have other high-priority events and activities that require significant time and attention.
- ### 3. As GWP National Projects, we can build the lesson learning capacity of our teams when:
- a) We **allocate National Project budget** for lesson learning to enable this to be an ongoing part of project activities.
 - b) We **document the expertise and skill set** required for lesson learning work, and ensure these skills are in the Terms of Reference of project staff and recruited for when creating teams.
 - c) We **practise lesson learning using available guidance and tools**, reflecting on our lesson learning experiences, and documenting our lessons learned to help the team with future lesson learning exercises (as we are doing here: "action learning").
 - d) We **share our lesson learning experiences with others** (see above point about creating a Community of Practice on lesson learning for National Projects).
 - e) We **participate in lesson-learning capacity-building workshops** where possible.

2.2 Running effective lesson-learning processes

4. As GWP National Projects, we can design and manage lesson learning processes most effectively when:

- a) We assume **project team accountability** for lesson learning - including ownership of the process and responsibility for the outputs - and we document roles and responsibilities of different partners and team members in this work.
- b) We **mandate / assign team members to guide and facilitate** the lesson learning process, choosing those with both the most substantial lesson learning skills and expertise as well as the agency required to engage the wider team in reflection, information gathering, lesson crafting, review and validation, and ability to work well in both the national language and in English (for exchange with other countries).
- c) We **bring in external expertise** to support the process when there is not sufficient skill and expertise to design or facilitate the lesson learning process within the team, or when an outside perspective is needed to help identify and craft the lesson learned.
- d) We **motivate relevant project implementers and partners** (including from government) to contribute their time and provide the required information (verbally and in writing).
- e) We find opportunities to **bring people together in person** to do this work.

5. As GWP National Projects, we can valuably work together and support one another in our lesson learning processes when:

- a) We **discuss our experiences with other National Projects**, providing space for others to ask thoughtful probing questions and exchange perspectives around the transferability of experiences and learning to diverse contexts / implementation environments.
- b) We **gather feedback and insights** to refine our thinking and consider what might be most useful

to capture and share as a lesson learned (ideally coming together in person to do this).

- c) We **review one another's draft lessons learned and provide feedback**, helping ensuring the value of lessons learned, while also helping hone our skills reviewing lessons, from which we can learn and improve our own practice.
- d) We **create a Community of Practice**, identifying, capturing and sharing learning around lesson learning.

2.3 Identifying lessons to share

6. As GWP National Projects, we can effectively identify useful lessons that are of benefit to other National Project Teams when:

- a) We **practise reviewing lessons learned with a critical eye** (tips and questions), and hone our skills differentiating between good lessons learned and poor or 'non' lessons.
- b) We **keep in mind the purpose and focus** of our lesson learning process (see above).
- c) We **research learning from other/previous similar projects** (to identify what we could valuably add).
- d) We **work together in our project teams**, collectively reflecting, brainstorming and evaluating our learning.
- e) We **look to learn from** both approaches and activities that **did work**, as well as those that **didn't work** as expected/hoped.
- f) We look **beyond results** and approaches or activities that worked (or didn't work) and go further to explore the "why?".
- g) We **ask ourselves a series of questions** (from a checklist) to help review draft lessons and prioritise those that would be most valuable to capture and share.

2.4 Writing up lessons

7. As GWP National Projects, we can capture and write up ('package') lessons in a way that is useful to other National Project Teams when:

- We do a good job of identifying lessons that are useful to other National Projects and **developing an understanding of the transferability of our learning** to diverse National Project contexts / implementation environments (see above).
- We use **a structured template** that clearly captures:
 1. The question the lesson helps address;
 2. The essential key, transferable lesson itself;
 3. Supporting lessons;
 4. Practical guidance for other National Project Teams (without contextual specifics); and
 5. Supplementary background info and further details from the country on what worked or didn't and why so that Projects can understand the context for the lesson and reach out to the authors for further information as necessary.
- We provide **evidence of impact**, where possible; recognising that this can be challenging depending on the timing of the lesson learning exercise, and sometimes we have to rely on qualitative and/or anecdotal evidence.
- We **validate that the write up of the lesson is accurate**, with others in our teams.



Top takeaways

- Make the process as easy as possible
- Build capacity to review and differentiate 'good', useful lessons (versus poor or non-lessons) earlier in the process
- Share and discuss initial ideas with other countries as early as possible in the process to get feedback and help identify useful lessons from others' perspectives
- Use simple tools and templates
- Where possible, bring in national lesson learning facilitators who can work in the language(s) of the country and help write up the lesson learned



Project Voices

On setting the LL process up

"I came to realise that lesson learning goes beyond documenting results, and how they were achieved, by focusing on what worked (or didn't work) and answering the 'why'."

"The lessons learning should have a budget under the project cycle to enable this be taken up continuously as part of the project activities."

"I learned NOT to underestimate or take for granted things/aspects that we think are just a 'normal' achievement/situation for our context -- as it may be actually something meaningful or can be useful to share with other countries."

On Timing

"[I learnt] how to simplify capturing lessons learnt in a structured way (not going too deep into contextual specifics / nuances); creating tools to help to achieve this (and having these available for use at various phases of implementation); being consistent in capturing process and lessons; getting relevant and comprehensive inputs and contributions from all project implementing partners across the project (ground level to PMU)."

"To me, it should be happened continuously [SIC], although when the project is closing to the end of its activities, we would expect more solid and evidence-based lessons learned. However, the 'getting there' lessons also can be captured regularly through project reporting mechanisms such as PIR, and PAR (for UNDP), and other M&E platforms."

"Making lessons-learning an integral part of the project. This could either be through having a lessons learning expert in the project management team or providing for engagement of a lessons learning expert periodically during the planning/design stage."

On building LL capacities

"Getting to know the lessons from other colleagues has made me realise the importance of sharing with other projects."

"Critical thinking is seriously needed to enable the participants to put together the lessons learned."

It requires a lot of time and resources to put these together."

"Capacity-building workshops, in my view, are important in making sure that all involved understand what needs to be done in terms of capturing the lessons learned."

Capacity building to improve awareness and knowledge relevant to the project and all stakeholders. How we are meant to capture the knowledge and, also, how we can craft it in such a way that it is easily understood by those we are meant to share information with. This might require a bit of time in gathering information, rather than just collecting information in a hurried manner."

On running LL processes

"The capturing and writing up of lessons needs to be done by a team comprising of the relevant persons engaged in implementation of the activities/approaches where the lessons are drawn. This is because each person is likely to have a different perspective/view on what worked (or didn't work) and why."

In the ensuing discussions, it gets clearer as to what aspects of the lesson needs to get captured [SIC]."

"Seems like people would benefit more on the face-to-face sessions."

Project Voices

On LL peer-to-peer exchange

"Capacity development (workshops, webinars) for those that will be capturing lessons learned. Regular capacity development when there is a change in staff. Regular exchange visits and study tours."

"... create theme clusters from various projects"

"I think for me it's how the lessons from one site/location can actually impact other's way of thinking -- in that it might inspire others or make them reflect back at their own situation through a different, if not, enriched perspective."

On LL peer-to-peer exchange

"Identifying the lesson is the fundamental element (and most difficult). Logical thinking throughout the story, then help narrating the case step by step until the wrap up of the lesson. Telling the story is a simple way of sharing lessons to the others [SIC]."

"The thought process that comes with understanding lessons learned. At first we had thought this requires us thinking of things that are going wrong and making a way of learning from them. But the fact that lessons learned also consider things that are going right in the project. How these can be crafted in a way that can be useful to someone else wanting to do a similar project."

Identifying lessons to share

"The write up of the lessons learned for my country got better during the workshops, as the workshops presented a different angle of crafting and presenting the lesson. The previous lessons-learned shared were not bad, but the capturing of the lessons learned has improved with the series of workshops which I believe has built better capacity in capturing the lessons as well as sharing them."

"The challenge for me, I think, is to build the logic and to capture the most essential part of the lessons that we want to share. Developing the narrative to a more general audience can be quite challenging given the complexity of the issues. the interconnectedness of the issues to other aspects may not be easy to be narrated into only several paragraphs. Therefore, we need to think in a strategic way --- how the narrative is built to create impact to others."



Maasai Mara wildebeest, Kenya. ©Tamara Tschentscher.



03

10 Examples of Lessons Learned

This chapter shares lessons crafted during the Action-Learning pilot exercise by the six participating Global Wildlife Program (GWP) country projects, and four additional GWP country projects who took part in the GWP GEF6 IWT Study Tour to Kenya in October 2022 (Malawi, Tanzania, Zimbabwe and India). They demonstrate how lessons can be usefully presented in short form; with a key lesson, and accompanying supporting-lessons, without going into too much detail about the background/context of the lesson.

For each of the six pilot countries we have developed full lessons-learned case studies which are included in Annex A to this document. These case studies include the full background to the lesson, challenges faced and how they were overcome, details of the methodology and why it was chosen, impact and next steps. These were developed through a comprehensive process with each country project's representatives over several weeks. For the pilot countries we have therefore been able to pull through the practical guidance from each case study into this chapter. For the other countries, which have not gone through this process, the next step would be to develop the practical guidance for the lesson themselves.

The lessons were developed using the following parameters:



Lesson-Learning parameters

Learning Focus: Looking at projects/ activities enhancing capacity to fight wildlife crime (reducing trafficking).

Learning Useful for: National Project Teams

Learning type: A snapshot of learning at a particular moment in time as part of an action learning / capacity building pilot process, capturing learning from people who are readily available / accessible, using methods that match the capacity, resources and time available to participants.

Lessons can be learned from all aspects of project delivery on programmes to tackle the illegal wildlife trade: from implementation strategy, working in partnership and project design to the details of how to tackle specific delivery challenges. The lessons below provide examples of lessons across this entire spectrum, helping answer the questions:

National strategy

1. How can we establish enduring inter-agency collaboration to address IWT by identifying opportunities to tap into existing national processes?
2. How can we establish enduring inter-agency collaboration to address IWT by using formal mechanisms to drive cooperation?
3. How can we design flexibility and agility into our project designs so that we can respond to feedback from the community?

Targeting of higher-up criminals

4. How can we target wildlife criminals higher up the IWT chain through the use of intelligence-led, multi-agency operations, investigation and prosecution?
5. How can we target wildlife criminals higher up the IWT chain through the use of cyber patrol functions to enhance detection and interception of 'middlemen'?

Improving infrastructure

6. How can we improve physical park infrastructure to facilitate more efficient use of ranger time and increase effectiveness tackling IWT?
7. How can we improve infrastructure for female rangers in order to facilitate more female rangers helping to protect wildlife and reduce demand for IWT?

New audiences for training

8. How can we go beyond key wildlife service actors and invite other important actors to trainings to improve IWT evidence collection, case management and prosecution?
9. How can we widen our IWT training efforts to new audiences by integrating wildlife modules into mainstream training institutions for law enforcement agencies?

Pre-emptive actions

10. How can we prevent wildlife crime through pre-emptive DNA data collection from captive CITES-listed species?

3.1 How can we establish enduring inter-agency collaboration to address IWT in our national and program-level strategy?

Two of the lessons are on inter-agency collaboration and show how formal mechanisms are so essential to drive enduring collaboration and relationship development.

3.1.1 How can we establish enduring inter-agency collaboration to address IWT by identifying opportunities to tap into existing national processes?

LESSON 1

Identifying timely opportunities to tap into existing national processes, such as the revision of the National Anti-poaching Strategy in Botswana, can be an effective way to establish enduring inter-agency collaboration to address IWT and influence those processes to be more impactful.

Supporting lessons-learned:

- ➔ Inter-agency collaboration increases the chances of success in combating wildlife crime by being able to share resources, ensure timely information transfer, implement faster action, and close capacity gaps.
- ➔ Mutual trust and respect among law enforcement agencies is critical to inter-agency collaboration.

- ➔ Using an established process that already mandates participation by senior officials from multiple agencies can be far more cost effective and timely than setting up parallel processes with no legal mandate and can ensure trust, respect and the development of genuine relationships.
- ➔ Established processes allow the leveraging of more resources than might be available for separate parallel processes and with the injection of additional resources can be broadened to cover wider impacts.
- ➔ National processes can be used to establish ongoing inter-agency collaboration, such as Joint Operation Centres.

Practical guidance

- ➔ Choose processes to engage with that are supported by the highest government office possible
- ➔ Choose processes to engage with that are legally binding and oblige agencies to participate
- ➔ Establish a taskforce consisting of representatives of different agencies so that each agency feels valued in the process
- ➔ Provide funds for training up the representatives so that they are able to participate effectively
- ➔ Provide funds for the establishment of longer-term collaborations so that impact can be enduring.



Botswana

This lesson comes from the GWP GEF6 National Project in Botswana “*Managing the human-wildlife interface to sustain the flow of agro-ecosystem services and prevent illegal wildlife trafficking in the Kgalagadi and Ghanzi Drylands (KGDEP)*”, implemented by the Department of Wildlife and National Parks in collaboration with UNDP. It was collated by Frederick Mbiganyi Dipotso, Project Manager as part of an action-learning process.

As a result of the GWP project’s involvement in the Review of the National Anti-Poaching Strategy a Joint Operation Centre, is being set-up with all required ICT equipment to permanently ensure inter-agency co-operation going forward. For more information on the background to this lesson please see Annex A of this document.

3.1.2 How can we establish enduring inter-agency collaboration to address IWT by using formal mechanisms to drive cooperation?

LESSON 2:

Using formal mechanisms, such as Inter-Agency Coordination Committees, can be an effective way to drive state co-operation among security agencies in remote landscapes to ensure information sharing and joint activities. Establishing units first in one local area and then using that as a demonstrator to replicate the model in other locations can drive uptake sustainably across regions.



Supporting lessons-learned:

- ➔ With remote project landscapes, cooperation between law enforcement personnel to tackle illegal wildlife trade is even more important, particularly those guarding borders and security agencies, as areas to patrol are so large and remote.
- ➔ Setting up a formalized institutional mechanism helps determine and foster methods and timings for communication and allows the development of collaboration protocols/processes through Wildlife Crime Control Units and sharing of crime data.
- ➔ Inter-Agency Coordination Committees can then help ensure agency personnel attend joint training sessions to improve capacity gaps.
- ➔ Agencies can be persuaded to join the Committees by highlighting crime convergence, in particular connection to drugs and terrorism funding, and its priority at a National Level.



India

This lesson comes from the GWP GEF6 National Project in India “*Securing livelihoods, conservation, sustainable use, and restoration of high range Himalayan ecosystems*”, implemented by the Ministry of Environment Forest & Climate Change in collaboration with UNDP. It was collated by Jishu Chakraborty as part of an action-learning pilot process carried out in Autumn 2022. Since the project commenced, it has developed an Inter-Agency Coordination Committee in one region and is now using this as a successful demonstrator for other states to take up the model.



3.2 How can we design flexibility and agility into our project designs so that we can respond to feedback from the community?

The third lesson is on taking a flexible approach to project design that really responds to feedback from the community. This requires a very participatory approach that needs to be built in from project inception stage.

LESSON 3:

Taking an agile and reflective approach to project design when running community projects to enhance prevention of IWT can ensure that projects effectively address the reality of their community context. Starting with a reflective perception survey can help generate project understanding about the current situation and which community support programs might work in reality. Continuous stakeholder engagement will help maintain relationships and trust.



©Eryn Ho, Southern African Wildlife College (SAWC).

Supporting lessons-learned:

- ➔ Community realities will be context-specific to locations and segments of the community. Particular communities (or segments of the community) will have their own views about existing IWT prevention activities or laws or will respond in differing ways to projects designed externally.
- ➔ Undertaking perception baselines can help projects understand the current community perceptions of and attitudes towards protected areas, institutions, and combatting human

wildlife activities and laws; why initiatives might not be popular or successful; what laws are misunderstood, and what might be needed to shift perceptions/actions.

- ➔ Creating flexible project designs that allow research and reflection time, and for the project to be designed in response to the results of that research, allows for the creation of, and support to, community livelihood projects that are far more likely to succeed.
- ➔ Projects cannot force participation from communities, they can only invite them to engage, communities need evidence of the tangible benefits of being involved. Surveys can help identify what the most desirable benefits would be.

Practical guidance

- ➔ Design questions for perception surveys with local communities so that the language and terminology used is understandable and suitable for the audience.
- ➔ Use a variety of different question types for the same question, so that question format does not restrict or influence responses.
- ➔ Work out what roll out method for surveys works for each community in terms of who asks questions and how; trial different methodologies and review.
- ➔ Build regular reflection and review times into the project plan to assess the impact of the program to date and allow changing course, if necessary, to respond to realities on the ground.
- ➔ Allow time to establish the 'settling in' that working in real partnership at a community level requires, learning will need to happen across the partnership.
- ➔ Remain nimble to changes in power at a community level that may affect dynamics.
- ➔ Continually be present in and among communities to help develop and strengthen relationships and maintain understanding of any changing dynamics.



South Africa

This lesson comes from the GWP GEF6 National Project in South Africa; *“Strengthening Institutions, Information Management and Monitoring to reduce the rate of illegal wildlife trade in South Africa”*, implemented by the Department of Forestry, Fisheries and the Environment (DFFE) in collaboration with UN Environment. It was collated by Dr Marisa Coetzee, General Manager of Regional Integration Kruger National Park, SANParks, Nita Verhoef, Community Development Coordinator Peace Parks Foundation, and Mercedes Marele, Project Manager, DFFE, as part of an action-learning process. Since the project commenced operating in this flexible way it has driven far-greater collaboration between partners and trust with the community. For more information on the background to this lesson please see Annex A of this document.



Elephants at Kruger National Park, South Africa. ©Tamara Tschentscher.

3.3 How can we target wildlife criminals higher up the IWT chain?

Projects that attempt to deliberately tackle criminals 'higher up the chain' require a concerted approach that really segments the various players and works out how they might be intercepted. These two lessons show how this might be done effectively.

3.3.1 How can we target wildlife criminals higher up the IWT chain through the use of intelligence-led, multi-agency operations, investigation and prosecution?

LESSON 4:

Use of intelligence-led, multi-agency operations, investigation and prosecution can make it possible to target higher level criminals and dismantle their crime syndicates, to significantly minimize incidences of poaching and illegal wildlife trade. Through categorisation of suspects into five-levels, depending on their role played in the illegal wildlife trade chain, targeted approaches and profiling can be developed for each.



Seized rifles and illegal wildlife trophies. ©GWP/IWT Tanzania.

Supporting lessons-learned:

- ➔ Working in collaboration through a multi-agency unit can ensure cases are effectively investigated and prosecuted since the process is centralized and brings together all relevant agencies.
- ➔ Categorization of criminals into different poaching levels, and creating targeted approaches for each, can ensure a law enforcement process is capable of disrupting, reducing and preventing poaching and illegal wildlife trade at all stages of the trade chain.
- ➔ Having Joint Standard Operational Procedures that all agencies buy into can facilitate smooth collaboration and coordination between the various agencies.
- ➔ Undertaking joint trainings between agencies can help to develop skills, build trust and cement working relationships;
- ➔ Undertaking a Capacity Needs Analysis, combined with continuous assessment, can identify where there are gaps in enforcement skills, and reasons for law enforcement measures not succeeding as expected, and where specialised skills are required.
- ➔ Establishment of a joint National Taskforce can help coordination and formalize joint working, creating a framework for collaboration beyond traditional government frameworks.



Tanzania

This lesson comes from the GWP GEF6 National Project in Tanzania; *“Combating Poaching and Illegal Wildlife Trade in Tanzania through an Integrated Approach”*. It was collated by the Combating poaching and IWT Tanzania project team as part of an action-learning pilot process carried out in Autumn 2022. Since joint-agency work started and the project started targeting higher-level criminals, poaching of flagship species has reduced significantly. The number of elephants poached, for example, has continued to decrease every year. Monitoring the Illegal Killing of Elephants (MIKE) report indicates a decline by 88.6%, from (n=35) in 2015 to (n=4) in 2020. The elephant population has increased in elephant strong hold ecosystems, including Ruaha-Rungwa (Elephant census report, 2022).



3.3.2 How can we target wildlife criminals higher up the IWT chain through the use of cyber patrol functions to enhance detection and interception of ‘middlemen’?

LESSON 5:

Introducing a cyber patrol function to detect online activities on wildlife trafficking can enhance capacity to detect and intercept ‘middlemen’ involved in illegal wildlife trade and can improve the efficiency and effectiveness of on-the-ground interception.

Supporting lessons-learned:

- ➔ Putting resource into detecting online activities about movements of illegal wildlife trade can ensure that on the ground resources are used more efficiently to intercept actual trafficking.
- ➔ Putting resource into detecting online activities about movement of illegal wildlife trade can ensure that those ‘higher up’ the trafficking chain are tackled, not just the poachers on the ground who are likely to have minimal power.
- ➔ Using cyber patrols can mean projects are more likely to intercept and pinpoint suspects in cities which can be hard to identify through more traditional methods of investigation.
- ➔ Using cyber patrol teams can mean that, even teams with limited resources, could catch ‘repeat offenders’ therefore people more involved in numerous IWT activities and likely more senior in the trafficking chain.
- ➔ By concentrating on online trading with clear links to field activity, teams can focus efforts where arrests are more likely and where locations can be defined accurately using cyber tools.
- ➔ Investing in cyber analysis will increase the number of leads that on-the-ground teams have to follow up, which will require increased investment in on-the-ground support.
- ➔ By sharing successes regularly with government ministries, the case can be made for government support and sustainability for cyber analysis initiatives.

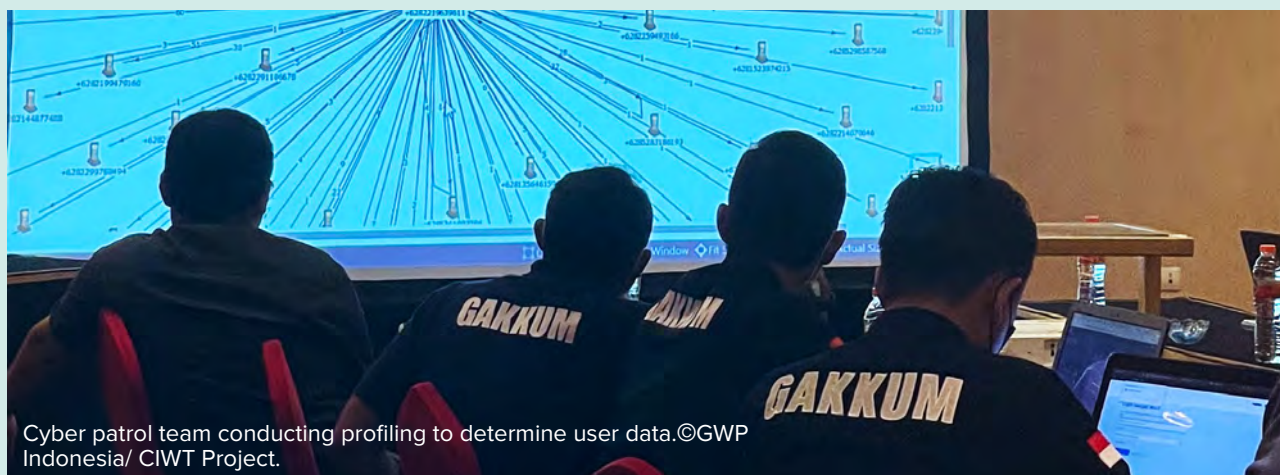
Practical guidance

- Ensure financial resources to purchase sufficiently effective software and hardware to equip operations rooms.
- Recruit sufficient, qualified and experienced personnel to support the operationalization of the cyber patrol team.
- Ensure training delivered by real experts in the field and include training on exporting data from devices (e.g. conversations with others).
- Develop supporting legal policy and regulation, such as Standard Operating Procedures as guidelines for the proper handling of data and information and passing it between agencies.
- Ensure close working relationships with the national and regional police who may be needed to use mobile phone data to pinpoint suspect's locations once identified.
- Build the capacity of government staff through training and evidence sharing – to operationalize the cyber patrol system; along with other IWT-
- related knowledge, so that the program can continue beyond the end of the project.
- Ensure all information is kept secure with strong security protocols to avoid data leakage and prevent hacking.
- Continuously train staff to ensure their online skills are evolving alongside those of traffickers.
- Create Memorandum of Understandings with other agencies to allow sharing of databases (for example Ministry of Justice dealing with Law, National Mapping Agency, etc.).
- Ensure coordination with other directorates/ institutions/authorities who will be involved in arrests and verification to ensure information can be acted upon as needed (i.e., field verification, case validation, operations).
- Coordinate and collaborate with the Ministry of Communication and Information, or similar, which has the authority to close accounts that are considered/assessed as a threat to IWT transactions.



Indonesia

This lesson came from the GWP GEF6 national project in Indonesia “*Combating Illegal and Unsustainable Trade in Endangered Species in Indonesia*”, which is a six-year project implemented by the Directorate General of Law Enforcement on Environment and Forestry (Gakkum) within the Ministry of Environment and Forestry (MoEF) in collaboration with UNDP. Information was gathered by the National Project Manager, under coordination and consultation with the Directorate of Forest Protection. Since the GWP project’s support of the Cyber Patrol Unit over 796 accounts associated with the illegal trafficking of wildlife have been identified and located. For more information on the background to this lesson please see Annex A of this document.



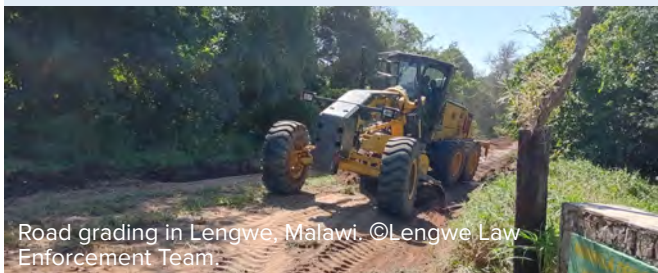
3.4 How can we improve infrastructure to increase effectiveness tackling IWT?

Improving infrastructure can have enormous impact on both the efficiency of ranger patrols to tackle poaching in protected areas, as well as more targeted consequences such as the increase in the number of female rangers in a team.

3.4.1 How can we improve physical park infrastructure to facilitate more efficient use of ranger time and increase effectiveness tackling IWT?

LESSON 6:

Improving physical park infrastructure, such as improved roads, bridges, culverts, ranger camps and clearer park boundaries, alongside software infrastructure, such as SMART reporting tools, can facilitate more efficient use of ranger time and increased effectiveness in intercepting wildlife crime/improving law enforcement efforts.



Supporting lessons-learned:

- ➔ Clearly marking park boundaries with permanent markers can enable law enforcement agencies to more easily intercept an individual's intent on wildlife trapping/killing. Unclear/unmarked park boundaries can add to poaching/illegal wildlife challenges as law enforcement agencies are unable to prove intent to illegally enter or encroach on parkland.
- ➔ Mending poor roads, bridges and culverts can ensure smooth transport of rangers to the sites of reported crimes and reduce the efficiency of patrols.
- ➔ Building ranger camps inside the park can mean that rangers have to travel long distances to reach potential crime sites and to carry out patrols, creating inefficiencies and fewer interceptions of poaching incidents.
- ➔ Using SMART reporting tools, combined with improved infrastructure, enabling intelligence reporting in real-time, means that rangers can target areas for patrol and are more likely to intercept crimes, rather than undertaking routine routes.



Malawi

This lesson comes from the GWP GEF6 National Project in Malawi; “GEF subcomponent 2.2 NRM of the Shire Valley Transformation Program” led by Ministry of Natural Resources, Energy and Mining (Environmental Affairs Department, Department of National Parks, and Wildlife, and Department of Forestry), and Ministry of Agriculture, Irrigation and Water Development. It was collated by Kennedy Nzeru, Parks and Wildlife Officer Responsible for Environmental Education and Extension, as part of an action-learning pilot process carried out in Autumn 2022.



3.4.2 How can we improve infrastructure for female rangers in order to facilitate more female rangers helping to protect wildlife and reduce demand for IWT?

LESSON 7:

Improving the working conditions of female rangers, through the provision of feminine care supplies, well-fitting uniforms and ranger outposts with separate women's quarters and all terrain motor vehicles for easy deployment, can increase the number of female rangers assisting in the protection of natural resources. This can result in increased socio-economic benefits in local households and reduce the need for poaching.

Supporting lessons-learned:

- ➔ By improving the practical set-up for female rangers, making them feel safe, supported and comfortable, more women feel comfortable to apply to be rangers.
- ➔ The number of female rangers increases once they see other women rangers in post and that being a ranger is a respectable and potential employment opportunity for local women.
- ➔ More female rangers means greater economic benefits for local communities as women are more likely to use their wage to provide for their families.
- ➔ Greater incomes for local families means less need for poaching for consumption or for getting involved in the illegal wildlife trade.



Zimbabwe

This lesson comes from the GWP GEF6 National Project in Zimbabwe; *“Strengthening Biodiversity and Ecosystems Management and Climate-Smart Landscapes in the Mid to Lower Zambezi Region of Zimbabwe”*. It was collated by Munashe Matare as part of an action-learning pilot process carried out in Autumn 2022. Targeted support for female rangers was started by the project in 2019. As part of the gender mainstreaming strategy of the project, providing for the needs of female rangers was treated as a matter of urgency. The project then targeted female rangers in recruitment training. In the Mid to Lower Zambezi Valley region, there are 159 community rangers of which 36 are now female, compared to three female rangers when the project commenced.



Community rangers on extended patrol. ©GWP Zimbabwe.

3.5 How can we widen our IWT training efforts to new audiences for greater impact?

While many projects focus on training up specialist wildlife rangers, these lessons show the value of widening out who is involved in training and looking at innovative training methods, in order to ensure both in-depth focused expertise and widespread understanding of wildlife crime amongst partner agencies.

3.5.1 How can we go beyond key wildlife service actors and invite other important actors to trainings to improve IWT evidence collection, case management and prosecution?

LESSON 8:

Expanding who is involved in capacity building training sessions, beyond the mainstream wildlife service to other stakeholders involved in tackling wildlife crime, can improve evidence collection, case management and therefore successful prosecutions. Running multi-day training sessions can allow these actors to get beyond silos and start to build relationships to better work together.



Lesson-learning workshop ©Tamara Tschentscher

Supporting lessons-learned:

- ➔ Looking beyond initial audiences and incorporating others, such as Community Rangers in first response training, or officers from Prosecution Departments in case management training, can ensure better understanding of wildlife crime issues among all agencies involved with evidence collection to prosecution.
- ➔ Involving Community Rangers in first responder training can ensure there is also proper

processing of crime scenes and the securing of court admissible evidence if Community Rangers are first onto a crime scene rather than Kenya Wildlife Service (KWS) Rangers;

- ➔ Bringing law enforcement agencies together for training of case prosecution management, such as involving police, prosecutors and forest services, can improve understanding of wildlife crimes among those agencies and what they need in terms of evidence and case management from wildlife crime agencies, in order to achieve a successful outcome.
- ➔ Bringing agencies together for multi-day training (4 days+) can help the development of better working relationships and get past the barriers to developing relationships which may still be in place after 1-2 day's training.
- ➔ Being flexible with project plans, and thinking more broadly than just delivering results/KPIs in the original project design, can enable more impactful outcomes, based on impact, rather than just results achievement.

Practical guidance

- ➔ Think laterally about who is actually involved with the entire chain from crime to prosecution and who might therefore need to be trained up to ensure best success.
- ➔ Conduct the training away from work in a workshop set-up, preferably in the conservation areas, to allow free exchange of ideas and team building.
- ➔ Choose a location that allows the set-up of simulated crime-scenes or case prosecution.
- ➔ Run training over multiple days to allow real relationships to develop.
- ➔ Follow up with evaluation in the field to check procedures⁴ are adopted.
- ➔ Use the Rapid Reference Guide (RRG) for Investigators and Prosecutors as a tool to base training around.



Kenya

This lesson comes from the GWP GEF6 National Project in Kenya “*Combating Poaching and Illegal Wildlife Trafficking in Kenya through an Integrated Approach (IWT) Project*”, implemented by the Ministry of Tourism, Wildlife and Heritage (MOTW) in coordination with UNDP.

It was collated by Martin Kinyua and validated by Chebii Boniface, Wilson Njue and other representatives of Kenya Wildlife Service (KWS), Office of the Director of Public Prosecutions (ODPP) and MOTW. Following the training, silo mentality has reportedly diminished as evidenced by joint patrols/ operations being conducted by officers from various law enforcement agencies. There has been a steady increase in the number of recorded intercepted wildlife crimes per month since the training. For more information on the background to this lesson please see Annex A of this document.



3.5.2 How can we widen our IWT training efforts to new audiences by integrating wildlife modules into mainstream training institutions for law enforcement agencies?

LESSON 9:

Integrating wildlife modules into mainstream training institutions for law enforcement agencies can be an effective way to increase baseline knowledge about wildlife crime amongst all graduating law enforcers, better enabling them to identify and intercept wildlife crimes and procure evidence for prosecution.

Supporting lessons-learned:

- ➔ In the absence of wildlife crime-focused law enforcement services in a country, building the wildlife crime-awareness of all law enforcers helps increase the likelihood that these crimes are detected and handled appropriately.
- ➔ Working to integrate wildlife training in the curricula of mainstream law enforcement training institutions enables reaching law enforcers at scale and in a sustainable manner that can be longer-lasting and more efficient than offering direct training.

- ➔ Demonstrating the impact of wildlife crime on crime more generally (crime convergence) and the impact on the socio-economics of the country can help to convince senior managers (in mainstream training institutions) of the value of including wildlife crime in their curricula.
- ➔ Establishing a Memorandum of Understanding and Action Plan for implementation by a Working Group of Senior Staff and the Conservation Authority means that the curricula will be co-produced and better able to address the specific focuses of each law enforcement personnel.
- ➔ Training institutions can be persuaded to include wildlife crime topics through in-person workshops, provision of equipment, 'league tables' for peer-evaluation among training institutions and clear Memorandums of Understanding.

Practical guidance

- ➔ Support through very senior engagement at a political level;
- ➔ Engage in-person to get senior leadership of the colleges onboard;
- ➔ Offer incentives for engagement both to colleges and trainees;
- ➔ Create lesson plans and materials;
- ➔ Train the institution's trainers to deliver the lessons themselves, using expert trainers to ensure teaching is high quality;
- ➔ Encourage ongoing participation through league tables and certificates;
- ➔ Measure impact through knowledge spot-checks once graduated law enforcers are in the field.



Ethiopia

This lesson comes from the GWP GEF6 National Project in Ethiopia “*Enhanced Management and Enforcement of Ethiopia’s Protected Area Estate*”, led by the Ministry of Environment, Forest and Climate Change (MOEFCC) with UNDP. It was collated by Daniel Assefa, Ethiopian Wildlife Conservation Authority (EWCA) and validated by Arega Mekonnen, Project Manager, as part of an action-learning process carried out in Autumn 2022. The project has trained so far over 50,000 officers of federal police, regional police, customs, security, and defense forces, as well as prosecutors and judges who are playing a key role in the detection, identification, investigation and prosecution of illegal wildlife trade across the country. 20,000 more officers will graduate training in the coming 9 months. The impact of the training can be seen in the increase of IWT cases coming to court and the amount that are successful. Currently, the rate of conviction is 85% compared to 75% in 20205. For more information on the background to this lesson please see Annex A of this document.



Seized elephant tusks. ©Ethiopian Wildlife Conservation Authority (EWCA).

3.6 How can we prevent wildlife crime through pre-emptive DNA data collection from captive CITES-listed species?

GWP national projects promote a mix of activities that aim to counter the illegal wildlife trade by enhancing capacities for detection and seizure of illegal wildlife products and prosecution of wildlife criminals. Some projects even go a step further, working to prevent protected wildlife such as tigers from becoming trafficked in the first place – particularly for animal parts. This lesson from Thailand details an approach in this area.

LESSON 10:

Requiring captive animal owners to provide DNA data of captive CITES-listed species and storing this data preemptively, as part of the future development of a national DNA database, can monitor and potentially help prevent captive animals becoming trafficked in the future and identify them if they do enter illegal trade.

Supporting lessons-learned:

- ➔ Creating a strong pre-emptive DNA testing regime of tigers makes zoo owners understand that their animals are being tracked and therefore is a strong disincentive for them to enter illegal trade.
- ➔ Having a DNA database of all captured tigers allows the tracing back of /parts recovered from illegal trade that is stronger than relying on micro-chipping or stripe patterns which become obsolete when only part of the animal is recovered.
- ➔ Setting up a database and DNA testing system (proof of concept and systems) before changing the law to require zoo owners to DNA test and register all their tigers ensures that when the law does come in, the systems are operationally ready and tested.
- ➔ Legally linking the distribution of e-permits for zoo licences to the provision of DNA is likely to be an effective way to encourage collecting DNA samples from captured tigers, particularly of newborns, as owners have an incentive to provide access to DNA capturing agencies.
- ➔ Requiring captive tiger owners to pay the costs associated with DNA testing themselves is likely to reduce the cost burden on government in maintaining a national DNA database.
- ➔ Establishing a joint agency intelligence centre so that all relevant agencies are sharing intelligence regarding tiger movements can help coordinate action.

Practical guidance

- ➔ Set up common processes and Standard Operating Procedures among agencies and agreed with zookeepers, in undertaking and setting up DNA testing.
- ➔ Use a format like a Joint Intelligence Centre to ensure that once the DNA database is in place agencies are sharing information to be able to intercept illegal tiger trade, refer back to the database and ensure each has access to it.
- ➔ Inspect zoos/captive animal locations regularly to ensure any newborn tiger cubs are DNA tested.
- ➔ Link zoo permits legally to the provision of DNA evidence and create a very strict enforcement regime; but set up the system first so that at the point of entering into law, systems are in place for operations.
- ➔ Training and workshops in risk-profiling can help on-the-ground agencies have the skills to identify suspicious cargo.



Identification of captive tigers. ©Department of National Parks, Wildlife and Plant Conservation (DNP), Government of Thailand.



Thailand

This lesson came from the Thailand GWP GEF6 national project in Thailand “*Combating Illegal Wildlife Trade, focusing on Ivory, Rhino Horn, Tiger and Pangolins in Thailand*”, led by the Department of National Parks, Wildlife and Plant Conservation (DNP), and implemented in collaboration with IUCN with UNDP. It was compiled by Dr. Klairoong Poonpon, Acting Project Manager, GWP Thailand National Project, and supported by Phansiri Winichagoon, National Coordinator. For more information on the background to this lesson, please see Annex A of this document.



Comparison of seized tiger skin to database of captive tigers. ©Department of National Parks, Wildlife and Plant Conservation (DNP), Government of Thailand.

Nairobi National Park, Kenya. ©Tamara Tschentscher.



04

A Framework to Set up a Successful Lesson Learning Journey

This chapter shares a suggested structured process for identifying and capturing lessons learned for national projects going forward, and we work through it using a lesson from this pilot as an example.

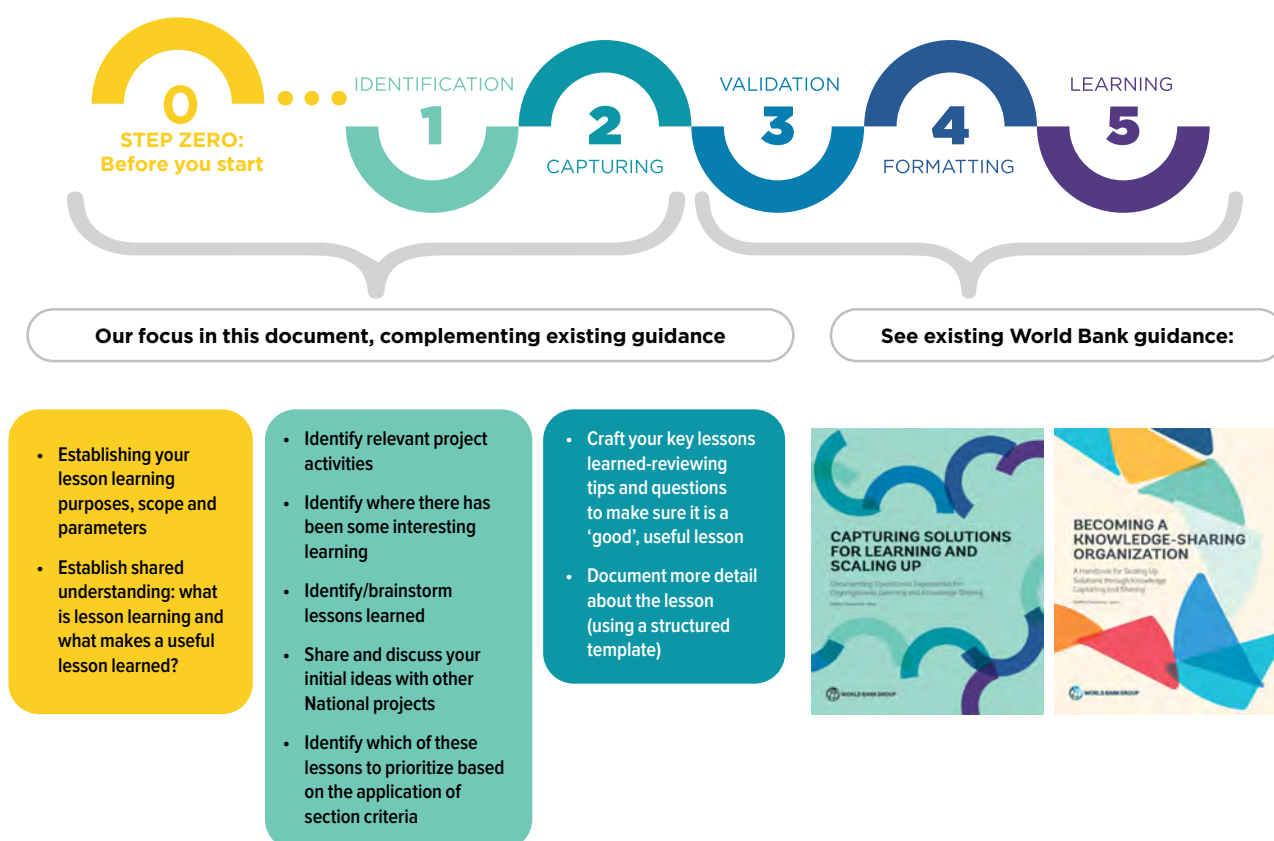
The structure is based on the process that was used in this lesson-learning pilot, the reflections and recommendations from project participants (as detailed in chapter 2), and aligns with the World Bank Guidance on learning and knowledge sharing referenced throughout this document.

We focus on identification and capturing lessons learned as these steps are often the most challenging,

are where we focused our pilot and also is where we felt further guidance was most needed.

In addition to the World Bank suggested steps, we have also added in a 'step zero'. Before identifying and capturing lessons, to enable a successful process, it is important to set your lesson learning purpose, scope and parameters, as well as establishing with those who will be undertaking the exercise, a shared understanding of what lesson learning is, and what makes a useful lesson learned.

FIGURE 2 Steps in the lesson learning process. Visual modified from the original five step process in the World Bank guidance.⁶

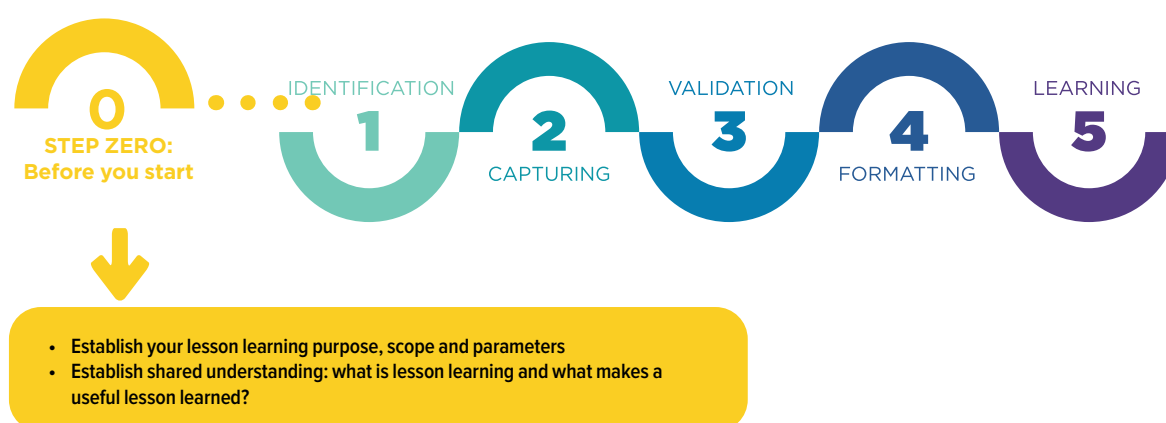


⁶ Janus, Steffen Souleiman, 2017.

For steps 3, 4 and 5 (validation, formatting and learning), we recommend referring to the existing World Bank guidance.

4.1 Step zero: Establish your lesson-learning purpose, scope and parameters

FIGURE 3 Step Zero in the Lesson-Learning Process. Visual modified from the original five step process in the World Bank guidance.⁷



4.1.1 Clarify the depth and breadth of your lessons learning process

Before commencing any lesson-learning process, it is important to understand the parameters of the exercise you are undertaking. This will be shaped by the time and resources available, the timing of the process in the project cycle, who the learning is for and what areas you might want to focus on. Below we detail a number of questions that should help you determine these parameters.

Timing and intent: What is the timing and intent of your lesson-learning process?

- When are you doing this in the program/project cycle?
- Is it to set up an ongoing systematic lesson-learning function throughout your project going forwards (regularly or periodically) or is it to create a snapshot of learning at a specific point in a project when it hasn't been systematically done before? If so, what is the reason for the snapshot at the particular moment in time?
- If it's at the end of the program/project cycle,

is it to review lessons learned as part of a comprehensive process at the end of a program/project?

- Is there another reason to undertake the lesson-learning process now?



Our intent: A snapshot of learning at a particular moment in time as part of an action-learning, capacity building pilot process.

Determine your learning focus: What are you hoping to identify, capture and share new knowledge and insights about?

- What level of operations are you interested in; national, regional or local level operations?
- Are you interested in lessons on project management (design, reporting, evaluation, etc.) or on delivery/intervention activities?

⁷ Janus, Steffen Souleiman, 2017.

- Are you interested in project-wide lessons or on a specific subject focus? (i.e. Focused on a particular outcome, such as reducing trafficking? Or focusing on a type of intervention such as influencing legislation? Or looking at something cross-cutting, such as gender-smart approaches to fighting wildlife crime?)



Our learning focus: Looking at projects/activities enhancing capacity to fight wildlife crime (reducing trafficking).

Determine audience: Who is the learning aimed at? And what do you hope for them to do with the information?

- All GWP national project teams?
- Your national project team?
- Specific project management units within your country?
- Those involved in project delivery at a regional level?
- Those involved in project delivery at a local level?
- Specific cross-cutting teams involved in delivering certain projects?



Our audience: GEF6 GWP National Project Teams implementing activities towards wildlife conservation, including on countering the illegal wildlife trade.

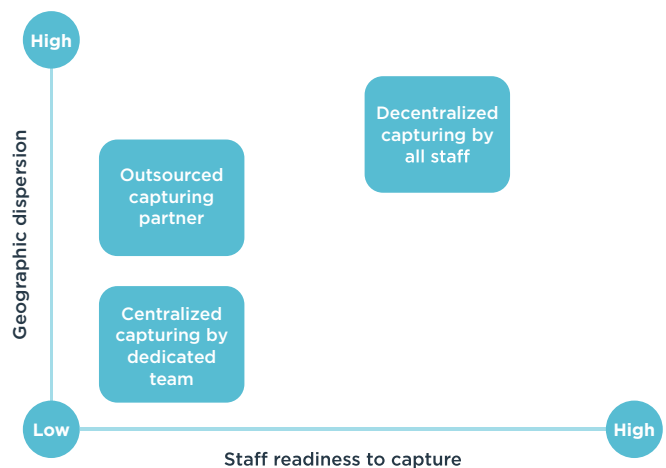
Resources available: What resources do you have available for this process? And what constraints?

- How much time do you have for the process?
- Who else is it realistic to involve during that timeframe?
- What budget do you have to support the process?

- What human resources do you have to support the process?

The diagram to the right (from the World Bank's publication *Capturing Solutions for Learning and Scaling Up*⁸) might help you determine who is best placed to undertake the lesson-learning process.

FIGURE 4 Determinants of alternative approaches to capturing. Source: Janus, Steffen Soulejman, 2017.



Our resources: Three-month long process (though other significant events were happening during this time period, i.e. COP on CITES and GWP Annual Conference). Supported by two knowledge capture / lesson-learning experts to help draw out and document lessons. No extra budget available. At least one team member from each national project agreed to dedicate time to the process.

Implications for your lesson-learning process design

See the template *Establish your lesson learning purpose, scope and parameters* (**Annex B**) which can help you work through what your answers to the questions above might mean for what approach you will take in your lesson-learning process.

Approach: What kind of approach do you want to take to the process based on the parameters identified above?

- Should the process be led from 'the top' (management) or bottom up?
- Do you wish to be strategic (systematic and assessing the most important lessons) or opportunistic (focusing on those that are easier to identify)?
- Best practice versus feasible?
- Do you have the relationships to ensure a trusted environment, necessary for people to open up?



Our approach: Led by national project management teams; 'quick and imperfect' versus best practice; capturing learning from people who are readily available; using methods that match the capacity, resources and time available to participants.

4.1.2 Building capacity around lesson learning

Before you start identifying and capturing lessons, you will also need to make sure everyone is aligned in their understanding about what 'lessons learned' are and what makes a lesson learned useful to others. We suggest you take some time to reflect on this and build capacity among the team undertaking the lesson-learning exercise before you start. We propose two exercises described below that are instrumental in this process. More detail on Exercise 2 and an answer sheet can be found in Annex C (*Exercise: The Good, the Bad and the Ugly lessons*) to this document.



Lesson-learning workshop, Kenya. ©Tamara Tschentscher.

EXERCISE 1: HOW TO IDENTIFY A GOOD LESSON

What makes a useful lesson learned?

- *A useful lesson learned shares information and guidance that enables other project teams to improve the design or delivery of their projects.*

Consider the following 'lessons' and ask yourself the questions below. Do you think these are useful lessons learned?

- Could I use this lesson to improve a project I am designing/delivering?
- Is there sufficient guidance for me to try and do something different(ly) in my project?
- How could the lesson be made more useful to me?

Lesson 1: *We worked with law enforcement agencies effectively.*

Lesson 2: *We found that giving a module on wildlife crime was an effective way of upskilling police.*

Lesson 3: *Integrating wildlife crime training into existing programmes of police training academy is an effective way of upskilling all new trainees.*

Lesson 4: *Working with the Directors of a Police Training Academy on how wildlife crime can help them tackle their wider objectives can enable integration of wildlife crime training into wider curriculums. We worked with the Police Training Academy to design a module on wildlife crime that was then included in the existing programme for Trainee Police Cadets. They were persuaded by understanding the impact of wildlife crime on wider crime statistics. This worked in ensuring all new police had a basic understanding of wildlife crime and really improved their collaboration in the identification of wildlife crime.*

EXERCISE 2: THE GOOD, THE BAD AND THE UGLY

Look through these 'lessons' and divide them into three categories:

1. **The Good:** These are clear lessons, well drafted
2. **The Bad:** These are poorly drafted lessons that require further clarification and guidance
3. **The Ugly:** These are not actually lessons, but may be statements or requirements.

You might want to print the lessons out, divide into two groups to do this exercise and physically separate the 'lessons' into piles.

*(Once you have done this, you might like to look in **Annex C** for a fuller exercise with more examples of good/bad/ugly lessons and our thinking on them.)*

- ➔ We found that providing small one-off grants (of \$50-\$100 per grant) to encourage local communities, on the borders of national parks, to engage with wildlife crime prevention was not very effective. The grants were not large enough to provide enough incentive to overcome the economic benefit from taking part in illegal poaching. The local community did not have the skills or time to apply for the grants properly or do the reporting we required.
- ➔ If the police hadn't been so corrupt, we would have been able to be more successful. We tried so many things and the police corruption kept on spoiling all our efforts. Even though we brought over 500 wildlife crime cases to the police, suspects kept on being released and captured specimens would disappear from the evidence lockers. This was very demoralising.
- ➔ Logistical arrangements have been a challenge. We found it hard to plan sufficiently in advance to ensure that we were able to carry out all our planned interventions because of corruption and lazy staff.
- ➔ Constructing ranger camps in every 50km² grid of a protected area enables rangers to use their time more effectively, not wasting time each day travelling, which can restrict their penetration deep enough into the park to be effective. We designed a simple low-cost and low- impact camp construction method, with standard protocols for dealing with waste, food storage and construction, and a method to bury emergency water and first aid supplies, which is suitable for any semi-arid landscape.

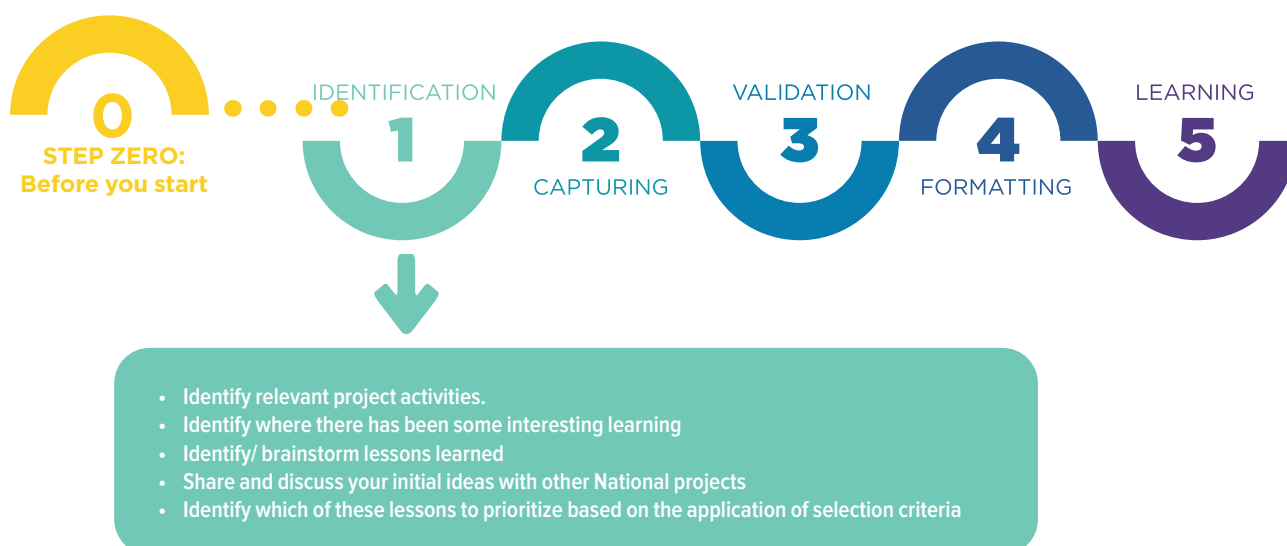
- ➔ Projects should focus more on community conflict resolution and tackling human wildlife conflict. So many projects don't succeed because they are focused on the wrong problem. Rather than arresting poor people who are just trying to feed their families by poaching after their crops have been destroyed by wildlife, we should look at how we can protect those communities.
- ➔ In order to get effective engagement from the police forensics analysis teams in analysing wildlife crime specimens, we found that we needed to engage the Head of the forensics department in each state who would then mandate his teams to engage. The most effective way we found to do this was through running private lunches in each state hosted jointly by the Minister for Environment and Minister for Justice to which the Forensics Head was invited. In addition, we kept a live online 'log' of the number of effective prosecutions on wildlife crime in each state which the Ministers had access.

4.2 Identifying lessons learned

Once you are clear on the purpose of your lesson-learning process, and once there is good shared

understanding among the team involved of what makes a 'good' lesson learned (i.e. Step zero is complete), you are ready to get to work identifying and capturing your actual lessons.

FIGURE 5 Step One in the lesson learning process. Visual modified from the original five step process in the World Bank guidance.⁹



⁹ Janus, Steffen Souleiman, 2017.

4.2.1 Identifying relevant project activities and your priority lessons learned

The first step is to identify what useful lessons you may have to share (remembering the purpose of your lesson-learning process). This is perhaps one of the most challenging aspects of lesson-learning. Below we detail a framework that might help with this process.

4.2.2. Identify where there has been some interesting learning

Getting Started: However you are doing your lesson-learning process, whether it's a snapshot in time, or a systematic regular capturing of lessons, you will need to start by looking back over the relevant time period, focusing specifically on the activities relevant to your chosen area of focus (e.g. information and intelligence) and ask yourselves a series of questions.

If you are looking back over a longer period of time, this may involve examining project documents to get prompts, if you are looking at lessons regularly it may be enough to just discuss them verbally.

List activities in heading form, where you can answer 'yes' to the questions below.

- Was there something particularly different/new/ adapted about our approach to an activity? Was there a new experimental component?
- Were our beliefs/assumptions/hypotheses for an activity proven to be valid or challenged?
- Did things go as we expected? Or were there surprises along the way?
- Was something particularly challenging? Did we overcome those challenges in an interesting way?
- Was there an activity/intervention that was particularly successful?
- Was there something that happened that you really learnt from and adapted your project as a result?

See **Annex D** (Identify relevant project activities and where there has been learning) for a full downloadable template to use for this activity.

4.2.3 Identify what the lessons are/were in brief- 'the why'

Next you need to understand a bit more about each activity and why it happened the way it did. Brainstorm as a group around each one using the following questions as prompts:

- If we decided to replicate/adapt/experiment, why did we do that? What experience/lessons were we drawing on? What were our beliefs/ assumptions/hypotheses related to this activity/ approach? (These may be explicitly stated, or implicit.) Why did we think doing ABC would result in XYZ?
- What worked for this activity and why was it successful?
- Or what didn't work and why was it challenging?
- What did we learn from this activity? Why do we find this particularly interesting?

4.2.4 Discuss your ideas with other national projects

The next step we propose is to share and discuss your initial ideas with other National Projects (face-to-face or online), to gather their initial feedback. This will allow you to see other's perspectives on your potential lessons and which they think sound the most interesting and that they would be interested to learn more about. By doing this you might be surprised about which lessons they think they will most benefit from.

There is a template in **Annex E** (Share and discuss your initial ideas with other National Projects) to help you capture other countries' views on your potential lessons.

4.2.5 Identify which of these lessons to prioritize based on the application of selection criteria

Next, you need to further narrow down your longlist of potential lessons by applying a checklist of criteria to help prioritize them. The checklist from 'Capturing Solutions for Learning and Scaling Up' is a useful one. There is a template in **Annex F** (Tool to identify which lessons to prioritize) to help you do this.

4.3 Capturing/writing up your lessons learned

Once you have decided which lessons to focus on, you now need to capture (write up) each lesson in a useful way.

4.3.1 Draft your key lesson

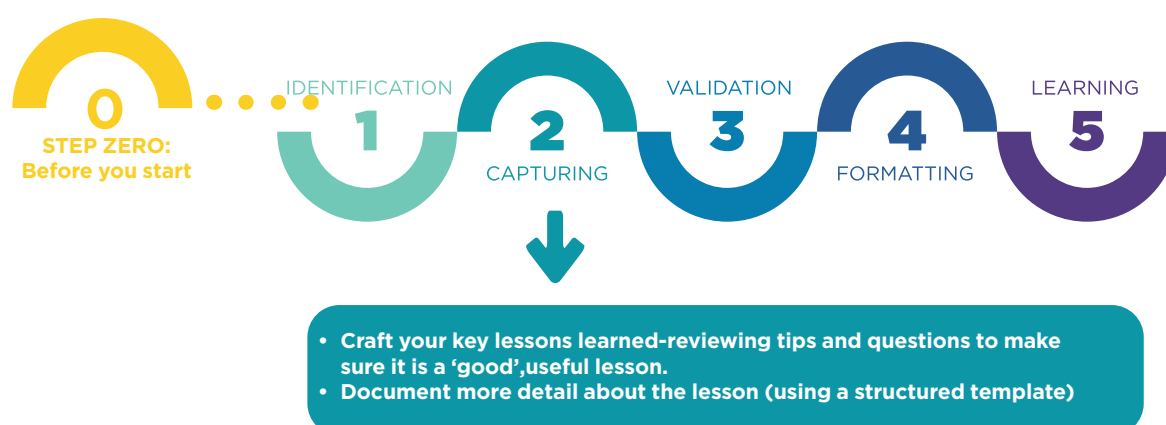
Think again about the purpose of your lesson-learning process. Who is your target audience? (Who are you trying to identify and capture lessons learned for? Who do your lessons seek to help?)

Below we show an example of how a lesson has evolved over time to get more useful and draw out key points further.

FIGURE 6 Criteria for determining whether to document an experience.¹⁰

| | |
|-------------|-------------------------|
| ✓ Relevant | ✓ Easy to Capture |
| ✓ Focused | ✓ Easy to Validate |
| ✓ Shareable | ✓ At Risk of Being Lost |

FIGURE 7 Step two of the lesson learning process. Visual modified from the original five step process in the World Bank guidance.¹¹



EXERCISE 3: THE EVOLUTION OF A LESSON-LEARNED EXAMPLE

Look at the lesson below and discuss as a group, how you think the lesson has improved as more time has been spent on it. Why is the final version of the lesson more useful do you think?

Version one

For effective control of poaching and IWT at national and county levels, there is a need to strengthen multi-agency collaboration particularly in aspects of law enforcement and prosecution of wildlife crimes in line with the "Points to Prove" guide. One of the best ways to achieve this is by conducting regular joint trainings, which, on top of enhancing collaboration, will lead to enhanced capacity of law enforcement agencies both individually and collectively.

¹⁰ Janus, Steffen Soulejman, 2017.

¹¹ Janus, Steffen Soulejman, 2017.

Version two

Running training sessions on the scene of crime through to case prosecution, with wildlife protection, law enforcement agencies and community rangers together, can not only increase skills but also improve relationships, better enabling co-operation on evidence gathering and prosecutions in the future. The training needs to be scenario based, start in the field, use real crime equipment, and be very practical and hands-on, with simulations of real-life scenarios.

Version three

Expanding who is involved in capacity building training sessions, beyond the mainstream wildlife service to other stakeholders involved in tackling wildlife crime, can improve evidence collection, case management and therefore successful prosecutions. Running multi-day training sessions can allow these actors to get beyond silos and start to build relationships to better work together.

Supporting lessons

- ➔ Looking beyond initial audiences and incorporating others, such as Community Rangers in first response training, or officers from Prosecution Departments in case management training, can ensure better understanding of wildlife crime issues among all agencies involved with evidence collection to prosecution.
- ➔ Involving Community Rangers in first responder training can ensure there is also proper processing of crime scenes and the securing of court admissible evidence if Community Rangers are first onto a crime scene rather than Kenya Wildlife Service (KWS) Rangers;
- ➔ Bringing law enforcement agencies together for training of case prosecution management, such as involving police, prosecutors and forest services, can improve understanding of wildlife crimes among those agencies and what they need in terms of evidence and case management from wildlife crime agencies, in order to achieve a successful outcome.
- ➔ Bringing agencies together for multi-day training (4 days+) can help the development of better working relationships and get past the barriers to developing relationships which may still be in place after 1-2 day's training.
- ➔ Being flexible with project plans and thinking more broadly than just delivering results/KPIs in the original project design, can enable more impactful outcomes, based on impact, rather than just results achievement.

Practical guidance

- ➔ Think laterally about who is actually involved with the entire chain from crime to prosecution and who might therefore need to be trained up to ensure best success.
- ➔ Conduct the training away from work in a workshop set-up, preferably in the conservation areas, to allow free exchange of ideas and team building.
- ➔ Choose a location that allows the set-up of simulated crime-scenes or case prosecution.

- Run training over multiple days to allow real relationships to develop.
- Follow up with evaluation in the field to check procedures are adopted.
- Use the Rapid Reference Guide (RRG) for Investigators and Prosecutors as a tool to base training on.

Key points

Before you start thinking about what wording to use to formulate your lesson, consider what the most important aspects of your lesson are for your target audience.

- What are the most important answers to the question 'why' and the key points you want to include? Why were they important?
- What aspects of the experience seem most transferable to similar challenges?
- What would you do differently? What would you do the same?
- Whose involvement was important and why?

Example

For the lesson we quoted in Exercise 3 above we made the following list of the most important points that we thought would be of interest to other National Projects (who were our target audience):

- We have learnt a lot about training, and we know other National Projects also have large training components.
- We realised lots of cases weren't getting prosecuted because Community Rangers didn't know how to deal with a crime scene if they were first on the scene so evidence was contaminated. They need training in how to deal with this.
- The multi-day training we did with Prosecution Department Staff, the Police and other agencies together really helped unlock the way the different agencies interacted and the suspicion and 'blame game' between them. This was because it was long enough for real

relationships to develop (4-days long and off-site). It was our partner UNODC who invited our partners to the multi-agency training, we are not sure they would have come if the invite had come from us.

- The training we did on dealing with crime scenes was really good because it was interactive and scenario-based, not just in a classroom.
- Involving other people in training wasn't part of our original project plan which had just planned to train KWS staff. By adapting the plan, when we realised how powerful training for others could be, we have created a much better outcome that didn't just focus on achieving our KPIs (Key Performance Indicators) but achieving real impact.
- We realised we should continue to adapt our training plans going forward expanding who is involved for the greatest impact.

Once you have considered the key points that should be involved in the lesson you need to think about, what points need to go in a 'headline' lesson and what should be included in the 'supporting

lessons' or 'practical guidance' sections. The headline lesson should be a summary of the main points in the supporting lessons.

Example

In our example above we learned about a number of different actors who benefitted from training; Community Rangers, Prosecutors and Police. The quality that links them all together is that they are **not from the main Wildlife Ranger service themselves**. So what is interesting here, and should be pulled into the main lesson, is about **expanding training beyond 'usual suspects'**. The second aspect that is really interesting is that this training, when carried out together, can also **help with relationship development**. All the other aspects of the lessons can come underneath this main lesson as they either

explain the lesson or are guidance around the specifics.

This became:

Expanding who is involved in training sessions, beyond the mainstream wildlife service to other parties involved, can improve evidence collection, case management and therefore successful prosecutions. Running multi-day training sessions can allow these actors to get beyond silos and start to build relationships to better work together.

Now you are ready to start transforming the key points into a 'lesson'. In terms of a formula for this, it is usually written in the third person, so not as 'we'. It should look something like this:

"Doing XYZ can achieve ABC because of DEF."



Buffalo at Lumo Conservancy Kenya .©Tamara Tschentscher.



Here is a checklist of questions to ask yourself to identify some common mistakes in the formulation of lessons learned:

A. Problem statements: Is the lesson actually a problem statement? (e.g. *It's very hard to prosecute people for wildlife crime when...*)

- If yes, the statement may provide a note of caution but doesn't help people learn about what to do about the problem. Shift the lesson to focus on learning about what action can be taken to anticipate/avoid/address the problem - based on your experience and learning. (e.g. actions to enable more prosecutions...)

B. Statements including 'needs' and 'shoulds': Does the lesson make statements including phrases about 'needs' and 'shoulds'? (e.g. *We should work together more effectively across agencies...*)

- If yes, this may indicate that you are not focusing on sharing your learning about actions to be taken and are instead focusing on making recommendations or general observations. Consider how you can reframe to focus more on specific learning from your experience (e.g. actions to improve effective work across agencies...)

C. Statements about actions for other stakeholders to take: Does the lesson make statements about actions for others to take (what 'they' should / need to do) versus actions to take at the level of national project teams? (e.g. *Government should invest more in....*)

- If yes, consider what you have learned about actions to be taken by the audience you are focusing on, such as what might be done to get others to action (e.g. actions to get others to invest...)

D. Lessons framed as criticism of others: Is the lesson learned framed in a way that might be perceived as criticism? (e.g. *Law enforcement agencies are quick to dismiss our concerns...*)

- If yes, consider how you could reframe the lesson constructively and in terms of what action you can take (e.g. to actions to prevent agencies quickly dismissing concerns...)

E. Confirming what people already know: Does the lesson confirm something you and/or others in your community already know? (e.g. *Corruption is impeding our efforts...*)

- If yes, what additional detail / insight / nuance can you add to make it more useful / valuable for your GWP colleagues? (e.g. actions to address corruption...)

F. Insufficient focus on the 'why': Are there too few specifics about why something worked well or didn't?

- If yes, ask yourself 'why?' a few more times. Consider any other key info to weave in. Missing out some key details / specificities may render the learning less rich and valuable to others.

G. Insufficient focus on the action to take: Is there too much focus on the 'why' something worked well or didn't, and not enough focus on the practical guidance for others to follow?

- If yes, how can you recraft your lesson learned in such a way that it clearly reflects what your target audience can do for greater efficiency/effectiveness/impact in the future? (See the section below on formulating key lessons learned).

You can see more tips to help you undertake this process in **Annex G** (Tool: Craft your key lessons learned - reviewing tips and questions).

4.3.2 Capturing more detail on the lesson (using a structured template that maps across to criteria to ensure lessons learned are useful) involving the wider team

It is helpful to use a structured template to document the full lesson. This should include supporting lessons, practical guidance for other projects, as well as more detailed contextual information from your project explaining how you learned your lesson, including any actions taken to overcome challenges, or to bring about success.

We have put together a template, taking inspiration from the good guidance given in *Becoming a Knowledge Organisation*, pages 70-73 - under the heading “The Structure of a Knowledge Asset”.) A downloadable version of this template is in **Annex H** (*A structured template to document more detail about the lesson*).

A template for Lessons Learned

THEME

→ Key subject area

Example

Our key subject area was Enhancing institutional capacity to fight transnational organised wildlife crime

SUB-THEME

→ More precise detail on the subject area

Example

More precise detail on the subject was **Training to enhance the institutional capacity of law enforcement agencies and others to investigate and prosecute wildlife crime**

WHO IS THE LESSON USEFUL FOR?

→ Detail here your intended audience, there may be multiple audiences that the lesson is useful for.

Example

- National project teams seeking to improve evidence collection and case management up to prosecution.
- National project teams seeking to enhance the effectiveness of their training programs

KEY LESSON LEARNED

→ Put here the key lessons learned that you have worked up previously. This is the key lesson that summarises your learning written in the third person format.

Example

Expanding who is involved in training sessions, beyond the mainstream wildlife service to other parties involved, can improve evidence collection, case management and therefore successful prosecutions. Running multi-day training sessions can allow these actors to get beyond silos and start to build relationships to better work together.

SUPPORTING LESSONS LEARNED

- These are lessons that support/explain your main lesson in more detail.
- Include 4-5 bullet points

Example

- Looking beyond initial audiences and incorporating others, such as Community Rangers in first response training, or officers from Prosecution Departments in case management training, can ensure better understanding of wildlife crime issues among all agencies involved with evidence collection to prosecution.
- Involving Community Rangers in first responder training can ensure there is also proper processing of crime scenes and the securing of court admissible evidence if Community Rangers are first onto a crime scene rather than KWS Rangers;
- Bringing law enforcement agencies together for training of case prosecution management, such as involving police, prosecutors and forest services, can improve understanding of wildlife crimes among those agencies and what they need in terms of evidence and case management from wildlife crime agencies, in order to achieve a successful outcome.
- Bringing agencies together for multi-day trainings (4 days+) can help the development of better working relationships and get past the barriers to developing relationships which may still be in place after 1-2 day's training.
- Being flexible with project plans, and thinking more broadly, can enable more impactful outcomes, based on impact, rather than just results achievement.

SUCCESS FACTORS / PRACTICAL GUIDANCE

- The purpose of this section is to help others who may face similar challenges. Avoid generalities. For example, "Always involve all stakeholders early on" does not provide enough detail for action. Rather, for example you could state which stakeholders to involve, why, and when, and explain how to ensure their participation.
- Include 4-5 bullet points.

Example

- ➔ Think laterally about who is actually involved with the entire chain from crime to prosecution and who might therefore need to be trained up to ensure best success.
- ➔ Consider who might be best to invite attendees to ensure best attendance.
- ➔ Conduct the training away from work in a workshop set-up, preferably in the conservation area, to allow free exchange of ideas and team building.
- ➔ Choose a location that allows the set-up of simulated crime-scenes or case prosecution and practical trainings, not just classroom based.
- ➔ Run training over multiple days to allow real relationships to develop.
- ➔ Follow up with evaluation in the field to check procedures are adopted.
- ➔ Use the Rapid Reference Guide (RRG) for Investigators and Prosecutors as a tool to base training on.

WHERE DID THIS LESSON COME FROM?

- ➔ Include a few sentences on the project from which the lesson came, the project partner(s) responsible for collation of the lesson, and the lesson-learning process used to derive the lesson, with date.

Example

This lesson comes from the GWP GEF6 National Project in Kenya “*Combating Poaching and Illegal Wildlife Trafficking in Kenya through an Integrated Approach (IWT) Project*”, implemented by the Ministry of Tourism, Wildlife and Heritage (MOTW) in coordination with UNDP. It was collated by Martin Kinyua and validated by Chebii Boniface, Wilson Njue and other representatives of the Kenyan Wildlife Service (KWS), Office of the Director of Public Prosecutions (ODPP) and MOTW.

FURTHER INFORMATION FROM [THE COUNTRY/AREA]

The next parts of the template give more contextual information. Every challenge or activity is rooted in its own circumstances that will likely affect its origins and potential solution paths. Background information can be critical in evaluating the relevance of an experience to another context. In our context, the information was all focused on a national level as we were seeking lessons suitable for other national projects. In other scenarios, the focus might be different.

THE PROCESS THAT LED TO IDENTIFYING AND CAPTURING THIS LESSON

—> Give a brief description of the process used to create this lesson.

Example

This lesson was drafted as part of an Action-Learning pilot training on lesson-learning that was carried out in Autumn 2022. Participants came from six national projects tackling the Illegal Wildlife Trade, funded by the GEF under the World Bank-led Global Wildlife Program (GWP) under the Sixth GEF Operational Phase (GEF6). The GWP Kenya project team participated as one of six pilot countries in this Action-Learning training and identified this lesson through a peer-review and iterative process.



THE CONTEXT [RELATED TO THE ISSUE YOU ARE FOCUSING ON]

→ In this section give more background to the issue you are focusing on in the country/area you are focusing on.

Example

The wildlife crime trafficking context in Kenya

Occupying a wide range of habitats and ecosystems, Kenya is home to hundreds of species of wildlife. Wildlife plays a key role in tourism and the national economy. However, wildlife conservation in Kenya continues to experience formidable challenges as a result of local socio-economic circumstances – including local demand for ‘bushmeat’ through subsistence poaching of a large number of species – as well as the increasing global demand for wildlife parts and products. This local and global demand fuels poaching, illegal trade, and trafficking, contributing greatly to declining wildlife populations. Kenya has also emerged as a key transit country in Africa for wildlife contraband, with the Kilindini seaport in Mombasa and Jomo Kenyatta International Airport (JMIA) in Nairobi serving as main exit points. Since 2009, it is estimated that more ivory has exited through Mombasa than any other trade route out of Africa, mostly destined for China and Hong Kong.

THE CONTEXT [RELATING TO THE THEME YOU ARE FOCUSING ON]

→ In this section give more background on the particular ‘theme’ that the lesson focuses on (this is the theme that you identified at the beginning of your lessons learning process, in step zero). This will give background to the challenge that your lesson addresses.

Example

The institutional law enforcement context

The government of Kenya has legislation in place to protect wildlife^[1], and has mainstreamed wildlife crime law enforcement through the establishment of Kenya Wildlife Service (KWS), which has the mandate to conserve and manage wildlife in Kenya and to enforce related laws and regulations. KWS undertakes conservation and management of wildlife resources across all protected areas in the country. KWS works alongside the Kenya Forest Service (KFS), National Police Service (NPS) and the Office of the Director of Public Prosecution (ODPP) to achieve prosecutions.

The work of KWS is also complemented by Community Rangers in wildlife conservancies next to the national parks. Taita Taveta County, which hosts Tsavo National Park, has 24% of the county covered by conservancies. Despite being primarily managed for livestock, tourism and mining, the area has a high population of wildlife and serves as a migratory corridor and dispersal area for wildlife between the Tsavo East and Tsavo West National Parks.

While areas of the Tsavo West and East National Parks are relatively well covered by patrolling by KWS anti-poaching ranger groups, and other conservation organisations like David Sheldrick Wildlife Trust, the Taita Taveta Ranches area remains almost exclusively protected by Community Rangers (currently 246 rangers in the area). Although Community Rangers do not have the power to carry out arrests, they are often the first to discover any wildlife crimes.

THE NEED FOR CHANGE

- This section will explain why the current situation needs changing and sets the scene for the solution that the lesson presents.

Example

The need for enhanced institutional capacity

Some capacity gaps in law enforcement in Kenya were identified by UNDP in 2017 through a rapid assessment using the ICCWC Indicator Framework assessment. These gaps were mainly a result of insufficient staff, knowledge and skills in wildlife crime intelligence, forensics, investigation and prosecution. Furthermore, the assessment identified insufficient inter-agency communication (both within and between the wildlife and security sectors) and limited investigative capacity. This benefits criminal activities, which continue, sometimes at a highly sophisticated level, with minimal risk of being detected.

Despite investment in rangers and police reservists on the ground, these were found to be ill-equipped and insufficiently trained in patrolling and operations, evidence gathering and data recording. Crimes cannot be prosecuted without sufficient, high-quality evidence. The provision and securing of evidence starts with the first responder who arrives at the crime scene; if handled incorrectly, the evidence gathered from the scene may be useless in court. First responders are likely to be a KWS Ranger, Community Ranger, Forest Ranger or Police Officer.

After the establishment of a Crime Scene Investigations (CSI) unit at KWS through support of UNODC and trainers from South Africa and USA, there was marked improvement on how wildlife crime scenes were being handled by investigators from KWS. However, it emerged that First Responders (who were mainly Rangers) to a wildlife crime were still mishandling scenes, leading to loss of vital evidence. Secondly, there was an element of blame culture between the various agencies involved with taking the case to prosecution, which hampered co-operation, exacerbated by a perception that wildlife crime was KWS's responsibility alone to address.

HOW THE LESSON WAS ARRIVED AT

- Give an explanation as to how the project arrived at the methodology which led to their lesson being learned.
- Be sure to outline the options considered, solution paths, and the reasons for the chosen solution. Make sure you provide enough detail for others to fully understand and possibly apply the solution path to a new situation.
- You might want to consider who was involved in the activity and in what role? What mistakes were made, and if so, what were they? What challenges were encountered and how were they overcome?

Example

How Kenya arrived at this choice of approach

The GWP Kenya country project had sought in its project plan to train KWS officers in both first responder training and case evidence and prosecution.

At the point of implementation, this plan was reviewed with UNODC as a key partner of this activity. UNODC suggested expanding the training offer in case management and prosecution to all relevant law enforcement agencies at the same time (including Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), National Police Service (NPS) and the Office of the Director of Public Prosecution (ODPP)). UNODC then invited the attendees, which the project team believed was essential in securing attendance as the invite was given more weight by not coming from within the government. The training used the Rapid Reference Guide (RRG) for Investigators and Prosecutors as the main tool to base the training on. Training was a one-week training workshop held on 13th-18th March 2022 targeting a total of 37 officers – KWS (19), KFS (4), NPS (6) and ODPP (8) from the Tsavo and Maasai Mara landscapes.

On the First Responder side, the team introduced practical on-site training in scene-of-crime management for KWS staff only as they were felt to be the main investigating units. Four back-to-back basic level trainings on scene-of-crime (SoC) management for First Responders in wildlife crimes was delivered for 91 KWS officers in the project areas - Tsavo and Maasai Mara landscapes. This practical training was a new approach for Kenya, but has been conducted overseas in places such as India in a similar format. However on reflection, having run the training, the team realised that they should have also included Community Rangers in the training as they are very likely to be first Responders on the scene in community conservancies outside national parks.

Following the completion of the training it was realised that those officers who would be securing the crime scene would also benefit from understanding the context of why that was so important, and would benefit from a quick overview of how cases were managed after evidence has been collected. As a result, a brief training on the RRG was developed for rangers (and at this training both KWS officers and Community Rangers were included). As this training was done directly at outposts, rather than in a central location requiring travel and accommodation, it could be scaled up more cost effectively.

What was challenging and how was it overcome?

During the week-long training for the various agencies in case management and prosecution, the first day was spent with participants still in a silo mentality. As the training progressed, they were able to develop better working relationships. In particular, the facilitators asked officers from the respective agencies to discuss in groups the challenges they face in enforcing the various legislations for addressing wildlife and forestry crimes. As they fed back, it became clear that the agencies were all faced with similar challenges. After mixed group work throughout the sessions of the workshop, each of the agencies were asked to present in plenary a suggested way forward. Interestingly, all agencies suggested embracing a multi-agency approach in the fight against wildlife, forestry and fisheries crimes as one of the solutions.

Following the conclusion of the training on Scene of Crime Management, it became apparent that following an inter-agency approach on this training too would have been better, that Community Rangers are often the First Responders on crime scenes outside of the national parks and often it was their lack of skills that was hindering prosecutions. This was partly addressed by involving them in the RRG training on case prosecution; however, there is also an ambition to carry out the broader First Responder training with them at a later date.

MEASUREMENT AND IMPACT

- Results are important. Your audience will want to know the consequences of your actions. Here you show to what extent the actions positively or negatively affected the challenge.
- If possible, quantify a certain result and measure it against a baseline. This information will provide credibility for the approach and will help others make informed choices on applying the solution elsewhere.
- You might want to consider the following questions: Are the results fully attributable to the actions taken or did other elements influence the result? Were there any additional positive or negative externalities worth mentioning?

Example

Measurement and impact

Following the training, silo mentality has reportedly diminished as evidenced by joint patrols/ operations being conducted by officers from various law enforcement agencies. There has been a steady increase in the number of recorded intercepted wildlife crimes per month since the training. Available data for the Tsavo ecosystem, for instance, indicates 4 recorded crimes in April 2022. Come June, the number was 6. The number rose to 7, 9 and 11 in the months of July, August and September 2022 respectively.

GOING FORWARD

- Your project may still be continuing. This section allows you to explain what will happen next, which might also be important learning for the audience.

Example

Going forward

Going forward, the project will seek to bring Community Rangers into the scene-of-crime training programme. Since the training equips First Responders with knowledge and skills to identify and secure a scene of crime, the community rangers will be able to undertake the task effectively when they encounter a scene without law enforcement rangers present.

There is an understanding that the training that has been carried out so far needs to be scaled up significantly to have real impact, and needs to be carried out across the country not just in the two areas covered by the current GWP Kenya project. The intention is to review how it can be scaled up in a cost-effective manner.

The content of the case management and prosecution training will be reviewed and may include specific team building activities in the future.

4.4 Validating, formatting and packaging for sharing and use in learning activities

FIGURE 8 Steps three, four and five in the lesson learning process



Having captured your lessons, next steps include validation, formatting and packaging the lesson for sharing and use in learning activities. This has not been the focus of our Action-Learning pilot.

As guidance on these steps is well covered in the World Bank Guidance: *Becoming a Knowledge Organisation* (pp 62-84) and *Capturing Solutions for*

Learning and Scaling (pp 37-62), we suggest referring to these documents for more information.

Often these steps will be the responsibility of the organisation's knowledge managers.

The steps detailed in this chapter are summarised in **Annex J Overview of process for identifying and capturing lessons-learned**.

Elephants, Maasai Mara, Kenya. © Tamara Tschentscher.



05

Conclusions

This document has shared learning from the six participating Global Wildlife Program (GWP) country projects involved in the 2022 Action-Learning pilot exercise and their recommendations for further improving lesson-learning going forward. The annexes include suggested templates and processes that we hope will help to structure this process and case study examples.

In addition to this report, we have privately shared our observations from this pilot process and our recommendations, as external consultants, on what can be done to further enhance the enabling

environment for lesson-learning within the Global Wildlife Program. This is based on our previous experience working on lessons-learned programs; reflections we have from working with the country representatives involved in this action-learning pilot exercise over the last four months and their perspectives about the enabling environment they are currently working within.

There is so much interest and further potential for in-depth lesson-learning within national projects and we look forward to seeing how it develops.



Lesson-learning workshop, Kenya. ©Lizzie Crudgington.

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