

ANNEXES

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

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

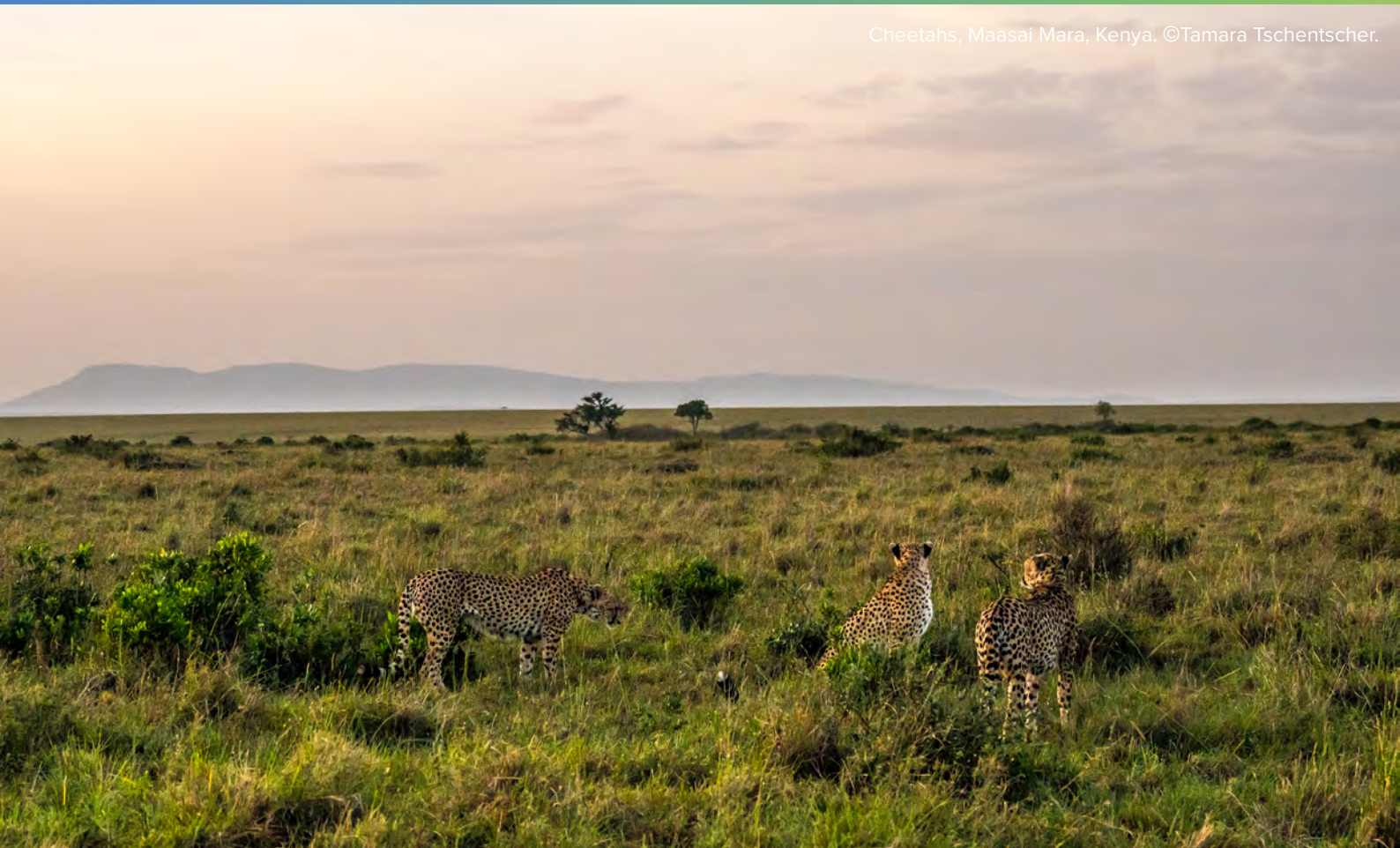


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Cheetahs, Maasai Mara, Kenya. ©Tamara Tschentscher.



ANNEX A

Full Lessons from Pilot Countries

LESSON LEARNED: BOTSWANA



Elephants, Botswana. ©Tamara Tschentscher.



Theme: Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

Sub-theme: Improve inter-agency collaboration in wildlife law enforcement

Who is the lesson useful for?

- National projects seeking to improve inter-agency collaboration
- National projects who have national legislative or policy processes coming up that they could take advantage of

Key lesson learned:

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 amongst 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.

Success factors / 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 the representatives so that they are able to participate effectively.
- ➔ Provide funds for the establishment of longer-term collaboration frameworks so that impact can be enduring.

Where did this lesson learned come from?

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.

The process that led to identifying and capturing this lesson

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, financed by the GEF under the World Bank-led Global Wildlife Program under the sixth GEF Operational Phase (GEF6). The GWP Botswana 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.



Background for this lesson learned from the Botswana National Project

The wildlife crime trafficking context in Botswana

Wildlife and wilderness are Botswana's key tourist attractions. The country is home to a large proportion¹ of Africa's elephants (120,000 - 160,000), and a growing rhino population² rebuilt over the years through relocations from South Africa and Zimbabwe. The Kalahari ecosystem is particularly important, covering an area of more than 22 million hectares across one of the largest sand basins in the world. The landscape is host to two important conservation areas: The Central Kalahari Game Reserve (CKGR) and the Kgalagadi Transfrontier Park (KTP). Natural resource management in the Kalahari landscape is characterised by competition and conflict between conservation goals, economic development and livelihoods.

Botswana has put in place a strong strategy to protect wildlife and mitigate poaching and IWT; however, the poaching of lions, leopards and cheetah remains a serious concern and is increasing, albeit at a lower rate than in neighbouring countries. At the time of the KGDEP project design, the government passed into legislation a moratorium on hunting in Botswana³ although this was effective only on state lands.



Elephants, Botswana. ©Tamara Tschentscher.

There is a growing concern on the use of poisons to kill wildlife, which is rapidly emerging as a key threat to many wildlife species. This is often done deliberately to kill the mammalian carnivores or to avoid detection of poaching incidents, which is often seen by vultures feeding on the remains of the poached animal. These carcasses are laced with poison and end up killing vultures, which are sentinels for poaching incidences⁴. Of key concern is human-wildlife conflict (HWC), which fuels retaliatory killing of predators following stock losses, in addition to providing an enabling environment for a trend observed in recent years - that of increased incidents of illegal live capture of animals, which are trafficked to neighbouring countries⁵.

The institutional capacity context

Over 17% of Botswana has been set aside as national parks and game reserves. Wildlife Management falls under the Ministry of Environment, Natural Resources Conservation and Tourism. The Wildlife Conservation and National Parks Act assigns the Minister several responsibilities. These include making regulations and having overall responsibility for the management of national parks.

The Act gives responsibility of the day-to-day management and administration of the wildlife sector to the Department of Wildlife and National Parks (DWNP), which employs more than 1,200 people in five divisions: Parks, Research, Conservation Education, Management and Utilisation, and Community Services.

The Department of Wildlife and National Parks (DWNP), in collaboration with the Botswana Police Service, the Botswana Defence Force (DNF), and Directorate of Intelligence Services (DIS), are key stakeholders in the tackling of poaching and IWT in the country.

¹ Republic of Botswana Ministry of Environment, Natural Resources Conservation and Tourism, BOTSWANA ELEPHANT MANAGEMENT PLAN AND ACTION PLAN, 2021 – 2026.

² Source KGDEP Project Document (UNDP) – it should be noted that both these species occur predominantly in the North of Botswana and not within the project domain.

³ Joseph E. Mbaiwa (2018): Effects of the safari hunting tourism ban on rural livelihoods and wildlife conservation in Northern Botswana, South African Geographical Journal, 100:1, 41-61, DOI: 10.1080/03736245.2017.1299639

⁴ Kholi, Adrian 2016: Baseline Assessment report on threats to wildlife in Botswana. UNDP Project

⁵ See Republic of Botswana (2013) National Anti-Poaching Strategy: Jealously guarding our national heritage – natural resources

The need for enhanced institutional capacity

Natural resource management in the Kalahari landscape is characterised by competition and conflict between conservation goals, economic development and livelihoods.

The principal barriers to resolving existing challenges (illegal wildlife trade, illegal hunting, lack of livelihood opportunities, conflicting land use practices) partly stemmed from lack of structured coordination and communications among the multiplicity of agencies (the police, Botswana Defence Force, Department of Intelligence Services, DWNP) tasked with combatting wildlife crimes.

Some of the agencies are considered civilian agencies, not a 'military force', which meant other agencies may have been less open to share intelligence.

The DWNP always needs to work in collaboration with the police service who will carry out formal arrests, charging and investigation. Lack of coordination results in disjointed effort and probable duplication of efforts; limited or uneven distribution of resources across the agencies; capacity gaps in resources, intelligence, and investigative skills, and lack of trust and sharing of information in a timely manner.

How Botswana arrived at this choice of approach (their journey)

The review of the National Anti-Poaching Strategy (NAPS) was due, but no funding had been earmarked for the process. The GEF-funded GWP National Project identified that the NAPS review would continue the process already in place to bring together all the agencies involved in countering IWT into a formal process. The NAPS would provide an opportunity to have senior government backing and strong political support in all aspects of law enforcement. The review of the NAPS was seen as an opportunity to be used to cement relationships and operating procedures and broadened in scope to progress joint action on IWT.

Methodology

The GWP National Project therefore decided to properly fund the NAPS review process as well as broaden its focus.

The broadening of the review focused on two main areas: first, introducing a preventive approach to IWT in the strategy. This involved looking at social and environmental safeguards and establishing mechanisms through which communities could raise grievances. Second, looking at how an institution could be set up to permanently create a better framework and opportunities for inter-agency collaboration.

This process set up the Joint Operations Centre (JOC), where law enforcement agencies, the Department of Wildlife and National Parks (DWNP), Botswana Defence Force (BDF), Botswana Police Service, and the Directorate of Intelligence Services (DIS), would sit together under one roof determine and implement actions and approaches to counter IWT. This centre will be supported by District Intelligence Diffusion Centres (IDCs) cascading down in each District and Forward Operational Bases (FOBs) spread across rural areas. Further institutional capacity development included: training of officers in investigative and intelligence skills, and providing equipment to allow them to deliver on their mandate.

Officers will further be trained in tracking and field intelligence as well as public relations to enhance their skills and capacities to engage with the public and communities. The JOC is seen as a platform to build stronger institutional development and trust; improve collaboration among the LE agencies; allow timely sharing of information; swiftly respond to contraventions; share limited resources; and address capacity gaps. The project supported the equipment and setting up of the centre, but salaries are paid by the individual agencies giving it a sustainable institutional arrangement beyond the GWP GEF6 project.

What was challenging and how was it overcome?

The main challenge was delays caused by COVID-19, which resulted in difficulties visiting stakeholders on the ground; and therefore, the delayed completion of the NAPS review and the setting up of the Joint Operations Centre and its respective nodal offices. While some meetings were able to be held remotely, the team persevered once restrictions were limited.

During the establishment of the JOC, it was clear that there was a lack of appropriate equipment and smart ICT systems to operationalize the joint command centre and its respective offices to allow the agencies to share intelligence in real time.

The ICT component was not part of the initial activity design/planning but following the Mid-Term Review and as per its recommendations, the Project was able to reset budget and bring the development of an ICT system on board. It had also become clear that there was no systematic mechanism to measure success, so a data collection system is being established to monitor poaching cases and their progress and end result in the courts of law.

Measurement and impact

The NAPS review process changed the way that agencies work together. There are regular weekly, fortnightly and monthly meetings between agencies, which have been established since the NAPS. These fora are at various levels, including at a district level,

which is already driving on the ground collaboration. The FOBs, IDCs, and Joint Operations Committee provide information for the National Fora which equally report to the office of the president on national issues.

Going forward

Now that the NAPS review process has been completed, the next steps are the operationalisation of activities that can be achieved now there is greater inter-agency cooperation. These include setting up the communication and data sharing ICT system and procurement of the required equipment to operationalize the JOC, IDCs, and the supporting offices. There is further a plan to train local prosecutors and judiciary to support the increased inter-agency cooperation driven by the NAPS review and JOC, which is expected to increase cases reaching court.

LESSON LEARNED: ETHIOPIA



Lioness, Ethiopia. ©Solomon Workunew.



Theme: Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

Sub-theme: Training to enhance the institutional capacity of law enforcement to understand, investigate and prosecute wildlife crime

Who is the lesson useful for?

- Project teams in countries in which conservation authorities rely on law enforcement agencies (such as customs officers, police, security forces, prosecutors and judges) to arrest and investigate any potential illegal wildlife trade offences (i.e. there is no wildlife crime-focused law enforcement body in the country)
- Project teams in countries seeking to upskill all law enforcement personnel at a basic level on wildlife crime and to encourage interagency cooperation on the issue.

Key lesson learned:

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.

Success factors / 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.

Where did this lesson learned come from?

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) in coordination with UNDP. It was collated by Daniel Assefa, Ethiopian Wildlife Conservation Authority (EWCA) and validated by Arega Mekonnen, GWP project manager.

The process that led to identifying and capturing this lesson

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 Ethiopia 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.



Lesson-learning workshop, Kenya. ©Tamara Tschentscher.

Background for this lesson learned from the Ethiopia National Project

The wildlife crime trafficking context in Ethiopia

The Horn of Africa has emerged as a source and transit region for illicit wildlife products with Bole International Airport, Ethiopia, as a pivotal hub. Reports suggest that there is also a robust illegal trade in live animals, particularly through the eastern borders of Ethiopia, to supply markets in the Middle East. However, institutional capacity to fight transnational organised wildlife crime in Ethiopia is restricted by the absence of a dedicated wildlife crime police / law enforcement service working hand-in-hand with the conservation authority to investigate, analyse and arrest any potential illegal wildlife crime suspects¹.

The institutional law enforcement context

The Ethiopian Wildlife Conservation Authority (EWCA) mainly has an oversight and regulatory mandate. The Development, Conservation and Utilization of Wildlife Proclamation (DCUWP) gives officers powers and duties of wildlife crime protection. However, the powers do not cover critical aspects such as investigation, analysis and prosecution of wildlife offences. The few trained staff and field-based wildlife rangers EWCA has, are not enough or are ill-equipped to combat IWT and poaching even within the protected areas, let alone protection of wildlife species found outside protected areas. This means that the EWCA relies on other law enforcement agencies (such as customs officers, federal and regional police, security forces, prosecutors and judges) to arrest and investigate any potential illegal wildlife trade offences.

Furthermore, while the law makes the killing of wildlife illegal, enforcement of the law has been weak in terms of capacity to arrest wildlife criminals, investigation, prosecution and conviction.

In addition, the staff of law enforcement agencies often lack understanding of the value of wildlife and the impact of wildlife crime on the country's economy and do not treat these crimes with the seriousness necessary to act as a deterrent².

The need for enhanced institutional capacity

A rapid wildlife crime assessment for Ethiopia, conducted by UNDP in 2017 using the International Consortium on Combating Wildlife Crime (ICWC) Toolkit framework, reviewed the capacity of law enforcement officers, including customs and border personnel, to detect wildlife products and identify wildlife traffickers at entry and exit points. It concluded that without upskilling law enforcement officers to recognize and identify wildlife products and detect hidden items, it would be very difficult to identify and successfully prosecute offenders³. In addition, without upskilling judges and prosecutors it would be very hard to ensure that courts delivered appropriate sentencing.

How Ethiopia arrived at this choice of approach (their journey)

A gap analysis was done by EWCA to identify the skills that were missing by the various law enforcement agencies. As a result, it was concluded that the level of understanding and skill on wildlife crime was very low across the board. It was also realised that to raise attention for the need for this training among agencies, direction needed to come from the top.

In the past, EWCA and its partners had carried out training directly with community members and law enforcement and judiciary personnel, but this was resource intensive and trained up fairly low numbers compared to personnel engaged in law enforcement.

A stand-alone training program usually requires a well-organized process with considerable amount of finance, logistics and manpower. Budget and other resources are inadequate for this as there are so many conservation activities undertaken by the EWCA. Funding needed for single-handedly delivering the necessary training for thousands of law enforcement staff would be too high for the EWCA. Consequently, it was pertinent to consider stakeholder integration for training and other activities to ease the financial and logistic burden on the single organization.

1 IUCN, 2017. Wildlife Crime Assessment in Ethiopia. https://ethiopias-elephants.com/wp-content/uploads/2020/10/wlc_doc-ethiopie_small.pdf

2 IUCN, 2017. Wildlife Crime Assessment in Ethiopia. https://ethiopias-elephants.com/wp-content/uploads/2020/10/wlc_doc-ethiopie_small.pdf

3 IUCN, 2017. Wildlife Crime Assessment in Ethiopia. https://ethiopias-elephants.com/wp-content/uploads/2020/10/wlc_doc-ethiopie_small.pdf

The EWCA with the support of projects including the GWP national project in Ethiopia, established a national taskforce comprising the Ministry of Justice, Ministry of Defence, Federal Police Commission, Interpol, Ethiopian Biodiversity Institute, Ethiopian Airlines Enterprise, Ministry of Agriculture and the Customs Authority.

This led to the establishment of the Environmental Crime Unit (ECU) of Ethiopia. The ECU has the mandate to work with all law enforcement agencies in its intelligence operations and collection of evidence at national and site levels. In order to simplify the tasks of the ECU, the national taskforce discussed training police and defence force trainees to help strengthen law enforcement capabilities.

In this regard, EWCA presented its plan to i) develop a training module on wildlife resources of Ethiopia to be provided for newly recruited police, customs staff and defence force, and ii) deliver the training for

them through a training-of-trainers approach. There was a general consensus that the training institutions collaborate with EWCA to allocate adequate time for wildlife and assign trainers (who will be trained by EWCA). Consequently, the institutions at different locations in the country established Working Groups with EWCA staff to develop a Memorandum of Understanding and Action Plan together, see where wildlife crime could be inserted into the existing curriculum and where entirely new modules were necessary.

Teachers from each institute were trained to be able to teach about wildlife crime. The training was tailored according to the law enforcement responsibility of each institution. The objective of the modules was to strengthen the capacity of the trainees to understand wildlife laws (national and international) and improve their identification ability of species and specimens as well as strengthen investigation capacities.



Law enforcement training, Ethiopia. ©Ethiopian Wildlife Conservation Authority (EWCA).

Topics covered include:

- National wildlife laws,
- International conventions on wildlife, like CITES,
- Smuggling techniques of wildlife and wildlife products, and
- Species and specimen identification.

This training-of-trainers was delivered mainly by EWCA's law enforcement senior professionals and wildlife ecologists. The theoretical training was supported by practical exercises to build capacity as required, such as in identification of species, wildlife products and smuggling techniques. To ensure the training remains up-to-date, a refresher course is provided to trainers every two years by EWCA.

Incentivisation was both on an individual and training centre level. For individuals, top performers in operations to combat wildlife crime are rewarded through exchange visits abroad. At a central level, a league table has been set up which compares the various training centres' student's performances as a proxy to evaluate training effectiveness.

What was challenging and how was it overcome?

The two most challenging aspects of the programme were in securing support from senior leadership in the first place and getting more junior officials/teachers from the training institutions to attend and engage in workshops when they were set up.

It became apparent that if any workshop was held in Addis, attendees would not receive a per diem payment for attendance, so the team learned to hold workshops outside the capital. Getting attendees to concentrate and not just do other work while present is a challenge. This can be addressed in a number of ways: firstly, making the training very practical, so there is no chance to be on the laptop or phone; secondly, encouraging senior staff to attend the meetings or require reports on the meeting; third, linking wildlife crime explicitly to tackling national security and their main role, and lastly, providing

equipment for their colleges to motivate attendance such as laptops, cameras and projectors.

Measurement and impact

Measurement is undertaken both on the numbers of trainees that have graduated with this training, and also on the degree of knowledge on wildlife crime that they emerge with. Assessment of knowledge happens through random spot-checks at law agency local units.

The project has trained so far over 50,000 officers of federal police, regional police, customs, security, and defence 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 trained in 2023.

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 2020 at the project inception.

The results obtained from spot-checks include: Improved understanding of overall wildlife laws and international conventions, as well as the detection, identification and prosecution capacity of law enforcement actors. This has seen a 20% increase in knowledge across all aspects in 2021 compared to 2019 levels using a customized UNDP capacity development scorecard as measurement.

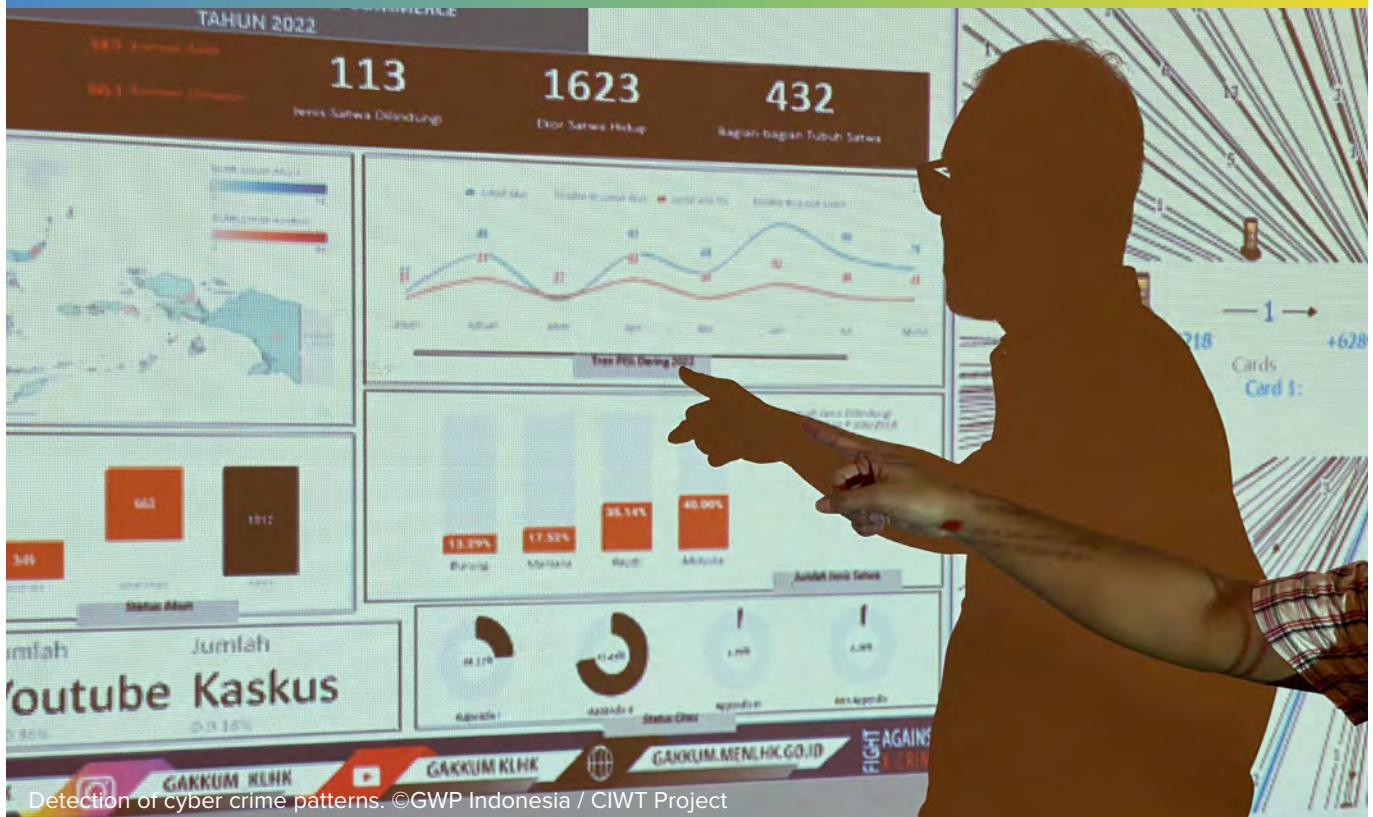
Since the mass trainings started in 2019, field reports have shown an increase in detection and seizures of illegal wildlife products and reports to the hotline.

In addition, this approach ensures that the impact of this activity will stretch far beyond the project's lifespan as the modules are now core curriculum at the various colleges involved.

Going forward

Following the success of this activity, the project is using a similar methodology to upskill the whole population in their understanding of how wildlife contributes to the economy through introducing knowledge about the environment into primary and senior school curriculums, through environmental clubs and wildlife crime lessons.

LESSON LEARNED: INDONESIA



Detection of cyber crime patterns. ©GWP Indonesia / CIWT Project



Theme: Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

Sub-theme: Information and Intelligence

Who is the lesson useful for?

- Project teams seeking to increase the efficiency of their field operations
- Project teams seeking to detect and arrest individuals 'higher up' the trafficking chain than those poaching.
- Project teams seeking to introduce a program to detect the illegal trade of wildlife crime online
- Project teams seeking to enhance the effectiveness of their online surveillance of wildlife trade transactions

Key lesson learned:

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 law enforcement is more likely to intercept and pinpoint suspects in cities which can be hard to identify through more traditional methods of investigation.
- ➔ By engaging cyber patrol teams, resources can be used more efficiently as the perpetrators who commit these crimes repeatedly can be detected and thus the trafficking chain can be interrupted..
- ➔ 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.
- ➔ 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 MOUs 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, which has the authority to close accounts that are considered/ assessed as a threat to IWT transactions.

Success factors / 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).



Lesson-learning workshop, Kenya. ©Tamara Tschentscher.

Where did this lesson learned come from?

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.

The process that led to identifying and capturing this lesson

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 under the sixth GEF Operational Phase (GEF6). The GWP Indonesia project team participated as one of six pilot countries in this in the Action-Learning training and identified this lesson through a peer-review and iterative process.



Orang Utan, Indonesia. ©GWP Indonesia

Background for this lesson from the Indonesian National Project

The wildlife crime trafficking context in Indonesia

The Republic of Indonesia - a diverse archipelago nation of more than 300 ethnic groups - is a large country in Southeast Asia that comprises more than 17,000 islands with more than 95,000 km² of coastline. It is the largest economy in Southeast Asia, and the world's 10th largest economy in terms of purchasing power parity, and has made enormous strides forward in poverty reduction, cutting the poverty rate by more than half since 1999, to 9.78% in 2020¹.

Due to its tropical setting and geological complexity, Indonesia is one of the most biologically diverse nations with very high levels of both terrestrial and marine diversity and a high level of endemism. The

country's transition to become middle-income - and rapid rate of industrialization associated with it - has exerted various pressures on its biodiversity and resource endowments, leaving many species vulnerable; some even facing threats of extinction².

In addition to other factors, Southeast Asia plays an important source and gateway role in the wildlife trade. At the heart of the illegal wildlife trade are criminal networks that operate throughout the region using highly developed trade infrastructure and strong integration into the global economy and increasingly sophisticated communication strategies. The borders of countries with many islands such as Indonesia are difficult to monitor and control, which facilitates transit of both domestic and internationally sourced illegal wildlife and wildlife products³.

¹ <https://www.worldbank.org/en/country/indonesia/overview>

² Kristina von Rintelen, Evy Arida, Christoph Häuser, 2017: A review of biodiversity-related issues and challenges in megadiverse Indonesia and other Southeast Asian countries.

³ OECD, 2019: The Illegal Wildlife Trade in Southeast Asia: Institutional Capacities in Indonesia, Singapore, Thailand and Viet Nam. https://www.oecd-ilibrary.org/sites/14fe3297-en/1/2/1/index.html?itemId=/content/publication/14fe3297-en&mimeType=text/html&_csp_=_25b688c51d1ce4e2a7604120f3818d65&itemIGO=oecd&itemContentType=book

The institutional law enforcement context

Prior to the formulation of the CIWT Project, Indonesia has benefitted from a number of pre-existing initiatives, collaborative efforts and external technical assistance on tackling IWT. The government's efforts have been complemented by investments from bilateral and multilateral agencies, and international NGOs over the past years.

Indonesia leads the implementation of the ASEAN (Association of Southeast Asian Nations)- Wildlife Enforcement Network (ASEAN-WEN), which could be used to share intelligence information and for cooperation on CITES matters with ASEAN member countries; solidifying efforts by the International Consortium on Combating Wildlife Crime (ICWC) partners. In December 2012, Indonesia and Vietnam also signed a MoU on Wildlife Law Enforcement, which is driving bilateral cooperation within the region. Finally, Indonesia was a signatory to the London Declaration on Illegal Wildlife Trade in February 2014.

In spite of the progress and commitments made, there remain regulatory loopholes, lack of coordination between enforcement agencies, a lack of capacity and resources, and a limited ability to upscale successful models.

The need for enhanced institutional capacity

The need for enhanced capacity was identified by the project in two main areas.

First, there was a need to disrupt, intercept, and use as evidence, the increased volume of illegal wildlife trading that was being undertaken online. A national survey showed that most animals were being shared through online trading. The government established a cyber patrol unit, embedded in the Ministry of Environment and Forestry, learning from NGOs successfully operating in the field. The unit was assigned 12 government staff but required extra support.

Second, there was a need to encourage the various law enforcement agencies and organizations to break out of their silos and pool their intelligence,

resources and assets to collaboratively strengthen gaps critical to the trade chain, from national policy / legislative framework, improved coordinated planning, institutional capacity and improved tools at the international, national, subnational and local levels. This resulted from institutional complexities with multiple government entities and law enforcement agencies with overlapping jurisdictions and mandates and poor capacity to detect infractions; and geographic complexities stemming from inadequate focus on markets and transport hubs.

How GWP Indonesia arrived at this choice of approach (their journey)

The building of an effective cyber patrol team was inspired by the demonstrable need to address online interactions and by the successful work of NGOs in the Indonesian context. The team therefore felt confident this methodology would both be effective and achievable.

Methodology

The GEF-funded GWP National Project supported the Cyber Patrol Unit with additional staff and resources.

The team uses the following methods:

- Online monitoring of protected wildlife illegal trade accounts from Facebook, Instagram, YouTube, e-commerce sites;
- Input and profiling of suspicious findings into a database;
- Analysis of data and information by the daily controller of the cyber team;
- Submission of analysis results to the Director of Forest Prevention and Security as the National Director Project (NDP) of CIWT;
- Using information and leads identified by the Cyber Patrol team by Law Enforcement Agents and working with the police to triangulate location using mobile phone data to intercept illegal wildlife trading in the field and catch suspects red-handed to enable arrests.

⁴ The partner agencies to ICCWC are the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) Secretariat, INTERPOL, the United Nations Office on Drugs and Crime (UNODC), the World Bank and the World Customs Organization (WCO).

What was challenging and how was it overcome?

Securing adequate resources to provide equipment and qualified personnel to the cyber patrol team was a challenge. The 12 government personnel who had been assigned originally to deliver the functionality of the Cyber Patrol needed continuous training to ensure they keep up to date with technology developments and dynamics at a local, national and international level.

Secondly, a significant challenge is the capacity of field agents to conduct observations based on information provided by the cyber patrol unit. The law in Indonesia requires that a suspect is caught red handed with wildlife which means that arrests can only be made with the involvement of field officers on the ground to intercept suspects with incriminating evidence. However, the volume of suspects identified through cyber patrol activities is so huge compared to on the ground capacity. For example, the results of the Cyber Patrol Team's daily monitoring of the online trade in protected wildlife in 2021 showed that 796 accounts associated with discussion around IWT could be identified and located. The majority of these accounts were located in West Java Province with 305 individuals identified. East Java Province had 278 accounts and DKI Jakarta had 133 accounts. These are such high volumes to be followed up. The team believes that Standard Operating Procedures should help address how field teams should respond to information gleaned in this way which are still to be approved.

Measurement and impact

Based on the Performance Report (LAKIP) of the Directorate of Forest Protection, there were 2,939 monitored posts related to illegal wildlife trade

contents in 2021 -- this is a significant increase from the previous year, when 363 monitored posts were reported.

The cyber patrol work allows the field teams to be much more efficient. From triangulating online evidence and mobile phone data the field team can identify the position of suspects very accurately.

The cyber patrol work also enables the restricting of online activities, thereby hampering online trading of IWT. For example, the team sent requests to close 47 facebook accounts, based on evidence of IWT conversations, to the Ministry of Information and were able to shut these accounts. Because of identity profiling, the cyber patrol team can also search background information used for each new account to see if new accounts are then created by the individuals.

Going forward

- The project team is in the process of establishing clear Standard Operating Procedures for field agents when responding to cyber patrol information.
- A next step is to explore the Dark Web as a source of trafficking; currently, all work is focusing on the main internet and mainstream social media sites.
- Work is ongoing to revise the law so that catching suspects red-handed with animals/ animal parts will not be required.
- Towards the end of the project, MoEF and project need to ensure that all the critical skill and knowledge of relevant experts has been well transferred and invested to the 12 government staff who will become the backbone of the Cyber Patrol team.

LESSON LEARNED: KENYA



Law enforcement training. © Martin Kinyua, GWP Kenya.



Theme: Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

Sub-theme: Training to enhance the institutional capacity of law enforcement agencies and others to investigate and prosecute wildlife crime

Who is the lesson useful for?

- 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 programmes

Key lesson learned:

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-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 (Key Performance Indicators) in the original project design, can enable more impactful outcomes, based on impact, rather than just results achievement.

Success factors / 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 Prosecutors¹ as a tool to base training on.

Where did this lesson learned come from?

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, Office of Deputy Public Prosecutors and Ministry of Tourism and Wildlife.

The process that led to identifying and capturing this lesson

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.



¹ UNODC, 2022: Annual Report 2021. https://www.unodc.org/documents/Wildlife/Annual_Report_GPWLFC2021.pdf

Background for this lesson learned from the Kenya National Project

The wildlife crime trafficking context in Kenya²

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 Kong³.

The institutional law enforcement context

The government of Kenya has legislation in place to protect wildlife⁴, and has mainstreamed wildlife crime law enforcement through the establishment of [Kenya Wildlife Service \(KWS\)](#)⁵, 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 enhanced institutional capacity⁶

Some capacity gaps in law enforcement in Kenya were identified through a rapid wildlife crime assessment conducted by UNDP in 2017 using the International Consortium on Combating Wildlife Crime (ICWC) Toolkit framework⁷. 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.

2 GWP Kenya Project Document (UNDP), 2018, for the GEF6 project “Combating Poaching and Illegal Wildlife Trafficking in Kenya through an Integrated Approach”.

3 Weru, S., 2016: Wildlife protection and trafficking assessment in Kenya: Drivers and trends of transnational wildlife crime in Kenya and its role as a transit point for trafficked species in East Africa. TRAFFIC.

4 For more information see <https://leap.unep.org/countries/ke/national-legislation/wildlife-conservation-and-management-act-2013-no-47-2013>

5 For more information visit <http://www.kws.go.ke>.

6 GWP Kenya Project Document (UNDP), 2018.

7 GWP Kenya Project Document (UNDP), 2018

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 Kenya arrived at this choice of approach (their journey)

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 Prosecutors⁸ 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 Masai 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 Masai 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.



White rhinos, Nairobi National Park, Kenya. © Tamara Tschentscher.

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 basic initial First Responder training with them at a later date.

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 respectively.

Going forward

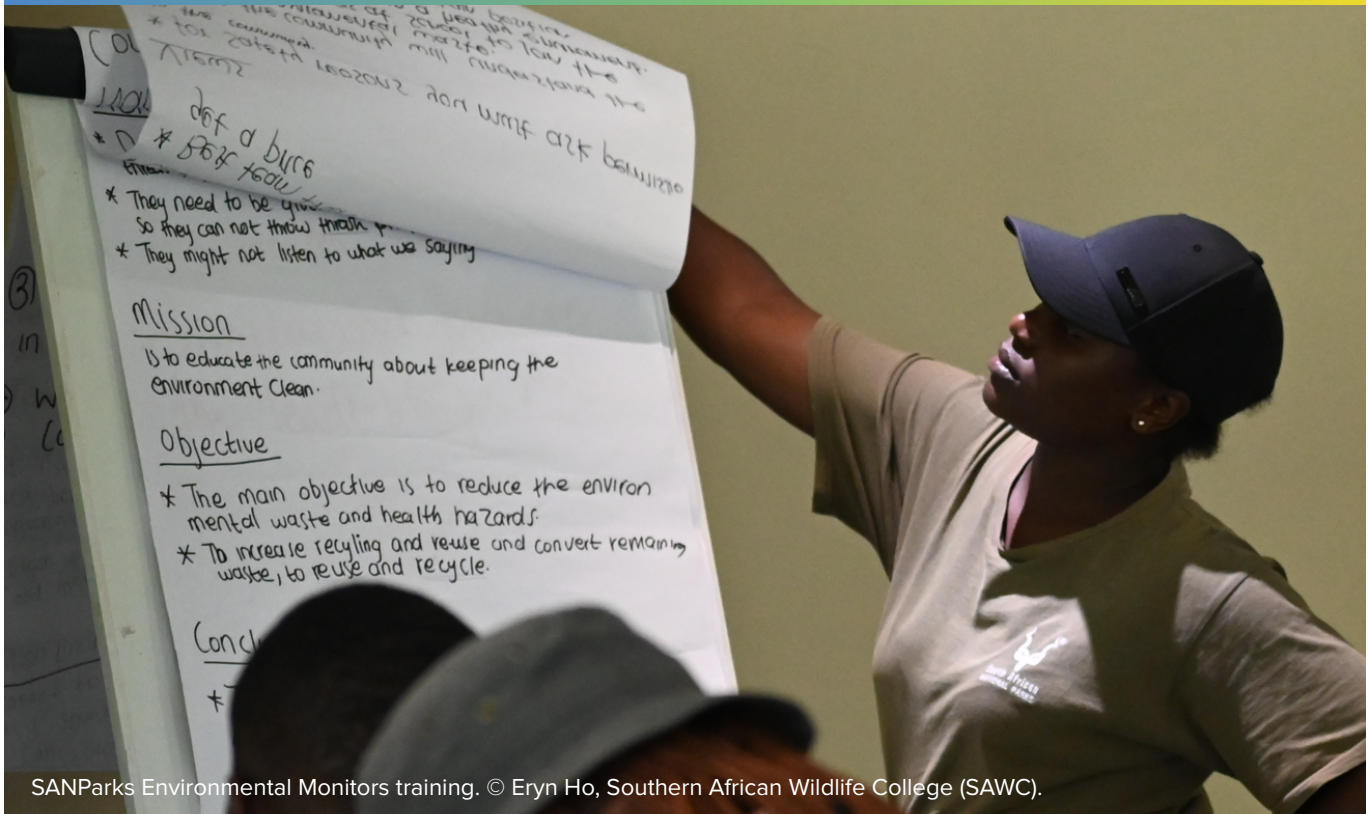
Going forward, the project will seek to bring Community Rangers into the scene-of-crime training programme. Since the training equips First Responders with knowledge and skills to identify and secure a scene of crime, the community rangers will be able to undertake the task effectively when they encounter 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.



LESSON LEARNED: SOUTH AFRICA



SANParks Environmental Monitors training. © Eryn Ho, Southern African Wildlife College (SAWC).



Theme: Prevention of Illegal Wildlife Trafficking

Sub-theme: Supporting and understanding communities to prevent Illegal Wildlife Trafficking

Who is the lesson useful for?

- Programs seeking to engage and work with local communities on IWT prevention and collaboration with law enforcement.
- Programs seeking to develop economic community livelihood projects to help prevent IWT.

Key lesson learned:

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.

Supporting 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.

Success factors / 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.

Where did this lesson learned come from?

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.

The process that led to identifying and capturing this lesson

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 under the sixth GEF Operational Phase (GEF6). The GWP South Africa project team participated as one of six pilot countries in this in the Action-Learning training and identified this lesson through a peer-review and iterative process.



Background for this lesson learned from the South Africa National Project¹

The wildlife crime trafficking context in South Africa

South Africa ranks as the third most biodiverse country worldwide. It hosts over 20 National Parks, with the Kruger National Park (KNP) being home to 30% of the world's estimated 18,000 wild rhinos. The country is predominantly a source country for wildlife crime, with the illegal harvesting and poaching of high value species such as rhinos, lions, and elephants from the KNP and Greater Kruger reserves, and the illegal trade of animal parts (e.g. rhino horn) to external markets. Locals also use and trade wildlife for traditional purposes. To counteract poaching activities, South Africa mobilizes efficient wildlife safety and security teams. The law that puts in place protection

for threatened species is the National Environmental Management: Biodiversity Act (NEMBA) of 2004.

The institutional context

Research shows that the drivers of the illegal wildlife trade can be addressed through the involvement of rural communities in the management and conservation of wildlife and enabling economic development opportunities associated with it². Community members living near protected areas need realistic incentives to support and actively engage in conservation, including anti-poaching initiatives: "The overall benefits from conservation need to outweigh the costs of conserving it."³

¹ <https://illegalwildlifetradeprojects.org/illegal-wildlife-trade/south-africa/>

² Biggs et al., 2017; Cooney et al., 2017; Roe and Booker, 2019.

³ Schultze-Kraft, M., 2018: Serious and organised crime and livelihoods programmes. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies.

In preparing the 10-year management plan for the Kruger National Park⁴ in 2018, South African National Parks (SANParks) conducted 54 stakeholder engagement workshops, involving over 5,700 participants, with communities neighbouring the reserve and other stakeholders across the country as part of the Kruger Management Plan Stakeholder Report. The primary concern of community members neighbouring the Kruger National Park was jobs and socio-economic development opportunities, while expressing the critical need to address human-wildlife conflict and also the need for better communications between communities and the conservation and enforcement authorities.

The need for enhanced institutional capacity

Previous IWT programmes in South Africa (such as those funded under GEF5 and other funders) had focused on countering the illegal wildlife trade through increased law enforcement, intelligence and interception; however, they had not been able to make a real impact on the illegal wildlife trade and rhino poaching in particular. A National Process looking at biodiversity, economy, IWT and more inclusion of communities, led by the Department of Forestry, Fisheries and the Environment, published a high-level panel report⁵ in December 2020, which identified the need to take preventative action to enable the communities surrounding protected areas such as Kruger to be more resilient to poaching syndicates, and less vulnerable to entry ways into the illegal wildlife trade. This was to build on work done by the Greater Kruger Strategic Development Programme (GKSDP), which promotes partnerships between government, communities and the private sector to find a balance between conservation and sustainable development to support surrounding communities.

How South Africa arrived at this choice of approach (their journey)

The GWP South Africa project's approach to engaging the various communities around the Kruger park directly responded to previous assessments by focusing on the communities' perceptions and

needs and taking a preventative approach to IWT. Their assessment was that this required a bottom-up approach. It was informed by the Kruger National Park Integrated Fence stewardship program, a bottom-up approach through engagement with community forums and traditional authority structures. The model builds on the Department of Environmental Affairs' Environmental Monitor Program initiated in 2012. Selection of Environmental Monitors was already done in consultation with community power structures – critical in terms of accountability – in response to this learning.

Perception surveys were initiated following a stakeholder profiling process, co-facilitated through the support of GWP South Africa and community liaison officers active at ground level, facilitating day-to-day relationships and providing consistent feedback communication. The survey enabled the GWP project to understand the perceptions of the various communities towards protected areas in which the program is operating. For example, they did not know if local people even understood the governance arrangements and value of protected areas in securing wildlife, and why it is important to community livelihoods. Without an understanding of this, and the interdependence of livelihoods and healthy ecosystems, of which wildlife are a cornerstone, it would be very difficult to engage meaningfully with these communities.

The project was designed to be agile and flexible and for key project components to respond to results of these surveys. The Key Results Framework defines 'what' to achieve, but there is flexibility in 'how' to achieve that.

What was challenging and how was it overcome

The perception survey should have been asked at the beginning of the project; however, due to COVID-19 this was not possible due to restrictions on activities. As other components were able to be continued, the project commenced without the survey, but it will be able to still influence the design of community support and activity.

4 SANParks, 2018: Kruger National Park: Park Management Plan 2018-2028. https://www.sanparks.org/assets/docs/conservation/park_man/knp-draft-plan.pdf

5 The high-level panel of experts for the review of policies, legislation and practices on matters of elephant, lion, leopard and rhinoceros management, breeding, hunting, trade and handling. <https://www.polity.org.za/article/the-high-level-panel-of-experts-for-the-review-of-policies-legislation-and-practices-on-matters-of-elephant-lion-leopard-and-rhinoceros-management-breeding-hunting-trade-and-handling-2021-05-03>

In the original project design certain metrics were created that need to be used; however, after involving community in the design of the perception survey it has become clear that these metrics are not ones that are commonly understood by the local community. For example, the community do not really distinguish between cheetahs and leopards so asking questions about cheetahs will inevitably get skewed results.

It has been challenging for the internal GWP South Africa team and partners to align approaches and mandates, as there are many stakeholders involved in the core team and the project facilitates a way of working that is new to many of them, requiring them to be flexible and constantly adapt in response to feedback, while still achieving common goals. This has been accomplished through dedication and perseverance in partnerships.

There is constant shifting of political governance and power between those in authority in communities, which has meant that relationships need to be continuously developed with the new leaders. This has been achieved through regular interactions on the ground, which ensures trust is more easily gained.

Measurement and impact

Community engagement is a long process and the impact of activities take time to manifest. The survey

that GWP South Africa has created is currently in use and initial responses have shown some interesting insights.

The main impact that can be seen to date, even in the setup of the project, has been more cohesion and collective understanding among stakeholders. To work in this agile and flexible manner requires agreement on a common framework and frequent joint communication. In the past, these stakeholders were 'neighbours in a landscape' but did not own collective outcomes. Now, through the way the project facilitates collaboration and reflective design, they are truly partners.

Going forward

The survey will continue to be rolled out across community segmentations to gather a representative selection of viewpoints until the end of the first quarter in 2023. Analyses and syntheses will follow, which will help inform the next steps of the project.

As the project is one of learning and adapting, other tools may then be developed; but until synthesis has happened these cannot be predicted.

The perception survey will be repeated at later dates throughout the project and changes in perceptions analysed. The audience and questions will remain the same, but roll out means may change.



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

LESSON LEARNED: THAILAND



Creek in Southern Thailand. © GWP Thailand.



Theme: Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

Sub-theme: Preventative measures to counter wildlife crime

Who is the lesson useful for?

- Countries with permitted captive CITES-listed (animal) species that have the potential to end up entering illegal trade
- Countries tackling the challenge of trafficking of high-value animals

Key lesson learned:

Requiring owners of captive CITES-listed species, such as tigers, to provide DNA data and storing this data pre-emptively, as part of the future development of a national DNA database, can help monitor and potentially prevent captive CITES-listed animals entering the illegal market 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.

Success factors / practical guidance:

- ➔ Set up common processes and Standard Operating Procedures amongst 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.

Where did this lesson learned come from?

This lesson came from the 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 and UNDP. It was compiled by Dr. Klairoong Poonpon, Acting Project Manager, GWP Thailand National Project, and supported by Phansiri Winichagoon, National Coordinator.

The process that led to identifying and capturing this lesson

The 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, financed by the GEF under the World Bank-led Global Wildlife Program (GWP) under the sixth GEF Operational Phase (GEF6). The GWP Thailand 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.



Background for this lesson learned from the Thailand National Project

The wildlife crime trafficking context in Thailand

Thailand is significantly affected by the global illegal wildlife trade, being a source, transit, and destination country for many different types of illegal wildlife and wildlife products. In particular, wildlife is illegally traded for the pet and high-value luxury items industries in or transiting through Thailand. This illegal trade is driven by its growing economy with accompanying increased purchasing power and facilitated by the country's role as a major international transport hub. Indications are that Thailand still is a hub for illegal trade within South-East/East Asia and between Africa and Asia.

The forests of Thailand contain the remnants of a once considerable tiger population. At the beginning of the 20th century there were an estimated 100,000 wild tigers in Asia. This number is now estimated at fewer than 4,000, of which approximately 200-250 are found in Thailand. While the Department of National Parks, Wildlife and Plant Conservation (DNP) struggles to protect the country's remaining wild animals, a burgeoning trade in captive tigers occurs within Thailand. The breeding of tigers for commercial purposes in Thailand is prohibited by law and the possession of tigers is allowed exclusively within licensed zoos, where 'natural' breeding can take place for 'non-commercial' purposes; however, it is suspected that many zoos are breeding their tigers for trade. In March 2017, there were 49 licensed zoos, 32 of which held a total of 1,287 tigers¹.

The institutional law enforcement context

Thailand has a comprehensive and generally effective legal framework in relation to the investigation and prosecution of wildlife-related crimes and ancillary crimes, such as corruption, money laundering and smuggling. Under the Ministry of Natural Resources and Environment (MoNRE), the DNP is responsible for managing Thailand's protected areas and its native wildlife. DNP wildlife inspectors undertake investigations and have similar powers of arrest to police.

The DNP operates an electronic permit system for monitoring the possession and trade of native species. The current law requires that possession of protected species in Thailand must be licensed by the DNP, which has to verify the origin of the animal (either via DNA or a microchip or another certified means), that it has been acquired from a licensed breeding facility² and in compliance with the trade regulations. Permit holders have to notify DNP of any acquisition, sale or possession transfer of protected species within 30 days. Violations of these regulations is regarded as a crime and is punishable by up to four years in prison. In 2017, there were 975 permit holders in Thailand, 240 breeding facilities and 704 licensed traders across all permitted wildlife species. In addition, when zoos' permits expire, to achieve re-licensing they also need to provide information on the origin of all their protected animals. Under the current law, however, there is no legal requirement for the origin, or identification of the animal, to be proved by a DNA sample.

The National Wildlife Enforcement Network (WEN), established in 2006, sets the governance structure for bringing the various agencies involved in tackling wildlife crime together in a voluntary platform.

The need for enhanced institutional capacity

The project identified a need for enhanced capacity in three areas. First, the strengthening of the requirement for zoos and owners of captive protected animals (such as tigers) to provide DNA as evidence of the identification and origin of their animals. The government collected the DNA of all captive tigers in 2020 (with GEF support during GEF5), except for DNA from newborn cubs. This was at huge cost to the government and there was no legal framework to require zoo owners to continue to provide this information and to pay for this on-going testing.

Second, while the inter-agency cooperation for law enforcement in Thailand was perceived as relatively good at the time of the GWP GEF6 national project formulation, at the operational level, cooperation was still only occurring on a case-by-case basis.

¹ Information provided by the Department of National Parks, Wildlife and Plant Conservation, April 2017 referenced in UNODC assessment in 2017. https://www.unodc.org/res/wildlife-and-forest-crime/new/global-programme/asia_html/Thailand_Assessment.pdf

² Breeding of tigers is allowed in the country for non-commercial purposes as long as it is natural breeding.

Both the UNDP Capacity Development Scorecard assessment related to illegal wildlife trade³ and UNODC in 2017 recognized that the DNP relies on other law enforcement agencies within Thailand for advanced investigative techniques and suggested the creation of a specialised wildlife crime inter-agency team to target the multiple levels of organised wildlife crime in Thailand.

Third, while DNP's Wildlife Forensic Science (WIFOS) laboratory is one of the most established in the region, it was still deemed to need significant investment to ensure that it can operate at an internationally accredited standard and reliably provide forensic evidence to support wildlife crime prosecutions.

How Thailand arrived at this choice of approach (their journey)

There were a couple of cases that triggered the GWP Thailand project approach. In 2016, the DNP and Royal Thai Police (RTP) raided the world-famous Tiger Temple, after investigations by NGOs suggested it was involved in the speed-breeding of tigers and illegal trade in live animals and body parts to Lao. While 137 living tigers were found on site alongside 60 deceased cubs, authorities were unable to prove the origin of many of the tigers (which would be required for the strongest prosecution) and were also unable to prove whether the tiger numbers were increased by 'natural' breeding as permitted by law, due to lack of DNA evidence.

Second, some tiger body parts seized after being trafficked to Myanmar were able to be identified from their skin's stripe patterns, after an almost comprehensive database of stripe patterns had been gathered from two national forests under a previous GEF5 project.

However, from this interception and others, the shortcomings in using stripe patterns became apparent, as identification only works with sufficient skin still remaining on the body part and stripes are not suitable to be used to prove heritage (if the tiger was born from a captive mother for example).

Breeding programmes like that at the Tiger Temple are suspected to be taking place at other zoos. The

Don Toom Zoo in the province of Nakorn Pathom close to Bangkok is one example. This zoo, set up by a local business tycoon, has yet to open formally despite commencing activities to open in 2017; and 93 tigers were found to be present onsite in 2020 (having started with just 9 tigers).

The Thailand project therefore decided to take a two-pronged approach. First, setting up its own DNA testing regime and database and supporting a change in law that would require captive tiger owners to ensure all their animals had DNA taken and were logged on the database. Secondly, ensuring greater collaboration between agencies to be better able to intercept illegal wildlife trade in the first place. This was also partly inspired by Taffy Fondue, a joint Thai platform where the public can report complaints and multiple authorities work together to respond to the issue.

The project used the DNA collected during the GEF5 project as a starting point for the development of a national DNA database. This database is being led by DNP's Wildlife Forensic Laboratory (WIFOS) and is added to by a DNA collection system. This voluntary testing system aims to collect data from all captive tigers in the country, and strengthen DNP's wildlife forensic work so that the database is up and running by the time the law enters into force.

The project is setting up a Joint Intelligence Centre under the governance structure of DNP to support the joint operation guided by the WEN. This is being operationalised with personnel and equipment and will be housed in the DNP. This involves the Natural Resources and Environmental Crime Suppression Division of the Royal Thai Police and other relevant law enforcement agencies. The aim of the Joint Intelligence Centre is to collect and examine a range of data such as information on criminals, the times and locations of criminal activity; and to provide intelligence support for law enforcement agencies to conduct an investigation.

At the same time, the project is supporting the development of law and guidelines that will compel zoo owners to provide DNA registration of tigers and link this DNA to the permitting programme.

³ This is a recognised framework used to assess the development of successful wildlife crime processes in a country. The tool is used for contextualized application at country level by governments, UN agencies and other stakeholders.

What was challenging and how was it overcome?

Internally, the main challenge has been shared trust among agencies. The project initially faced challenges in getting the various judiciary and crime agencies on board in developing the Joint Intelligence Centre, as they couldn't understand the impact of wildlife crime on wider crime issues.

Once the project had commenced and crimes had been identified, there was a lack of capacity and skills in digital forensics among DNP staff on the ground, which meant the project struggled to get the evidence needed for successful prosecutions. This was a result of insufficient funding, as testing regimes are very expensive. This has been overcome through training and standardization of procedures.

Until collecting DNA from tigers becomes law, the challenge has been in negotiating with tiger owners to encourage their cooperation in providing DNA samples rather than other means of verification of origin.

Coordination with other agencies, such as the police, on use of the database has been challenging because the agencies tend to work in their own silos and do often not trust other agencies.

Measurement and impact

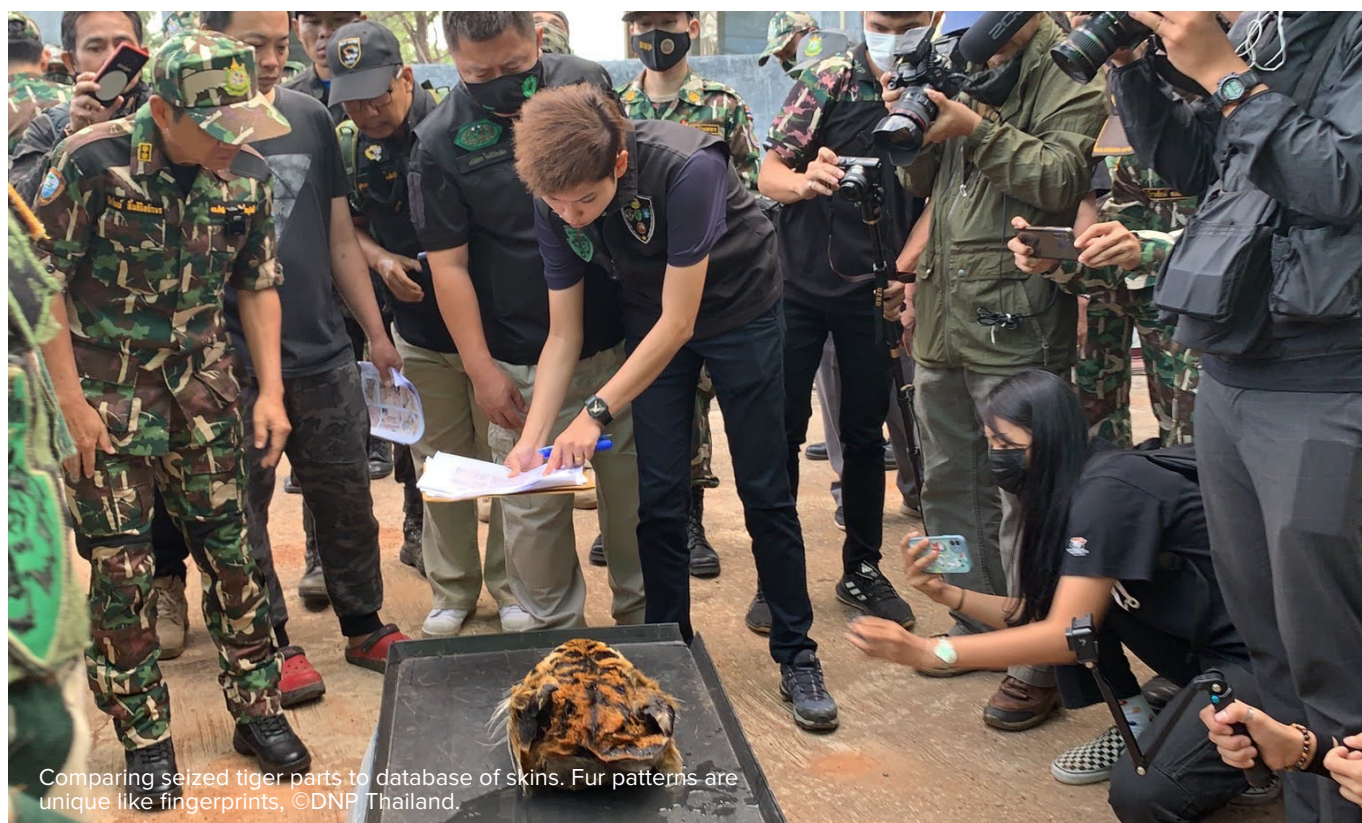
Under the previous project supported under GEF5, tiger DNA data from all private zoos was collected and stored. This data is being added to but is not yet complete due to challenges with collections and samples. However, the DNA is being used in operations, such as investigating the Don Toom Zoo.

Going forward

The Wildlife Crime Joint Intelligence Centre is still being established. This will be fully functioning in January 2023.

The custody of forensic evidence still needs Standard Operating Procedures and timely permission by the top executives of the agencies which are being developed.

Evolution into law of the requirement for zoo owners to provide DNA evidence is still ongoing. While headline laws have been adopted, the underlying guidelines and requirements are still under development.



Comparing seized tiger parts to database of skins. Fur patterns are unique like fingerprints, ©DNP Thailand.



ANNEX B

A Tool to Help Establish your Lesson-Learning Purpose, Scope and Parameters

Highlight the relevant cells in the table below.

Audience for the lessons learned	Externals outside GWP	Other GWP National Projects	Our National Project	Other:
Audience (if within the National Project)	Our Project Management Unit	All involved in project delivery at the provincial / local level	Specific teams involved in delivering specific activities	Other:
Level of focus for identifying and capturing lessons learned	National level activities	Provincial level activities	Local / site level activities	Other:
What do your responses mean for the design of your lesson-learning process? (Note down your thoughts here) <ul style="list-style-type: none"> 				

Highlight the relevant cells in the table below.

Timing of the lesson learning process	Snapshot at a moment in time	End of the project	Ongoing, systematic through the life of the project	Other:
Breadth of the lesson learning	Very narrow scope / highly focused	Specific focus - medium breadth of scope	Very broad scope (e.g. any and all learning from the project)	Other:
Depth of the lesson learning	Illustrative lessons	Selective / priority lessons	Comprehensive lessons	Other:
Number of people to be involved in identifying, capturing and validating lessons	Low	Middle	High	Other:
Lesson learning Ambition	Easy practice	Good practice	Best practice	Other:
Depending on the cells you highlighted	Could be completed over 1-2 months by project managers.	Could be completed over 4-5 months through an in-depth process involving project managers and delivery team.	Needs to be designed into project delivery in a systematic way with regular review and documentation points (suggested quarterly) as well as regular templates for capturing thoughts weekly. Should involve all elements of delivery teams and partners	Insert implications
What do your responses mean for the design of your lesson-learning process? (Note down your thoughts here) <ul style="list-style-type: none"> 				

Highlight the relevant cells in the table below.

	Willingness and time availability of project team	Expertise to facilitate the identification and capturing of lessons amongst existing team	Budget available to support the lesson learning process	Other:
	Low	Low	Low	Other:
	Middle	Middle	Middle	Other:
	High	High	High	Other:
Depending on the cells you highlighted:	↑	↑	↑	↑
	Depending on willingness/availability you may need to involve external support.	Depending on expertise you may need to involve external support to upskill the existing team or support throughout the process	Depending on budget you may/ may not have resources for external support.	Insert implications

What do your responses mean for the design of your lesson-learning process?

(Note down your thoughts here)

- _____
- _____
- _____
- _____

Based on your answers above summarize here the purpose, scope and parameters for your lesson-learning process:

Lumo Conservancy, Kenya. ©Tamara Tschentscher.



ANNEX C

Improving Lesson-Learning Capacity Exercise: ‘The Good, the Bad and the Ugly’

Use this exercise to establish shared understanding about lesson learning:

What makes a good / 'useful' lesson learned for other GWP National Projects and similar initiatives?

Share the list of 'lessons' below with your team, reviewing them and together discussing whether you think each is:

a. A pretty good / useful lesson (The 'Good')

b. A poor lesson (potential to be useful if re-worked) (The 'Bad')

c. Not a useful lesson (The 'Ugly')

You might want to print the lessons out, divide into two groups to do this exercise and physically separate the 'lessons' into piles. As you reflect on each lesson learned to assess whether or not it is useful, **ask yourself:**

1. Could I use this lesson to improve a project I am designing/delivering?

2. Is there sufficient guidance for me to try and do something different(ly) in my project?

You can also refer to this checklist of **common pitfalls / shortcomings** and consider whether they apply to the lessons:

- | | |
|--|---|
| <p>A. Problem statements: Is the lesson actually a problem statement? Yes / No
(e.g. <i>It's very hard to prosecute people for wildlife crime when...</i>)</p> <p>» 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...)</p> | <p>(e.g. actions to improve effective work across agencies...)</p> |
| <p>B. Statements including 'needs' and 'shoulds': Does the lesson make statements including phrases about 'needs' and 'shoulds'? Yes / No
(e.g. <i>We should work together more effectively across agencies...</i>)</p> <p>» 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.</p> | <p>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? Yes / No
(e.g. <i>Government should invest more in....</i>)</p> <p>» If yes, consider what you have learned about actions to be taken by national project teams, such as what might be done to get others to action (e.g. actions to get others to invest...)</p> |
| | <p>D. Lessons framed as criticism of others: Is the lesson learned framed in a way that might be perceived as criticism? Yes / No
(e.g. <i>Law enforcement agencies are quick to dismiss our concerns...</i>)</p> <p>» 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...)</p> |

E. Confirming what people already know:

Does the lesson confirm something you and/or others in the GWP community / national projects already knew? Yes / No (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? Yes / No

- » 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? Yes / No

- » 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).

Once you have decided whether each lesson is:

- a. A pretty good / useful lesson
- b. A poor lesson (potential to be useful if re-worked)
- c. Not a useful lesson

Look at the 'answer sheet' and see how you did.

LESSONS

- We are trying to get people to work together by providing a joint platform. It has been very hard to do this as lots of people didn't like the fact that we were hosting the platform in our intranet, rather than in the National Department's system.
- 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.
- The government should give more money towards training the police in forensic analysis of wildlife crime scenes and the custody of forensic evidence needs a standard practice and resources.
- Wildlife crime prevention costs a lot less compared to the loss of endangered species. Wildlife is such an amazing resource for our planet that will be lost if we don't protect it. We should all value wildlife as this is what our life depends on, they are all part of our ecosystem.
- 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.

- Build trust amongst law enforcement officers to ensure timely intelligence sharing and quick interventions. Law enforcement agencies are quick to dismiss our concerns as they have bigger problems to deal with and don't believe wildlife crime is such an issue, especially if they are in an area of conflict.
- The government hasn't put enough money into customs checks. The people that work in these areas are very poorly equipped and don't have the time to do their job properly. Most are also corrupt so they don't pick up anything.
- We need to work together more effectively. If we don't work together our efforts won't be so effective. We need strong team-work and good communication. We need to be on the same side. This comes from good project management and good planning and sharing information with our partners.
- Rangers require specific courses in firefighting, first aid and crime scene management. Training effectiveness depends on continuity of training.
- 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 to.
- It is important to be prepared and plan well in advance. Logistics are very important. The best way to ensure that logistics are sufficiently prepared is to have a clear plan of action.
- We should work together more effectively across agencies to get a smoother judiciary and law enforcement process to increase the prosecution success rate of wildlife crime. If we can work together better we will speed the processes up.
- It's very hard to prosecute people for wildlife crime when you cannot prove the origin of the trafficked animal parts as forensic analysis isn't taken at the scene of crime. This means that you waste time putting a case together and in the end the case is thrown out of court as 'inadmissible' because part of the evidence is missing.
- 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.
- Provide enough people to set up an online intelligence unit and enough coordination between agencies so that people use it.
- Before concentrating on upstream prosecution and judiciary processes, carry out training with first responders to ensure they are able to identify and secure a crime scene, otherwise evidence may not be admissible in court and investigation efforts will have been wasted. This training needs to occur in the field, after at least 3 months of operational experience, and be very practical and hands-on, with simulations of crime scenes. Repeat the training every 6 months to ensure that standard operating procedures remain front of mind.
- 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.

ANSWER SHEET

The Good, the Bad and the Ugly lessons

These are 'The Ugly'. They are not useful lessons as they are mainly statements, thoughts on what others could do or are so generic to be almost useless:

- We are trying to get people to work together by providing a joint platform. It has been very hard to do this as lots of people didn't like the fact that we were hosting the platform in our intranet, rather than in the National Department's system.
- 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.
- Wildlife crime prevention costs a lot less compared to the loss of endangered species. Wildlife is such an amazing resource for our planet that will be lost if we don't protect it. We should all value wildlife as this is what our life depends on, they are all part of our ecosystem.
- 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.
- The government hasn't put enough money into customs checks. The people that work in these areas are very poorly equipped and don't have the time to do their job properly. Most are also corrupt so they don't pick up anything.

- We need to work together more effectively. If we don't work together our efforts won't be so effective. We need strong team-work and good communication. We need to be on the same side. This comes from good project management and good planning and sharing information with our partners.
- It is important to be prepared and plan well in advance. Logistics are very important. The best way to ensure that logistics are sufficiently prepared is to have a clear plan of action.
- 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.

These are 'The Bad'. They have potential to be a useful lesson if re-worked:

- The government should give more money towards training the police in forensic analysis of wildlife crime scenes and the custody of forensic evidence needs a standard practice and resources.
- Build trust amongst law enforcement officers to ensure timely intelligence sharing and quick interventions. Law enforcement agencies are quick to dismiss our concerns as they have bigger problems to deal with and don't believe wildlife crime is such an issue, especially if they are in an area of conflict.

- Rangers require specific courses in firefighting, first aid and crime scene management. Training effectiveness depends on continuity of training.
- We should work together more effectively across agencies to get a smoother judiciary and law enforcement process to increase the prosecution success rate of wildlife crime. If we can work together better we will speed the processes up.
- It's very hard to prosecute people for wildlife crime when you cannot prove the origin of the trafficked animal parts as forensic analysis isn't taken at the scene of crime. This means that you waste time putting a case together and in the end the case is thrown out of court as 'inadmissible' because part of the evidence is missing.
- Provide enough people to set up an online intelligence unit and enough coordination between agencies so that people use it.
- 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.

These are 'The Good' pretty good / useful lessons:

- 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.

- 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 to.
- Before concentrating on upstream prosecution and judiciary processes, carry out training with first responders to ensure they are able to identify and secure a crime scene, otherwise evidence may not be admissible in court and investigation efforts will have been wasted. This training needs to occur in the field, after at least 3 months of operational experience, and be very practical and hands-on, with simulations of crime scenes. Repeat the training every 6 months to ensure that standard operating procedures remain front of mind.

Kudu, Lumo Conservancy, Kenya. ©Tamara Tschentscher.



ANNEX D

Template: Identify Relevant Project Activities, Identify Interesting Learning, and Brainstorm Initial Lessons Learned

Work with your National Project implementation team(s), discuss and capture your conversation below. Complete one column at a time, starting with Q1 and working from left to right. Before you move onto questions 2 and 3, read through relevant documents and/or think about the activities your project has undertaken, and consider:

- ➔ 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?

Q1: What activities is your national project undertaking relevant to the purpose and scope of this lesson-learning process?	Q2. Has there been some interesting learning that may be *useful to other national projects related to this activity? *Useful learning enables other project teams to improve the design or delivery of their projects.	Q3. Brainstorm the lessons learned and capture your ideas below (for those activities where you responded 'yes' or 'maybe' in Q2)
Please list all the relevant activities (one per row)	Yes / no / maybe (capture reasoning)	Insert initial ideas about the lessons (Note: this is brainstorming. Don't worry about how you write the points at this stage)
(Add more rows as necessary)		

What are the key documents to refer to for information on the relevant activities for which some interesting learning has been identified (if any are relevant)?
List the documents here. <ul style="list-style-type: none"> ● _____ ● _____ ● _____ ● _____

Lions, Maasai Mara, Kenya. ©Tamara Tschentscher.

ANNEX E

**Template: Share and
Discuss your Initial Ideas
with other National
Projects, Gathering
Feedback**

Either face-to-face or in an online workshop, share and discuss your initial ideas with other National Projects to gather feedback. Capture your initial thinking in the left column, and feedback in the column on the right.

Your initial thinking (following the brainstorm) on potential useful lessons learned for documenting	Feedback from other National Project Teams: What do they consider most interesting and useful to capture and share as a lesson?
(Add more rows as necessary)	

Impalas, Maasai Mara, Kenya. ©Tamara Tschentscher.



ANNEX F

Tool: Identify which Lessons to Prioritize Based on the Application of Selection Criteria

Consider your draft list of lessons learned and work through the questions in the table below, for each lesson. Which lesson(s) would score the most points? You are not obliged to prioritise the highest scoring lessons, but the exercise will help you reflect on how useful the lesson is / could be if further developed. It is up to you to agree together with your team members which lessons to elaborate further.

Now look at your first ideas on lessons learned above, and for each, consider these questions:	Yes (3 points) Maybe (1 point) No (-1 point) (Add more columns as necessary)		
	Lesson *1	Lesson *2	Lesson *3
Number your draft lessons and then note how each would score, writing this into the columns to the right			
1. Is the learning at risk of being lost? (e.g. pending staff changes) <ul style="list-style-type: none"> Would losing this learning risk inefficiency and ineffectiveness in future projects? 			
2. Is it relevant? <ul style="list-style-type: none"> Will it help others become better at what they are doing in their work? Is there an audience for this learning? And do they want / care to know / listen / act? Would other GWP national projects be interested / benefit from this learning? 			
3. Is it focused? <ul style="list-style-type: none"> Does it help answer a specific question about activities and approaches? Will you be able to address both what works / doesn't and WHY? 			
4. Are there some practical takeaways for others to apply to their own project design and/or delivery? <ul style="list-style-type: none"> Will you be able to provide sufficient guidance for uptake by others? Will it lead to a behaviour change / modified way of doing something for more impact / success? 			
5. Is it shareable? (Can it be shared with colleagues and / or others?) <ul style="list-style-type: none"> (Check that the content is not confidential or too politically sensitive to be shared) 			
6. Is it feasible to capture this lesson learned? <ul style="list-style-type: none"> Will you be able to document this lesson in sufficient detail? / Do you have access to the people necessary? 			
7. Is it feasible to validate this lesson? <ul style="list-style-type: none"> Could it be validated reasonably easily? / Checked for truth and accuracy? 			
8. Is it new? / Does it fill a knowledge gap? <ul style="list-style-type: none"> Are you confident that this learning is not already well known / documented / shared? Will you be able to provide substantial new insight / nuance to existing learning / knowledge? 			
9. Have other countries described it as being a lesson of particular interest? <ul style="list-style-type: none"> When you discussed it with others were they interested to know more about this area? 			
Other criteria for selection / prioritization of lessons learned? <ul style="list-style-type: none"> 			

Zebras, Kenya. ©Tamara Tschentscher.



ANNEX G

**Tool: Craft your Key
Lessons Learned -
Tips and Questions
to Make Sure it is
a 'Good' Lesson**

You can do this face to face or in an online workshop, either just as members of the implementation team, or joined by partners from other national projects to bring a different perspective that can be very helpful.

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?). Keep your target audience front of mind.

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?

Throughout the crafting of your lesson ask yourselves the following questions. Return to these questions as you review your draft lessons and work to recraft them until they are as useful as possible:

- Could National Projects use this lesson to improve a project they are designing/delivering?
- Is there sufficient guidance for National Projects to try and do something different(ly) in their projects?
- How could the lesson be made more useful to other National Projects?

And return to the checklist (used in ‘Step Zero’ to establish shared understanding of what makes a ‘good’ lesson learned), **to see if any common pitfalls / shortcomings apply to your lesson learned:**

A. **Problem statements:** Is the lesson actually a problem statement? Yes / No
(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’? Yes / No

(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? Yes / No
(e.g. *Government should invest more in....*)

- » If yes, consider what you have learned about actions to be taken by national project teams, 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? Yes / No
(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 the GWP community / national projects already knew? Yes / No

(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? Yes / No

- » 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? Yes / No

- » 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).

Baby elephant, Kenya. ©Tamara Tschentscher.

ANNEX H

A Structured Template to Document more Detail about the Lesson

TEMPLATE

LESSON LEARNED: X

THEME: e.g. Enhancing institutional capacity to fight transnational organised wildlife crime (reducing trafficking)

SUB-THEME: e.g. Improve inter-agency collaboration in wildlife law enforcement

Who is the lesson useful for?

➔ e.g. National projects which...

Key lesson learned:

➔ In a couple of sentences.

Supporting-lessons learned: (why certain actions work?)

➔ xxx (4-5 bullet points)

Success factors / very practical guidance:

➔ (4-5 bullet points)

➔ Avoid generalities

Where did this lesson learned come from?

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.

The process that led to identifying and capturing this lesson

One paragraph

Background for this lesson learned

from X Project

The [wildlife crime trafficking] context in X (Country/Area)

2-3 paragraphs giving more background to the issue you are focusing on in the country/area you are focusing on.

The [institutional capacity] context

1-2 paragraphs 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.

The need for [enhanced institutional capacity]

1-2 paragraphs on why the current situation needs changing and sets the scene for the solution that the lesson presents.

How the project arrived at this choice of approach (their journey)

1-2 paragraphs on how the project arrived at the methodology which led to their lesson being learnt.

Methodology

1-2 paragraphs on methodology. 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 was challenging and how was it overcome?

1-2 paragraphs on what mistakes were made, and if so, what were they? What challenges were encountered and how were they overcome?

Measurement and impact

1-2 paragraphs on 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?

Going forward

1 paragraph

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.

Chimpanzee, Uganda © Tamara Tschentscher



ANNEX I

Knowledge Capturing Specialist Job Description

B.5 Knowledge-capturing specialist

Job description

The Knowledge-capturing Specialist supports the organization-wide knowledge, identification, capturing, validation and formatting processes. the specialist extracts and documents valuable experiences and essons learned from operational and administrative colleagues in the organization. Supports development of a comprehensive,targeted, highly useful knowledge base that allows staff throughout the organization to access mission-critical knowledge.

Responsibilities

- ➔ Captures the experiential knowledge of colleagues and experts throughout the organization as well as external stakeholders to populate and grow the organization's repository of valuable and shareable knowledge assets
- ➔ Continuously scans the organization for knowledge that is important for the organization's operations
- ➔ Interviews internal and external stakeholders to extract mission-critical experiences and lessons learned for further scaling up and sharing
- ➔ Manages the logistics,set-up, design, and implementation of synchronous knowledge-capturingactivities, including meetings,focus groups,and workshops
- ➔ Designs and manages online capturing activities,including surveys,wikis,blogs,e-discussions
- ➔ Evaluates the usefulness of knowledge to be captured for replication and scale up
- ➔ Edits the knowledge assets in regards to language,formatting and content
- ➔ Analyzes, synthesizes and summarizes the captured knowledge and transforms it into formatted knowledge assets that are of high quality,standardized and shareable
- ➔ Uses audiovisual tools to capture knowledge assets to ensure good findability

- ➔ Develops trusted relationships with a variety of stakeholders within and outside the organization

Qualifications

- ➔ An advanced degree in Journalism,English,knowledge management,or a related field and at least five years' applied experience in journalism
- ➔ Excellent interview skills to ensure optimal documentation and extraction of knowledge derived from personal experiences
- ➔ Excelent journalistic skills
- ➔ Objectivity to identify and collect experiences that are deemed worth sharing
- ➔ Profound interest and curiosity in the processes that make up the professional activities in the organization
- ➔ Sound understanding of the professional environment and activities of the orgaization as well as of skills and competencies required to carry out the technical function within the organization
- ➔ Motivation to share knowledge,successful practices,and lessons learned and interest in improving the effectiveness of the organization
- ➔ Altruistic attitude and willingness to share the knowledge
- ➔ Sound-time management skills to adequately balance operational and knowledge work

- ➔ Ability to objectively assess and analyze the skills, competencies and expertise of coworkers
- ➔ Ability and self-discipline to systematically reflect on past assignments to continuously improve
- ➔ Ability to apply capturing activities such as interviews, observations and group discussions
- ➔ Writing and media production skills to process captured experiences in a way that they can be communicated or disseminated. This may include basic media and digital literacy skills
- ➔ Ability to digest information and analyze, synthesize and summarize it in clear and concise ways
- ➔ Listening and observing skills to pick up events, facts, behaviors and activities
- ➔ Ability to ask relevant questions
- ➔ Good interpersonal communication skills to relate with a variety of stakeholders, including senior colleagues
- ➔ Emotional capacity and empathy to connect with others and to build trust
- ➔ Typing and note-taking skills
- ➔ Good facilitation skills to be able to tease out knowledge and information from other people
- ➔ Familiarity with IT tools for producing knowledge materials



ANNEX J

Overview of Process for Identifying and Capturing Lessons Learned

What? (Key step in the process)	How? (Suggested methods)	Who to involve?*
<p>Establish your purpose (audience, focus), timeframe and process</p> <p>1. Timing and Intent: What is the timing and intent of your lesson-learning process?</p> <ul style="list-style-type: none"> • 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? <p>2. Determine your learning focus: What are you hoping to identify, capture and share new knowledge and insights about?</p> <ul style="list-style-type: none"> • 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? • Are you interested in project-wide lessons or on a specific subject focus? <p>(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?)</p> <p>3. Determine audience: Who is the learning aimed at? And what do you hope for them to do with the information?</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Workshop(s) (online or in-person) • Use template in Annex B to help determine approach 	<p>This will also depend on timings and resources/approach decided upon</p> <ul style="list-style-type: none"> • Project's primary project management team and stakeholders • Technical expert support if deemed necessary • Lesson-learning lead (if exists) • Appoint lead for lesson-learning process

<p>4. Resources available: What resources (time/people/budget) do you have available for this process? And what constraints?</p> <ul style="list-style-type: none"> • How much time do you have for the process? • Who else is it realistic to involve during that time-frame? • What budget do you have to support the process? • What human resources do you have to support the process? <p>5. Approach: What kind of approach do you want to take to the process based on the parameters identified above?</p> <ul style="list-style-type: none"> • 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? 		
<p>Build capacity around lesson-learning</p> <p>Ensure all participants in the LL process are aligned in their understanding about what 'lessons learned' are and what makes a lesson learned useful to others.</p>	<ul style="list-style-type: none"> • An e-learning course to help build capacity across project in a cost effective way • Workshop undertaking suggested capacity building exercises (Annex C). • Review examples of good lessons from other projects. 	<ul style="list-style-type: none"> • Primary project management team • Project's primary stakeholders • Front line staff and project implementation teams
<p>Identify project activities relevant to your lesson learning purpose and focus</p> <p>Review activities to identify those of interest (related to intended focus and audience).</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Workshop with relevant teams (depending on chosen focus) • Use Annex D template. 	<ul style="list-style-type: none"> • All relevant project management and implementation teams

<ul style="list-style-type: none"> • 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? 		
<p>Brainstorm your lessons learned relevant to these activities: what worked, what didn't and why?</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Brainstorm with relevant project teams/partners for each lesson 	<ul style="list-style-type: none"> • Project management and implementation teams • Technical experts supporting project teams as relevant.
<p>Share and discuss your initial ideas with other national project teams (face to face or online), gathering feedback.</p> <ul style="list-style-type: none"> • What do other national projects find most interesting / insightful about what you are sharing? • What are they interested to learn more about? • What didn't they know about before? 	<ul style="list-style-type: none"> • Online brainstorm where a country presents lesson ideas and others ask questions. • Perhaps during a Community of Practice meeting for national projects where they can have an online forum to share and discuss • Use Annex E template to capture responses/ thoughts. 	<ul style="list-style-type: none"> • Lead Lesson-learning team members from each country
<p>Apply the checklist of criteria to help prioritize useful lessons</p>	<ul style="list-style-type: none"> • Use Annex F template to help prioritise lessons. 	<ul style="list-style-type: none"> • Lead Lesson-learning team member and validate/check with wider project management team.

<p>Craft your key lessons learned</p> <p>1 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.</p> <ul style="list-style-type: none"> • 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? <p>2 Headline lesson vs supporting lessons: what points need to go in a ‘headline’ lesson and what should be included in the ‘supporting lessons’ or ‘practical guidance’ sections.</p> <ul style="list-style-type: none"> • The headline lesson should be a summary of the main points in the supporting lessons. • Formula for drafting should be “Doing XYZ can achieve ABC because of DEF.” 	<ul style="list-style-type: none"> • Work as a group to identify key points for inclusion. • Share with other partners to refine lesson. • Use Annex G template which provides tips on how to craft a good lesson. 	<ul style="list-style-type: none"> • Lead lesson-learning team member
<p>Document more detail about the lesson (using a structured template)</p>	<ul style="list-style-type: none"> • Work through template (Annex H) to complete. • Set up 1:1s to elicit more information as needed. 	<ul style="list-style-type: none"> • Lead lesson-learning team member • Project and implementation teams help contribute detail to template.
<p>Formatting and sharing</p>	<ul style="list-style-type: none"> • Use WB guidance 	<ul style="list-style-type: none"> • Lead lesson-learning team member • Other national project teams • Community of Practice (if exists)

