DIR30CC\1081

Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas

Our project addresses the need to strengthen the capacity of rangers in Kenya's protected and conserved areas, particularly considering escalating human-wildlife conflicts. The goal is to improve skills, competence, and overall effectiveness of rangers and scouts whilst prioritizing their safety. This will be achieved through a comprehensive revision of the national ranger curriculum, integrating newly developed training modules to elevate capabilities of rangers. Improved capacity of Kenya's ranger workforce will enable the country to work towards its national conservation targets.

DIR30CC\1081

Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas

Section 1 - Contact Details

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Section 2 - Title & Summary

Q3. Title:

Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas

Please attach a cover letter as a PDF document.

⤓ <u>ZSL Kenya - Cover Letter</u>
📅 23/10/2023
🕐 17:52:49
📄 pdf 271.44 KB

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

⊙ No

Q5. Summary of project

Please provide a brief non-technical summary of your project: the capability and capacity problem/need it is trying to address, its aims, and the key activities you plan on undertaking.

Our project addresses the need to strengthen the capacity of rangers in Kenya's protected and conserved areas, particularly considering escalating human-wildlife conflicts. The goal is to improve skills, competence, and overall effectiveness of rangers and scouts whilst prioritizing their safety. This will be achieved through a comprehensive revision of the national ranger curriculum, integrating newly developed training modules to elevate capabilities of rangers. Improved capacity of Kenya's ranger workforce will enable the country to work towards its national conservation targets.

Section 3 - Title, Dates & Budget Summary

Q6. Country(ies)

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

Country 1	Kenya	**Country 2**	*No Response*
Country 3	*No Response*	**Country 4**	*No Response*

Do you require more fields?

⊙ No

Q7. Project dates

Start date:	**End date:**	**Duration (e.g. 1 years, 8 months):**
15 April 2024	31 March 2026	2 years

Q8. Budget summary

Year:	2024/25	2025/26	Total request
Amount:	£105,812.00	£93,727.00	£ 199,539.00

Q9. Do you have proposed matched funding arrangements?

⊙ Yes

Please ensure you clearly outline your matched funding arrangement in the budget.

Q10. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

N/A

Section 4 - Project need

Q12. The need that the project is trying to address

Please describe evidence of the <u>capability and capacity</u> **need your project is trying to address with reference to** <u>biodiversity conservation and poverty reduction challenges and opportunities</u>.

For example, how have you identified the need? Why should the need be addressed or what will be the value to the country? Please <u>cite the evidence</u> **you are using to support your assessment of the need.**

Rangers play a pivotal role in protecting and conserving natural and cultural heritage globally. Working across diverse landscapes (usually for prolonged durations), they often face harsh and challenging conditions. Their responsibilities are multifaceted, yet they are frequently under-staffed, under-resourced, and lack key skills and competences [1,2]. Globally, fewer than 300,000 rangers work in protected and conserved areas [3] far short of the 1.5million needed to manage and conserve nature effectively to deliver Target 3 of the Global Biodiversity Framework (GBF). The Universal Ranger Support Alliance (URSA), a coalition of conservation organisations in support of rangers, has identified key improvements needed to professionalise the workforce, anchored on conduct, conditions and competences.

In Kenya, the ranger service encompasses state rangers, community scouts, forest service personnel, and conservancy staff. There are fewer than 8,000 rangers in formal Protected Areas (PAs); the number working in privately protected areas and conservancies is uncertain. Preliminary results from a survey of rangers in Kenya by WWF suggest that, of 100 sites surveyed, only 20% have regular access to ranger training. Lack of knowledge, skills, and misconduct resulting from the absence of dedicated training has been identified as a major challenge by key stakeholders, including Kenya Wildlife Service (KWS), Wildlife Research and Training Institute (WRTI) and the Kenya Wildlife Conservancies Association (KWCA). This deficiency affects conservation outcomes by hindering species protection, exacerbating human wildlife conflicts (HWC), and impacting local communities. In Kenya, many rangers have limited access to the KWS Law Enforcement Academy (LEA) in Manyani, the official ranger training institution. Further, training costs, especially for non-government clients, are high.

Enhancing ranger training is therefore crucial to ensure the safety, well-being, and livelihoods of rangers

themselves. With improved training, rangers are more likely to stay in their jobs longer, leading to more experienced rangers with reduced chances of injury or accidents, improved working relationships with communities, and increased endurance in harsh climatic conditions. This, in turn, helps sustain not only the livelihoods of rangers but also their dependants, preventing poverty and fostering long-term dedication of rangers to their critical conservation work.

ZSL, under Darwin Project (DARCC010) initiated trainings identified during a ranger competency assessment and a SAGE governance and equity assessment. Rangers frequently experience high-stake interactions involving communities and wildlife. The project shed light on the intricate dynamics between PAs and local communities, underscoring the need to address the increasing incidents of HWC and identified gaps within the current curriculum (particularly in areas related to fostering trust between rangers and local communities, conflict resolution, code of conduct, and dealing with problem animals). KWS recognises the need to increase access to its trainings, and to review and revise the current curriculum to ensure training modules are current and fit for purpose.

This project presents a transformational step towards a well-informed and trained ranger workforce, which will not only enhance their safety, well-being, and livelihoods, but improve their preparedness in navigating complex dynamics of their roles, while striving for improved conservation outcomes.

Section 5 - Darwin Objectives and Conventions

Q13. Biodiversity Conventions, Treaties and Agreements

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

Please indicate which agreement(s) will be supported.

- ☑ Convention on Biological Diversity (CBD)
- ☑ Convention on International Trade in Endangered Species (CITES)
- ☑ Convention on the Conservation of Migratory Species of Wild Animals (CMS)
- ☑ Ramsar Convention on Wetlands (Ramsar)
- ☑ Global Goals for Sustainable Development (SDGs)

Q13b. National and International Policy Alignment

Using evidence where available, please detail how your capability and capacity project <u>will contribute to national policy</u> (including NBSAPs, NDCs, NAPs etc.) and in turn <u>international biodiversity and development conventions</u>, treaties and agreements that the country is a signatory of.

Overall, the project seeks to contribute to GBF target 3 (the target on effective and equitable area-based conservation), with rangers critical to the successful implementation of this target [4].

The project will contribute to Kenya's National Biodiversity Strategy and Action Plan (NBSAP) [5], specifically: Target 4.1.1: Institutional capacities and Linkages; and Target 4.3 In-Situ conservation, 4.3.1 Within protected areas. Strengthen the capacity of KWS as well as linkages with other institutions. This will be done by training rangers and enhancing their skills to be able to effectively manage protected areas better. The process is on-going to revise the NBSAP to align with the GBF targets.

Furthermore, it will contribute to:

1. UN Human Rights to a Clean Healthy, and Sustainable Environment [6]:

A clean and healthy environment is a fundamental human right. By promoting responsible and effective conservation practices ensures that local communities and rangers themselves can enjoy a safer and healthier environment, free from the negative impacts of human-wildlife conflicts.

2. IUCN – ILO – UNEP Decent Work in Nature-based Solutions 2022 report [7]:

It aligns with the International Labour Organization's (ILO) framework for green jobs and labour rights. Rangers play a crucial role in conservation, and by enhancing their skills and professionalism, the project supports the principles of fair labour rights and contributes to the development of green and sustainable employment opportunities.

3. Enhanced capacity of local communities managing wildlife conservancies is a response to CITES resolutions on engagement of indigenous peoples and local communities in CITES processes.

4. RAMSAR: Crocodiles and Hippos are problematic animals occupying wetlands, who are part of the biodiversity supporting the health of wetlands. Better management of these conflicting-causing species will mean improved management of wetlands, some of which are designated Ramsar sites-wetlands of international importance.

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

Q14. Methodology

Describe the methods and approach you will use to achieve your intended <u>capability and capacity</u> Outcome and contribute towards your Impact. Provide information on:

- how you have reflected on and incorporated **<u>evidence and lessons learnt</u>** from past and present similar activities and projects in the design of this project.
- the specific approach you are using, supported by **<u>evidence</u>** that it will be effective, and **<u>justifying why you expect it will be successful</u>** in this context.
- how you will undertake the work (activities, materials and methods).
- what the **<u>main activities</u>** will be and where these will take place.
- how you will **<u>manage the work</u>** (governance, roles and responsibilities, project management tools, risks etc.).
- what practical elements will be included to embed new capabilities.

The project will be led by ZSL and involve KWS LEA, WRTI, and KWCA, as well as Kenya Forestry Service (KFS) where possible, and external partners and consultants with experience in ranger training. The project will use learnings from previous ZSL projects (including DARCC010), consultations with KWS LEA, WRTI, and KWCA, and experience of URSA members working in-country (WCS, Fauna and Flora, and WWF) to identify gaps in the national ranger training curriculum. These gaps will then be turned into new training modules and, with the support of 20 Trainer of Trainers (ToTs) selected from training institutions (which the project will train and mentor), piloted with rangers in ten sites (wildlife conservancies and national parks) across Kenya.

In 2023, while attending ZSL project workshops (DARCC010), KWS signalled intentions to review the current training curriculum with the intention of making the Law Enforcement Academy (LEA) a centre of excellence in wildlife law enforcement training, in line with the KWS Strategic Plan 2019–2024 [8]. ZSL-run workshops highlighted several opportunities to expand the training, including on the themes of Code of Conduct and Human Rights in conservation, and best practices in building trust between rangers and communities, and de-

escalation and HWC mitigation. In the current project, Kenya's ranger training curriculum, designed and owned by KWS LEA, will be reviewed by a cross-disciplinary panel of experts, including representation from KWS, WRTI and KWCA, project partners, and others. Experts will be identified based on their expertise, research and analysis skills, experience in ranger training, overall training skills, and availability. The process will involve surveys with the leadership of KWS LEA, WRTI, and KWCA, and rangers from KWS and KWCA. Collected information will serve to identify gaps in the curriculum. Expert consultation will also include a review of dynamic and participatory training methodologies to ensure trainings are engaging. Analysis of gaps will serve to inform the design of up to four introductory trainings.

The project team will then identify and recruit 20 ToTs from KWS LEA, WRTI, KWCA, KFS and private training providers in Kenya. The latter is important to expand collaboration between KWS and the private sector, and to make training more coherent across the country. Selection criteria will include availability for the programme, personal motivation qualifications, and extent of experience in training delivery. ToTs will be directly trained by experts on the new training modules, and then further enrolled in a 3-month mentorship programme with the partners (formalized through a mentorship agreement between the relevant training institution and partner) aiming to equip ToTs with insights, knowledge, and best practices to enhance and support their training capabilities. The objective is to increase the confidence of ToTs to be able to pass on their newly acquired skills and knowledge, which will be put into practice in the final stage of the project. At this stage, the project will also consider any amendments that may be required to the draft training curricula before passing on to KWS LEA.

In the final stage of the project, the cohort of ToTs will deliver the new training modules to 100 rangers in national parks, conservancies, and community areas spread across 10 sites from across Kenya, focusing on places with significant conservation challenges and wildlife dispersal.

Throughout the project, the team will monitor and evaluate delivered activities to assess impact of training and ensure effectiveness. This will include pre- and post- surveys after training of both ToTs from training institutions and of rangers from sites, supported by feedback from participants. These will be designed using Gerrie et al [9], training evaluation which tracks increased skills, knowledge, and confidence in applying these skills and knowledge over time, based on competences covered by the training. The assessment will be designed to evaluate what individuals have learnt, and how they apply those learnings over time.

The project will be governed by a team responsible for coordinating reviews and activities and ensuring that all modules are developed with input from key stakeholders. Project management tools will be employed to track progress, allocate resources, and manage risks effectively.

To embed new capabilities, the project will focus on continuous learning and adaptation. Regular feedback mechanisms will be in built in the modules to gather insights and progress from the team, partners, rangers, communities, and other stakeholders.

Q15. How will you identify participants?

How did/will you identify and select the participants (individuals and/or organisations) to directly benefit from the <u>capability and capacity building activities</u>? What makes these the most suitable participants? How will you ensure that the selection process is unbiased, fair and transparent? How have you incorporated GESI considerations in identifying participants?

The recruitment process for the project is a critical step aimed at enhancing the skills and capabilities of rangers in Kenya. The recruitment process involves two distinct groups of participants: ToTs and field rangers from conservancies and national parks in Kenya.

a) Trainers of Trainers:

To ensure the highest quality of training, the project draws expertise from a pool of ranger trainers. They will be recruited from KWS, WRTI, KWCA, and other accredited training providers in Kenya aligned to National Security and Wildlife Conservation and Management Act 2013, that will be identified during the first year. A selection process will consider factors including: qualifications; years of service; proven ability to impart knowledge effectively; sector (e.g. state vs non-state); and recommendations from training providers.

b) Rangers:

Altogether, 100 rangers will be selected from ten sites across Kenya (conservancies and national parks), chosen as locations for the pilot trainings by the project team together with KWS/KWCA. Rangers from these sites will be recruited based on a combination of criteria, including: training needs; commitment to conservation; understanding of local ecosystems; sector (state vs non-state site) and availability to participate in trainings.

Diversity in age, gender, geography, ethnic and cultural background (Indigenous Peoples and Local Communities, IP&LC), and experience will be considered throughout. As many rangers in Kenya identify as male, quota will be set for each training provider to ensure selected participants are fairly represented (see Q16).

Recruitment will follow ZSL's Equality & Diversity Policy, to ensure that core principles are being adhered to and we will model that policy to recruit rangers given the local context.

Cultural sensitivity and on-ground knowledge will be also employed, following ZSL guidance within its Global Safeguarding Policy, to ensure selected trainers and rangers will not face any kind of risk by participating in training activities.

Q16. Gender equality and social inclusion

All applicants must consider whether and how their project will contribute to promoting equality between persons of different gender and social characteristics. Explain your understanding of how individuals may be excluded from equal participation within the context of your project, and how you seek to address this. You should consider how your project will proactively contribute to ensuring individuals achieve equitable outcomes and how you will engage participants in a meaningful way.

Gender equality and women's empowerment are necessary to meet the Sustainable Development Goals. Equity and equality are one of the key objectives of the URSA Action Plan (2020) [10], written to deliver on the 2019 Chitwan Declaration [11], calling the International Ranger Federation to support more women to access the ranger workforce with equal opportunities. Between 3 and 11% of rangers identify as women[12] In Kenya, there are only a handful of women serving as rangers and even fewer in management positions. Nonetheless, all-female ranger teams are present in the country (e.g., team Lioness, Amboseli National Park). As part of the URSA Action Plan, gender equality will be one of the focuses of this project.

Where teams considered to be trained, have both male and female members, the project will ensure women will have a secured spot to access the training among ranger participant cohorts.

Other social characteristics among the ranger workforce in Kenya include representing specific communities, i.e., the marginalised communities in terms of tribes and geographical locations. Equal consideration will be given to those groups, as their indigenous knowledge and skills will complement formal training provided by the national providers and oftentimes not included in official ranger certification.

Additionally, new training modules with include elements discussing diversity, social and gender equality and ways rangers should operate to achieve the above.

For this, the project will involve KWCA, which has 154 members, including 79 community conservancies, 25

group conservancy members and 46 private conservancy members. All members employ or benefit from rangers' work on their groups to support their objective of wildlife conservation. Participants will be drawn from Government agencies and non-governmental organisations alike whose activities complete each other and all result in benefits to conservation

Q17. Change expected

Detail the expected changes to both biodiversity and multi-dimensional poverty reduction, and links between them, that this work will deliver. You should identify what will change and who exactly will benefit a) in the short-term (i.e. during the life of the project – including capability and capacity building benefits) and b) the potential changes in the long-term (after the project has ended).

When talking about how people will benefit, please remember to give details of who will benefit, differences in benefits by gender or other layers of diversity within stakeholders, and the number of beneficiaries expected. The number of communities is insufficient detail – number of households should be the largest unit used.

The project focuses on enhancing capabilities of rangers across Kenya; partly a direct response to the KWS Strategic Plan, particularly pillar 3.2.5, aiming to strengthen institutional capacity through training.

The skills will empower rangers, instill confidence, elevate overall well-being, and enhance interactions with the environment and local communities, addressing often overlooked facets of the ranger profession. The training also delves into ecological and animal behaviour, equipping rangers with insights to respond to wildlife encounters effectively and act appropriately. Conflict management is a central aspect, promoting safety whilst aiming to reduce retaliatory killings of wildlife or reduce poaching as problem-solving; which are difficult to prove and threaten high conflict, high value species.

The project addresses malpractice within the ranger workforce, promoting ethical and lawful conduct of rangers towards people they encounter (IP&LC, tourists, other rangers). Training discussing diversity, social and gender equality, will improve ranger performance when working with communities, and safeguard community members when interacting with rangers as authority figures. Upholding ethical and enlightened social safeguarding reduces risk for all. Through this, rangers themselves will be safeguarded from malpractice, enhancing chances of women, IP&LC and other underrepresented groups entering the workforce and building careers. This benefits rangers' job sustainability, and in turn for rangers' dependents (extended family, community).

By undergoing Code of Conduct, trust building with communities and de-escalation techniques when encountering communities in heightened states of conflict, rangers will have confidence in facing a variety of situations they typically would encounter. Rangers will learn how to better manage community relations through conflict resolution skills, and using different communication and coaching tools, to help pre-empt dangerous encounters with wildlife that may threaten the safety of all. ZSL's experience is that communities appreciate feeling listened to, so formalising training and confidence in rangers to cope as first responders on a tense scene can create a positive-feedback loop. Additionally, improved skills in understanding wildlife behaviour will reduce possibility of injury and death to both rangers and IP&LCs. This - intrinsically of huge value, could also ultimately reduce compensation claims lodged where government funds could then be invested in infrastructural services for communities.

In the long-term, the project's impact, benefits not only the initial group of 100 rangers trained, but also subsequent generations of rangers who will receive similar training, ensuring a sustainable legacy for protection and management of Kenya's conservation areas. Better communication between rangers and community members, joint problem-solving for HWC mitigation and prevention, can foster a culture of peaceable, conflict-resilient and legal livelihoods, enabling incident-reporting, but also helping deter illegal, disruptive forces and activities in otherwise vulnerable communities. This legacy will continue to support protection of national parks

and other vital areas, preserving biodiversity for years to come.

Beyond Kenya, the establishment of a national curriculum for ranger training paves the way for a scalable model working with URSA. This opens the possibility of replicating the approach in other countries with large ranger workforces, extending the benefits of enhanced ranger training, biodiversity conservation, and poverty reduction to a global scale.

Q18. Sustainable benefits and scaling potential

How will the project reach a point where the benefits of strengthened capability and capacity can be sustained post-funding?

How will the capability and capacity be retained and remain available to deliver benefits in-country after the project? Is there potential for the new capability and capacity to renew itself or deliver additional capability and capacity, for example by building future environmental leaders beyond the project?

This initiative primarily focuses on training a group of educators sourced from KWS parks and established wildlife conservancies nationwide in a suite of skills and competences that have been identified as crucial training gaps in the existing national curriculum.

By equipping KWS- and conservancy-based ToTs with the necessary skills and knowledge, a ripple effect is created; these trainers, once trained, will act as essential conduits, passing on their newfound expertise to grassroots-level conservancy rangers. Previously overlooked topics in conventional ranger training, such as community engagement, building trust between rangers and IP&LC, human-wildlife conflict resolution, de-escalation, and human rights will now receive the attention they deserve.

This method benefits not only the conservancies and their rangers but also organisations like KWS, WRTI, KFS and other (often private) training providers. They will gain access to a valuable repository of current knowledge, enriching the development of a more relevant curriculum. The new modules, informed by insights and experiences from conservancy-based trainers and other partners, will enhance the effectiveness of ranger training at KWS LEA. Finally, the new modules will introduce better coherency in ranger training across Kenya and stand to benefit learners into the future.

Moreover, this collaboration reduces KWS's reliance on external experts for training in areas where internal resources were previously lacking. This self-sufficiency enhances the quality of ranger training and contributes to the overall sustainability of wildlife conservation efforts in Kenya and to helping KWS achieve its aim of the LEA in Manyani being a centre of excellence in wildlife law enforcement. Subsequently, this initiative can be expanded and replicated within the Kenya Forest Service (KFS), ensuring the widespread adoption of these practices across forestry services and the Kenya Fisheries Service (KeFS), as well as their counterparts in other countries.

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

⇩ ZSL Kenya - Supporting Materials

📅 23/10/2023

🕐 17:28:40

🗎 pdf 437.85 KB

Section 7 - Risk Management

Q19. Risk Management

Please outline the <u>6 key risks</u> to achievement of your Project Outcome and how these risks will be managed and mitigated, referring to the Risk Guidance. This should include at least one Fiduciary, one Safeguarding, and one Delivery Chain Risk.

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
Fiduciary (financial) Partners not spending and recording funds in the agreed format	severe	unlikely	major	ZSL implements robust policies and procedures, subject to regular review and binding on all staff and partners, to mitigate financial risk. ZSL follows strict segregation of duties policies; prepares regular bank and cash reconciliations; and transfers funds through a traceable banking system. ZSL undertakes due diligence on partners' finance policies/procedures.	moderate
Safeguarding Harassment, abuse or sexual exploitation of project stakeholders or participants during their interactions with the project, resulting in harm caused to individuals	major	unlikely	major	ZSL has rigorous in-house safeguarding protocols and policies, binding on all partners. ZSL trains all project staff in safeguarding, GDPR and Global Code of Conduct through locally-relevant grievance and feedback mechanisms, already established here, open to all project participants, partners and stakeholders, which can be used to report safeguarding issues.	moderate
Delivery Chain The project is unable to facilitate a safe and productive governance system between KWS and communities to deliver trainings	major	possible	major	ZSL is already facilitating productive conversations between ZSL and the key partners in the proposal. ZSL is also bringing on a number of experts, who have done this work in other locations, including in Kenya, in ZSLs previous Darwin grant.	moderate

Risk 4 Lack of buy-in by the conservation institutions - Despite early collaboration arrangements, partners do not participate or deliver on their commitments to the project due to perceived interests and mistrust	major	unlikely	major	Adequate stakeholder involvement during the design, development, training and implementation of project will be undertaken. It is essential to actively engage with conservation institutions, demonstrate the project's alignment with their objectives, and seek their input and collaboration. Building a strong partnership can help ensure the project's success	moderate
Risk 5 ToTs ' apathy - Selected TOTs enter the mentorship with enthusiasm but disengage as the project progresses and do not finish their assignment.	severe	possible	severe	Incentives e.g. recognition certificates following end of the training and which will be communicated at the beginning. Mentorship will use methods to engage mentees. Exchange visits between different institutions and team working to design new training modules where ToTs learn from their counterparts, fostering a distinctive learner-centered approach to training.	high
Risk 6 ToTs not efficiently supported by mentors to design new modules - Mentors do not deliver on their commitments to support ranger trainers in designing new training modules due to lack of time and expertise.	moderate	unlikely	low	Mentors within partner organisations to be identified at early stages of the project to enable correct time and expertise commitment throughout the mentorship.	low

Q20. Project sensitivities

Please indicate whether there are sensitivities associated with this project that need to be considered if details are published (detailed species location data that would increase threats, political sensitivities, prosecutions for illegal activities, security of staff etc.).

⊙ Yes

Please provide brief details.

Communication with KWS, KWSTI, WRTI, KWCA, and project partners revealed no major sensitivities. However, potential concerns include tensions between state-employed and conservancy-based rangers, conflicts between

rangers and local communities over Human-Wildlife and Human-Human Conflicts, diversity among rangers, (rangers hail from diverse tribal backgrounds and regions, enriching Kenya's conservation efforts with unique perspectives), gender bias impacting female rangers, and LGBTQ+ rights challenges. Addressing these issues through inclusive training and equal opportunities is crucial for project success is essential.

Section 8 - Workplan

Q21. Workplan

Provide a project workplan that shows the key milestones in project activities.

⤓ ZSL Workplan - Kenya
📅 23/10/2023
🕐 11:05:08
📄 pdf 143.15 KB

Section 9 - Monitoring and Evaluation

Q22. Monitoring and evaluation (M&E)

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

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

The project team, including the Project Manager, M&E Technical Specialist, Monitoring and Technology Technical Specialist, and Operational Support, will manage project M&E.

Progress towards the project outcome will be monitored after all trainings, both ToTs and the rangers the ToTs will train. We will monitor the change in all trainees' self-assessed knowledge of the subjects covered in the curriculum and, critically, their confidence in applying that knowledge pre-, immediately post-, and six months post-training. The ToTs and rangers will also be questioned (using standardized questionnaires) on their views on the suitability and quality of all training provided. This approach is based on the methodology of Gerrie et al. (2022)[9] "Using a theory of change to evaluate the impact of a conservation training programme: a practitioner's perspective" (see the Supporting Information document). The Theory of Change guided our selection of BCF Standard Indicators suitable for assessing change in the short- and medium term. In line with the Gerrie et al. approach, we also anticipate re-assessing the ToTs and trainees one year after the training conducted under this grant (i.e., outside the grant period) as part of our ongoing engagement with Kenyan government agencies. All data from the assessments summarised above will feedback into the training programme so that it can be changed (both in terms of design and delivery) if needed adaptively.

Overall, this approach will enable us to measure the difference our training and that of the ToTs makes to individual rangers and their work increasing its impact.

Total project budget for M&E (£):	£ ▉
(this may include Staff and Travel and Subsistence Costs)	
Total project budget for M&E (%):	▉
(this may include Staff and Travel and Subsistence Costs)	
Number of days planned for M&E	20

Section 10 - Indicators of Success

Q23. Indicators of success

Please outline the Outcome and Outputs of the project and how you will show that they have been achieved by using SMART indicators and milestones.

	SMART Indicator	Means of Verification
Outcome Highly skilled and well-supported rangers in Kenya's national parks and conservancies, operating with professionalism and responsibility, leading to enhanced conservation effectiveness.	0.1 By end of Y2, KWS, WRTI, KWCA, and other providers of trainers for ToTs have improved capability and capacity as a result of project (baseline of 0) [DI-A03 Core] 0.2 Number of rangers trained at sites reporting an increased level of confidence on new subject matter as a result of project, a minimum of 6 months after training, by end of Y2 (target = 80% of rangers trained compared with a baseline of 0) [DI-A04 Core]	0.1 Number of organizations with trainers benefitting from ToTs as a result of the project employed, disaggregated by organization type. 0.2. Responses to pre- and post-training surveys with rangers measuring knowledge and confidence gained; disaggregated by gender, age group, stakeholder group, training typology.

| **Output 1**

In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies. | 1.1. By end of Q1, Y1, expert review panel convened comprising 10-15 representatives of government, conservancy, private sector, and NGO partners (target = at least one representative each from KWS, KWS LEA, WRTI, KWCA, and KFS) (baseline = 0 panels) [DI-C14].

1.2. By end of Q3, Y1, 4 draft introductory training modules developed (baseline = 0 modules) [DI-C01 Core]

1.3 By end of project, at least one local or national policy on training of rangers in law enforcement (biodiversity conservation) and HWC reduction (poverty reduction) amended (baseline = 0 policies) [DI-D03 Core] | 1.1 List of experts; disaggregated by gender, age group, and stakeholder groups

1.2. Draft training modules produced; disaggregated by knowledge product type

1.3 Policy documents; disaggregated by policy typology |
| **Output 2**

Training on new curricula, and mentorship, delivered to state and non-state Trainers of Trainers (ToTs) | 2.1. By end of Q4, Y1, 20 Trainers of Trainers from a minimum of three ranger training providers from Kenya trained in the new draft introductory training modules (baseline = 0 trainees) [DI-A01 Core]

2.2. By end of Q4, Y1, all 20 Trainers of Trainers enrolled in structured mentorship programme with partners to embed training received (baseline = 0 trainees) [DI-A02 Core]

2.3. By end of Q2, Y2, all 20 Trainers of Trainers from all institutions report an increase in confidence in ability to deliver onward training on new topics at least 6 months after training (baseline = 0 trainers) [DI-A04 Core] | 2.1. List of ToTs, disaggregated by gender, age group, and stakeholder group.

2.2. Mentoring agreements between ToT institution and partner; disaggregated by gender, age group, stakeholder group, host organisation, training typology, and proportion of trained people employed by their host organisation at project end.

2.3. Responses to pre- and post-training /mentorship questionnaires with ToTs measuring knowledge and confidence gained, disaggregated by organization type. |

Output 3 Pilot training modules delivered in situ by ToTs to rangers from 10 conservation areas, including selected conservancies, National Parks and Problem Animal Management Units (PAMUs)	3.1. By start of Q3, Y2, all 20 Trainers of Trainers have delivered training on new training modules to selected rangers from conservancies, National Parks and PAMUs (baseline = 0 on new training modules) [DI-A05 Core] 3.2. By start of Q3, Y2, 100 rangers from 10 sites in Kenya are trained in the new modules (baseline = 0 rangers trained in new modules) [DI-A01 Core]	3.1. List of ToTs involved in delivery of training of new modules to rangers, disaggregated by gender, age group and stakeholder group. 3.2. List of participants, disaggregated by gender, age group, stakeholder group, training typology, and proportion of trainees employed by their host organisation at the end of the project
Output 4 *No Response*	*No Response*	*No Response*

Activities

Each activity is numbered according to the Output that it will contribute towards, for example, 1.1, 1.2, 1.3 are contributing to Output 1.

Output 1: In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies.
1.1. Select experts who will work on review of the national ranger training curriculum, including representatives from KWS, WRTI, KWCA and drawn from project partners' networks.
1.2. Evaluate the KWS national ranger training curriculum delivered by KWS LEA.
1.3. Hold discussions with KWS, KWS LEA, WRTI and KWCA leadership.
1.4. Survey KWS and KWCA rangers, to ascertain their specific training needs.
1.5. Community focus group discussions to gather information on points of tension between communities and rangers to understand how to tailor trainings.
1.6. Experts prepare a comprehensive report highlighting training gaps, based on the review of training materials, meetings, surveys, and focus group findings.
1.7. Expert group develops draft comprehensive training curricula based on the identified gaps.

Output 2: Training on new curricula, and mentorship, delivered to state and non-state Trainers of Trainers (ToTs)

2.1. Recruitment of a cohort of 20 ToTs from KWS, KWCA and other training providers, following identification and assessment of providers.
2.2. Deliver training on new training modules to ToTs to equip providers with knowledge, skills, and materials to deliver high-quality training.
2.3. Selection and confirmation of mentors from partner organisations who possess the expertise and experience necessary to guide and mentor ranger trainers effectively.
2.4. Design and execute a structured 3-month mentorship programme for the 20 ToTs, providing valuable insights, knowledge, and best practices to enhance their training capabilities.
2.5. Run pre- and post-training and mentorship questionnaires for ToTs to understand gain in knowledge, understanding and confidence.
2.6. Make revisions to the training curricula incorporating feedback from ToTs.

Output 3: Pilot training modules delivered in situ by ToTs to rangers from 10 conservation areas, including selected conservancies, National Parks and Problem Animal Management Units (PAMUs)

3.1. Plan for the delivery of these training modules across 10 conservation areas in Kenya, benefiting both state and conservancy rangers.

3.2 The 20 ToTs deliver training sessions to approximately 100 rangers across 10 regionally representative sites, including conservancies, national parks, and Problem Animal Management Units

3.3. Administer pre-training and post-training surveys to the rangers to assess the knowledge gained, quality of delivery, and gather feedback on potential improvements.

3.4. M&E: Collect and analyse data from surveys and questionnaires to measure the impact of the training on ranger knowledge and performance.

Important Assumptions:

Please describe up to 6 key assumptions that, if held true, will enable you to deliver your Outputs and Outcome.

1. KWS and WRTI committed to partnering in the project.

2. KWS LEA ranger training materials will be made available to recruited experts for review.

3. KWS, WRTI, KWCA representatives and rangers available for interviews allowing systematic collection of material on gaps and needs, providing basis for creating new training modules (beyond initial discussions).

4. Ranger trainers and assigned mentors (in-country project partners' staff) and experts available for training and mentorship period.

5. Ranger trainers complete 3-month mentorship, and successfully design and deliver new training modules.

6. Rangers from 10 sites across 8 regions available and willing to be trained.

Section 11 - Budget and Funding

Q24. Budget

Please complete the appropriate Excel spreadsheet, which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet.

  ⤓ Budget-over-£100k- ZSL Kenya
  🗓 23/10/2023
  🕛 11:21:25
  🗐 xlsx 93.5 KB

Q25. Alignment with other funding and activities

This question aims to help us understand how familiar you are with other work in the geographic/thematic area, and how this proposed project will build on or align with this to avoid any risks of duplicating or conflicting activities.

Q25a. Is this new work or does it build on existing/past activities (delivered by anyone and funded through any source)?

◉ Development of existing/past activities

Please provide details:

This project builds on two currently (2023) delivered projects:

Building effective and equitable multi-stakeholder mitigation of HWC in Tsavo, an ongoing DIC&C funded project aimed at reducing HWC, fostering equitable co-existence through best practices and civil society engagement. A specific competency needs assessment was conducted as per IUCN Competency register revealing a range of gaps that ZSL is working to bridge through targeted training. A site-level assessment of governance and equity (SAGE) was also conducted, and an action plan drawn. Further, KWS problem animal control and management units, Tsavo Trust and selected community members have been trained on building and sustaining trust in daily lives. An awareness raising workshop on the global ranger code of conduct has also taken place. All training and workshops have been received positively; with KWS expressing appetite for more. Three stakeholder workshops have also been held and HWC mitigation knowledge shared. Through this, actors have seen value in collaboration with each other in resolving HWC issues.

Giving Rangers Training, Tools & Technology in Kenya (GRTTT-K) project by WWF Kenya funded by the US, focussing on delivery of technical training (law enforcement, de-escalation) to combat of wildlife crime, and provision of tools and equipment.

Q25b. Are you aware of any current or future plans for work in the geographic/thematic area to the proposed project?

◉ Yes

Please give details explaining similarities and differences, and explaining how your work will be additional, avoiding duplicating and conflicting activities and what attempts have been/will be made to co-operate with and share lessons learnt for mutual benefit.

This project is the first to systematically approach professionalisation of ranger workforces by reviewing and re-designing the national and official ranger training curriculum. While efforts have been made to enhance workforce professionalism by various organisations globally (including URSA members) none have focused on reviewing the curriculum for the entire country's ranger workforce.

Specifically, WWF Kenya has worked on improving some elements of ranger training concentrating on technical training for law enforcement and providing tools and equipment through their GRTTT-K project. However, these initiatives did not include the comprehensive evaluation of the curriculum that impacts all ranger personnel in the country.

Our project aims to address this shortfall by thoroughly examining the existing national ranger training curriculum, identifying gaps, outdated content, and areas needing improvement and incorporating new and emerging trends. We will collaborate with stakeholders, including WWF Kenya, to develop practical recommendations for curriculum enhancements. This effort will empower rangers with updated knowledge and skills needed to effectively protect our natural resources and wildlife, contributing significantly to environmental preservation.

Q26. Value for Money

Please demonstrate why your project is good value for money in terms of impact and cost-effectiveness of each pound spend (economy, efficiency, effectiveness and equity). Why is it the best feasible project for the amount of money to be spent?

The project design takes into account economy, efficiency, effectiveness and equity, demonstrating robust value for money for the investment.

Economy: The project utilises knowledge, skills and resources within the networks of and project management, which reduces time and cost required to recruit facilitators, experts, and mentors.

Efficiency: ZSL already has an established governance structure and membership with the Conservation Alliance of Kenya (CAK), which will be utilised when delivering trainings or convening key government staff.

Effectiveness: The project builds upon work and relationships that have already been initiated, allowing for greater impact within its timeframe. The project design has been informed by lessons learned through previous projects in the Tsavo landscape, and by needs and obstacles identified through our existing work with KWS, WRTI and local communities. By developing stronger working relationships between KWS and other stakeholders, as well as increased capacity and skills within KWS, the project will ensure current and future conservation and poverty alleviation projects will have a greater impact. The ToT approach will embed expertise which can be passed on to subsequent generations of rangers.

Equity: By building trust and reducing conflict the project aims to improve relationships between rangers and communities, as well as improving the wellbeing of Kenya's rangers.

Although the majority of budget is to be spent by ZSL, it is largely directed to be spent in Kenya, utilizing ZSL Kenya's skills and knowledge to support capacity building, embedding expertise that will benefit the ranger workforce and having biodiversity outcomes in the long-term.

Q27. Capital items

If you plan to purchase capital items with Darwin funding, please indicate what you anticipate will happen to the items following project end. If you are requesting more than 10% capital costs, please provide your justification here.

This project does not include purchasing capital items.

Section 12 - Safeguarding and Ethics

Q28. Safeguarding

All projects funded under the Biodiversity Challenge Funds must ensure proactive action is taken to promote the welfare and protect all individuals involved in the project (staff, implementing partners, the public and beneficiaries) from harm. In order to provide assurance of this, projects are required to have specific procedures and policies in place.

Please upload the following required policies:

- **Safeguarding Policy**: including a statement of commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse.
- **Whistleblowing Policy**: which details a clear process for dealing with concerns raised and protects whistle blowers from reprisals.
- **Code of Conduct**: which sets out clear expectations of behaviours – inside and outside the workplace – for all involved in the project and makes clear what will happen in the event of non-compliance or breach of these standards, including compliance with IASC 6 Principles.

If any of these policies are integrated into a broader policy document or handbook, please upload just the relevant or equivalent sub-sections to the above policies, with (unofficial) English translations where needed.

Please outline how (a) beneficiaries, the public, implementing partners, and staff are made aware of your safeguarding commitment and how to confidentially raise a concern, (b) safeguarding issues are investigated, recorded and what disciplinary procedures are in place when allegations and complaints are upheld, (c) you will ensure project partners uphold these policies.

If your approach is currently limited or in the early stages of development, please clearly set out your plans address this.

The project will undergo a full assessment to ensure any programmatic risks and possible negative impacts on communities and biodiversity are mitigated for and reported on. ZSL, in collaboration with partners, already have in place tools and mitigation measures to identify, monitor and manage human-rights issues in a participatory manner, alongside community-based grievance mechanisms, as used across ZSL's operations. Additional assessment and mitigation will take place throughout the project cycle.

a) Partners have been made aware of ZSL's Global Safeguarding Policy before forming collaboration agreements. Contracts include a commitment to act in accordance with the Policy, or a verified statement that a policy of equivalent standard is in place. Partners must evidence that they have cascaded policies to all staff involved. Internal and external stakeholders can report to the Designated Safeguarding Officer or report through the whistleblowing hotline.

(b) ZSL will apply appropriate disciplinary measures to staff/partners found in breach of the Policy which may result in termination of employment/engagement and notifying police.

c) Due diligence processes will be in place to ensure compliance, forming part of ZSL's partner monitoring arrangements. ZSL will support partners in developing and implementing the safeguarding policy and procedures, covered in partner agreements.

Section 13 - British Embassy or High Commission Engagement

Q29. British embassy or high commission engagement

It is important for UK Government representatives to understand if UK funding might be spent in the project country/ies. Please indicate if you have contacted the relevant British embassy or high commission to discuss the project and attach details of any advice you have received from them.

⊙ Yes

Please attach evidence of request or advice if received.

⌖ EXT RE Darwin Capability and Capacity Grant ap
  plication
🗓 23/10/2023
🕐 11:25:49
  exe 184.5 KB

Section 14 - Project Staff

Q30. Project staff

Please identify the core staff (identified in the budget), their role and what % of their time they will be working on the project.

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Gurveena Ghataure	**Project Leader**	10	Unchecked
Olga Biegus	Project Support online (URSA Programme Manager)	11	Unchecked
Moses Wekesa	Project Support on site (Community Liason Officer)	15	Unchecked
Belynda Atieno	Financial management and reporting (Finance and HR Manager)	10	Unchecked

Do you require more fields?

⊙ Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
TBC	Project Manager	100	Unchecked
Annsarah Wangui	Monitoring and Technology Technical Specialist	10	Unchecked
Lucy Archer	Environmental & Social Safeguarding Specialist	3	Unchecked
Lena Jeha	M&E Technical Specialist	3	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked
No Response	*No Response*	0	Unchecked

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

⚒ ZSL Kenya - CVs combined
🗓 23/10/2023
🕐 17:56:56
🗎 pdf 1.19 MB

Have you attached all project staff CVs?

⊙ Yes

Section 15 - Project Partners

Q31. Project Partners

Please list all the Project Partners (including the Lead Partner who will administer the grant and coordinate delivery of the project), clearly setting out their roles and responsibilities in the project including the <u>extent of their engagement so far</u>.

Lead Partner name:	The Zoological Society of London
Website address:	https://zsl.org
Why is this organisation the Lead Partner, and what value to they bring to the project? (including roles, responsibilities and capabilities and capacity):	Role: Lead Partner Responsibility: Conducting a review of the curriculum with partners and a gap assessment with KWS and supporting the development of new and existing training modules to be incorporated into the new curriculum. Recommendation and dissemination of piloted and updated Best Practice Guidelines for Ranger trainings based on the pilots done in the previous Darwin project community engagement and equitable HWC governance to KWS and other conservation stakeholders. Capability and Capacity: ZSL is well-positioned to be the Lead Partner owing to our long history as a technical partner of KWS, delivering technical support and capacity-building to both KWS and other local partner NGOs. Complementing this is our experience working with communities and, more specifically, the relationship and trust we have built with the target communities living on the northern border of Tsavo West National Park delivering training modules to support ranger training and working to build trust between communities and rangers. Additionally, ZSL has internal capabilities and staff expertise in facilitating conflict management. ZSL also has a permanent team based in Mtito Andei, which is close to the KWS LEA ideally located for engaging with the LEA staff there.
International/In-country Partner	⊙ International
Allocated budget (proportion or value):	£▉▉▉▉▉
Represented on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

Do you have partners involved in the Project?

⊙ Yes

1. Partner Name:	WWF Kenya
Website address:	https://www.wwfkenya.org/

What value does this Partner bring to the project? **(including roles, responsibilities and capabilities and capacity):**	WWF has been working in Kenya since 1962 alongside the government, civil society, private sector organisations and local communities to contribute towards providing an enabling environment for the achievement of sustainable natural resource management. In recent years it focused on improving Kenya's ranger capacity to support its conservation strategy. Through WWF International, WWF Kenya is also part of URSA, and supports URSA's objectives. In this project WWF Kenya's team will draw on their experience in the country to identify experts, ranger trainers (ToTs) and field rangers. It will also provide mentor to support the design on new training modules.
International/In-country Partner	⊙ International
Allocated budget:	£▮▮▮
Representation on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

2. Partner Name:	Kenya Wildlife Service
Website address:	https://www.kws.go.ke/

What value does this Partner bring to the project? **(including roles, responsibilities and capabilities and capacity):**	The Kenya Wildlife Service (KWS) is a state agency established by an Act of Parliament to lead conservation and management of wildlife in Kenya guided by the Wildlife Conservation & Management Act (2013). KWS manages 23 National Parks, 28 National Reserves, 4 National Sanctuaries, 125 field stations outside protected areas, as well as training institutes, workshop areas, research centres. KWS training institution, KWS Law Enforcement Academy – Manyani offers paramilitary training, as well as training for community rangers and scouts. The Academy's curriculum has expanded over the years to embrace new subjects ideal for tackling the evolving conservation challenges in the country and beyond. The Academy is headed by a Senior Assistant Director (Commandant) and has 30-50 instructors of various ranks and skill (especially in endurance). KWS and the KWS Law Enforcement Academy are key to the project success as cumulatively combining ranger training which defines the national curriculum. Representatives from each of the three, will be involved in reviewing the curriculum, providing vital feedback to training gaps they want to address, supporting recruitment of ranger trainers (ToTs), supporting design of the new courses and, ultimately – incorporating new training modules into the curriculum.
International/In-country Partner	⊙ In-country
Allocated budget:	£ █
Representation on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

3. Partner Name:	Wildlife Research and Training Institute (WRTI)
Website address:	https://wrti.go.ke/

What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	The Wildlife Research and Training Institute (WRTI) was established as a state agency following amendments to the Wildlife Conservation and Management Act Cap 376 in 2013. Comprised of staff formerly associated with the Kenya Wildlife Service (KWS) and the former KWS Training Institute (KWSTI), the institute has expanded its scope. It is actively developing a range of educational programs in environmental, natural resource, and wildlife conservation. WRTI benefits from a team of experienced scientists proficient in both academia and fieldwork. Field-based scientists are strategically located in various national parks across Kenya, working closely with rangers. The institute's primary role involves providing advisory services to entities such as the Kenya Wildlife Service, Kenya Forest Service, and Kenya Fisheries Service. Additionally, WRTI serves as a repository for diverse data, facilitating analysis, interpretation, and dissemination. Partnering with WRTI on this project is of great strategic importance, given their expertise and vital role in the conservation and management of Kenya's natural resources.
International/In-country Partner	⊙ In-country
Allocated budget:	£▮▮▮
Representation on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

4. Partner Name:	Kenya Wildlife Conservancies Association (KWCA)
Website address:	https://kwcakenya.com/
What value does this Partner bring to the project? (including roles, responsibilities and capabilities and capacity):	KWCA is the national umbrella organization for wildlife conservancies in Kenya. KWCA serves as the primary advocate and coordinating body for conservancies across the nation, facilitating the exchange of best practices, standardization, and a unified voice in support of sustainable wildlife conservation.

Our core areas of focus encompass Policy Advocacy, Networking and Communication, and Capacity Building. Through these functions, KWCA plays a pivotal role in advancing the mission of conservancies and their rangers, not only at the grassroots level but also at the county and national levels. They support rangers and conservancies through policy advocacy, networking and capacity building.

KWCA will bring their expertise of working and representing community rangers in reviewing the national curriculum and in designing the training modules. They will support convening relevant experts in Kenya. |
| **International/In-country Partner** | ⊙ In-country |
| **Allocated budget:** | £▮▮ |

Representation on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

5. Partner Name:	Universal Ranger Support Alliance (URSA)
Website address:	www.ursa4rangers.org
What value does this Partner bring to the project? **(including roles, responsibilities and capabilities and capacity):**	URSA was launched in July 2020 as a coalition of conservation organisations supporting and promoting the International Ranger Federation to build a network of well-supported, professional, and capable rangers, who can act effectively as custodians of the natural world. As of 2023, URSA has 23 member organisations. Ten of these, with international reach, include: -ZSL -World Wild Fund (WWF) -Fauna & Flora -Conservation International -Wildlife Conservation Society -Re:wild -Force for Nature -Panthera -IUCN World Commission on Protected Areas -International Ranger Federation Since its launch, URSA published a number of reports, guidelines and research papers on rangers and for rangers aiming to deliver on the International Ranger Federation's commitments from the Chitwan Declaration, including improved training, diversity, employment and welfare, safeguards and relations with IP&LC. For this project URSA members will provide access to experts and their networks knowledge (review of curriculum, support in designing new training modules), selection of sites, recommendation and selection of training providers, ToTs, and training participants, as well as supporting project implementation (URSA Programme Manager). It's Partner – Game Ranger Association of Africa, will facilitate communication with training providers, support curriculum review and ranger trainers' recruitment.
International/In-country Partner	⊙ International
Allocated budget:	£▉▉▉▉
Representation on the Project Board (or other management structure)	⊙ Yes
Have you included a Letter of Support from this partner?	⊙ Yes

6. Partner Name:	*No Response*
Website address:	*No Response*
What value does this Partner bring to the project?	
	No Response
(including roles, responsibilities and capabilities and capacity):	
International/In-country Partner	○ International ○ In-country
Allocated budget:	£0.00
Representation on the Project Board (or other management structure)	○ Yes ○ No
Have you included a Letter of Support from this partner?	○ Yes ○ No

If you require more space to enter details regarding Partners involved in the project, please use the text field below.

No Response

Please provide a combined PDF of all letters of support.

   ⤓ ZSL Kenya - Letters of Support combined
   ▦ 23/10/2023
   🕐 17:43:19
   ▣ pdf 2.04 MB

Section 16 - Lead Partner Capability and Capacity

Q32. Lead Partner Capability and Capacity

Has your organisation been awarded Biodiversity Challenge Funds (Darwin Initiative, Darwin Plus or Illegal Wildlife Trade Challenge Fund) funding before (for the purposes of this question, being a partner does not count)?

⦿ Yes

If yes, please provide details of the most recent awards (up to 6 examples).

Reference No	Project Leader	Title

30-003	Susie Offord-Woolley	Developing a sustainable model for human-elephant coexistence in Thailand
30-005	Bhagawan Raj Dahal	Protection to community engagement: Managing Nepal's youngest transborder National Park
DAREX008	Ms Katherine Secoy	Championing change: Living in harmony with wildlife in lowland Nepal
29-011	Bishnu Prasad	Terai Arc: Community stewardship to secure wildlife corridors and livelihoods
DARCC001	Paul Barnes	Mainstreaming livelihoods, health, poverty, and wellbeing into EDGE species conservation
DARCC010	Fridah Mutili	Building effective and equitable multi-stakeholder mitigation for HWC in Tsavo

Have you provided the requested signed audited/independently examined accounts (or other financial evidence as indicated in the Finance Guidance)?

⊙ Yes

Section 17 - Certification

Q30. Certification

If this section is incomplete the entire application will be rejected.

Please note if you do not upload the relevant materials below your application may be made ineligible.

On behalf of the

Trustees

of

The Zoological Society of London

I apply for a grant of

£199,539.00

I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.

(This form should be signed by an individual authorised by the applicant institution to submit applications and sign contracts on their behalf.)

- I have enclosed CVs for key project personnel, a cover letter, letters of support, a budget, logframe, theory of change, Safeguarding and associated policies, and project workplan.
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence – see Finance Guidance) are also enclosed.

Checked

Name	Andrew Terry
Position in the organisation	Director of Conservation & Policy
Signature (please upload e-signature)	⤓ <u>AT_sig</u> ▦ 23/10/2023 ⏱ 11:52:29 ▤ jpg 4 KB
Date	23 October 2023

Please attach the requested signed audited/independently examined accounts or other financial evidence (see Finance Guidance)

⤓ <u>ZSL Annual Report and Audited Accounts 2021-22</u>
▦ 23/10/2023
⏱ 11:55:36
▤ pdf 2.83 MB

⤓ <u>ZSL Annual Report and Audited Accounts 2020-21</u>
▦ 23/10/2023
⏱ 11:55:28
▤ pdf 4.83 MB

Please upload the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct as a PDF

⤓ <u>ZSL Policies combined</u>
▦ 23/10/2023
⏱ 17:44:49
▤ pdf 502.16 KB

Section 18 - Submission Checklist

Checklist for submission

	Check
I have read the Guidance, **including the "Darwin Initiative Guidance", "Monitoring Evaluation and Learning Guidance", "Standard Indicator Guidance", "Risk Guidance", and "Finance Guidance".**	Checked
I have read, and can meet, the current Terms and Conditions **for this fund.**	Checked
I have provided actual start and end dates **for the project.**	Checked
I have provided my budget based on UK government financial years **i.e. 1 April – 31 March and in GBP.**	Checked
I have checked that our budget is complete, **correctly adds up and I have included the correct final total at the start of the application.**	Checked
The application been signed by a suitably authorised individual **(clear electronic or scanned signatures are acceptable).**	Checked
I have attached the below documents to my application: • **a** cover letter from the Lead Partner, **outlining how any feedback received at has been addressed where relevant, as a single PDF.**	Checked
• my budget (which meets the requirements above) using the template provided.	Checked

• a signed copy of the last 2 annual report and accounts for the Lead Partner (or other financial evidence – see Finance Guidance, or provided an explanation if not	Checked
• My completed workplan as a PDF using the template provided.	Checked
• a copy of the Lead Partner's Safeguarding Policy, Whistleblowing Policy and Code of Conduct (Question 27).	Checked
• 1 page CV or job description for all the Project Staff identified at Question 29, including the Project Leader, or provided an explanation of why not, combined into a single PDF.	Checked
• A letter of support from the Lead Partner and partner(s) identified at Question 30, or an explanation of why not, as a single PDF.	Checked
I have been in contact with the FCDO **in the project country/ies and have included any evidence of this. If not, I have provided an explanation of why not.**	Checked
My additional supporting evidence is in line with the requested evidence, amounts to a maximum of 5 sides of A4, and is combined as a single PDF.	Checked
(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.	Checked
I have checked the Darwin Initiative website **immediately prior to submission to ensure there are no late updates.**	Checked
I have read and understood the Privacy Notice on the Darwin Initiative website**.**	Checked

We would like to keep in touch!

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

Checked

Data protection and use of personal data

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

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

Project Title: Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Output 1	In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies.	8	x	x	x	x				
1.1	Select experts who will work on review of the national ranger training curriculum, including representatives from KWS, WRTI, KWCA and drawn from project partners' networks	1	x							
1.2	Evaluate the KWS national ranger training curriculum delivered by KWS LEA.	1	x	x						
1.3	Hold discussions with KWS, KWS LEA, WRTI and KWCA leadership	1	x							
1.4	Survey KWS and KWCA rangers, to ascertain their specific training needs.	1	x							
1.5	Community focus group discussions to gather information on points of tension between communities and rangers to understand how to tailor trainings.	1.5	x	x						
1.6	Experts prepare a comprehensive report highlighting training gaps, based on the review of training materials, meetings, surveys, and focus group findings	1		x						
1.7	Expert group develops draft comprehensive training curricula based on the identified gaps.	2			x					
Output 2	Training on new curricula, and mentorship, delivered to state and non-state Trainers of trainers (ToTs)	5			x	x	x			
2.1	Recruitment of a cohort of 20 ToTs from KWS, KWCA and other training providers, following identification and assessment of providers	1				x				
2.2	Deliver training on new training modules to ToTs to equip providers with knowledge, skills, and materials to deliver high-quality training.	2					x	x		
2.3	Selection and confirmation of mentors from partner organisations who possess the expertise and experience necessary to guide and mentor ranger trainers effectively.	2						x		
2.4	Design and execute a structured 3-month mentorship programme for the 20 ToTs, providing them with valuable insights, knowledge, and best practices to enhance their training capabilities.	4						x	x	
2.5	Run pre- and post-training and mentorship questionnaires for ToTs to understand gain in knowledge, understanding and confidence.	2						x	x	

Project Title: Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas

	Activity	No. of months	Year 1 (24/25)				Year 2 (25/26)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.6	Make revisions to the training curricula incorporating feedback from ToTs.	7		x	x	x	x	x	x	
Output 3	Pilot training modules delivered in situ by ToTs to rangers from 10 conservation areas, including selected conservancies, National Parks and Problem Animal Management Units	4						x	x	x
3.1	Plan for the delivery of these training modules across 10 conservation areas in Kenya, benefiting both state and conservancy rangers.	5						x	x	x
3.2	The 20 ToTs deliver training sessions to approximately 100 rangers across 10 regionally representative sites, including conservancies, national parks, and Problem Animal Management Units (PAMUs)	4						x	x	x
3.3	Administer pre-training and post-training surveys to the rangers to assess the knowledge gained, quality of delivery, and gather feedback on potential improvements.	1						x		x
3.4	M&E: Collect and analyse data from surveys and questionnaires to measure the impact of the training on ranger knowledge and performance.	5						x		x