

Darwin Initiative Capability & Capacity: Annual Report

To be completed with reference to the "Project Reporting Information Note":

(<https://www.darwininitiative.org.uk/resources/information-notes/>).

It is expected that this report will be a **maximum of 20 pages** in length, excluding annexes)

Submission Deadline: 30th April 2025

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Darwin Initiative Project Information

Project reference	DARCC041
Project title	Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas
Country/ies	Kenya
Lead Organisation	Zoological Society of London (ZSL)
Project partner(s)	Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), Kenya Wildlife Conservancies Association (KWCA), Wildlife Research and Training Institute (WRTI), Universal Ranger Support Alliance (URSA), WWF-Kenya, Game Rangers Association of Africa (GRAA)
Darwin Initiative grant value	£199,539.00
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Reporting period (e.g. Apr 2024 – Mar 2025) and number (e.g. Annual Report 1, 2, 3)	April 2024 – March 2025; Annual Report 1
Project Leader name	Gurveena Ghataure
Project website/blog/social media	https://www.zsl.org/what-we-do/projects/kenya-conservation-work Twitter: @ZSLAfrica
Report author(s) and date	Robert Kimathi; Gurveena Ghataure; Fridah Mutili; Annsarah Mhuri April 2025

1. Project summary

Project overview – capability and capacity need

The *Ranger Empowerment: Strengthening Skills in Kenya's Conservation Areas* project, led by the Zoological Society of London (ZSL), seeks to address critical capability and capacity gaps in Kenya's ranger workforce. The project responds to the urgent need to professionalize and enhance the skills of rangers who operate across state-run protected areas – specifically National Parks, National Reserves and Forest Reserves, as well as community conservancies. Rangers play a frontline role in biodiversity protection, yet often lack access to comprehensive training, with many reporting minimal or outdated instruction. This undermines their ability to effectively manage conservation areas and navigate growing challenges such as community relations and human-wildlife conflict (HWC).

Why this is relevant and for whom

The project directly targets rangers, ranger trainers, and Kenya's national conservation organisations, including Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), Wildlife Research and Training Institute (WRTI), and Kenya Wildlife Conservancies Association (KWCA). These stakeholders

identified a pressing need to revise national ranger curricula to align with modern conservation demands and global best practices, such as those outlined in the URSA Global Ranger Competence Register and locally from the National Wildlife Training Agenda. With fewer than 8,000 rangers in protected areas, and low access to structured training, enhancing their effectiveness is vital for improved conservation outcomes and community wellbeing.

Biodiversity and human development challenges

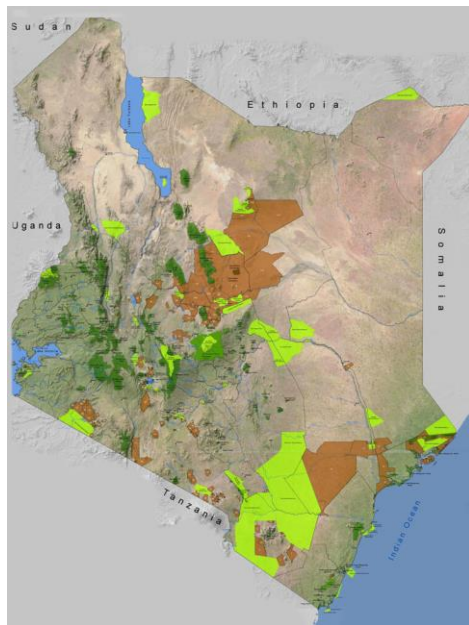
The project addresses key biodiversity challenges by strengthening rangers' capacity to engage effectively with protected area communities, safeguard ecosystems, manage wildlife, and respond to threats such as escalating HWC. By strengthening ranger capacity within the Kenya Forest Service (KFS), the project directly supports one of the Kenyan government's key environmental priorities: planting 15 billion trees by 2032 to increase national forest cover to 30%. From a human development perspective, better trained rangers promote safer interactions with communities, improve trust, and help reduce conflict-related incidents, thereby supporting livelihoods, enhancing safety, and reducing poverty risks for both rangers and the communities they serve.

Problem identification

The project design is informed by a ranger competency needs assessment, feedback from ranger training institutions, expert consultations, and community Focus Group Discussions (FGDs). Surveys revealed that only 20% of sites surveyed offer regular ranger training. Gaps in skills related to community engagement, ethics, HWC mitigation, and trust-building were highlighted. Insights from ZSL's previous Darwin-funded project: *Building effective and equitable multi-stakeholder mitigation for HWC in Tsavo* also highlighted the above key gaps in soft skills training.

Location

The project is being implemented across Kenya, targeting ten conservation areas that include national parks, forest reserves, and community conservancies. Sites are chosen to reflect regional diversity, areas with ranger-community tensions and conservation challenges. The newly developed trainings will be held at the KWS Law Enforcement Academy in Manyani, and the KFS Law Enforcement Academy in Gilgil and will be delivered through field-based Trainer of Trainers (ToTs).



Map of National Parks & Reserves (yellow green) and Conservancies (brown) in Kenya - KWCA

2. Project stakeholders/ partners

Collaboration and stakeholder engagement

The project has adopted a collaborative and inclusive approach throughout its first year, bringing together three key government partners: Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), and the Wildlife Research & Training Institute (WRTI), as well as principal NGO partners including the Universal Ranger Support Alliance (URSA), Kenya Wildlife Conservancies Association (KWCA), World Wide Fund for Nature (WWF), and the Game Rangers Association of Africa (GRAA). A relationship-mapping and planning exercise, using a tool developed under ZSL's FAIRER programme, was conducted to support engagement with these actors [Annex 1].

The project builds on a long-term partnership between ZSL and KWS dating back to 1989 which focussed originally on black rhino conservation in Tsavo, later expanding to include community engagement. Following the conclusion of the Darwin Initiative funded project *Building Effective and Equitable Multi-Stakeholder Mitigation for HWC in Tsavo*, KWS expressed interest in embedding the key soft skills highlighted during that project into their formal ranger curriculum. The current project was co-developed with input from KWS and WRTI, with the former providing a letter of support at proposal stage, followed by formal approval from the Director General's Office in Q3Y1 [See Annex 2]. Two key KWS focal points have been identified: the Commandant of the Law Enforcement Academy (LEA), who receives activity updates and reports; and the Deputy Director of Wildlife Protection at KWS HQ. This new project provided an opportunity to scale up the previously Tsavo-focused collaboration between ZSL and KWS to a national level,

strengthening the partnership through ZSL's support in building institutional capacity. This includes training Trainers of Trainers (ToTs) and a pilot cohort of rangers drawn from multiple sites. While past collaborations had concentrated on a single region, this initiative enables capacity-building at both organisational and national levels.

The inclusion of KFS as a key project partner reflects their significant and growing role in biodiversity protection nationally. With a ranger workforce of 4,800 (larger than KWS) having been issued with a mandate to increase numbers by 50% in support of the government's 15 billion tree planting initiative, KFS's inclusion is both timely and strategic. It has enabled the project to extend its reach to additional biodiversity rich landscapes that are ecologically sensitive and closely connected to local communities. A formal inception meeting with KFS senior leadership took place on 13 August 2024, followed by the formation of a dedicated project committee chaired by the Deputy Commandant. KFS committed to sharing its training materials and has actively participated in the planning, coordination, and follow-up of all project activities during Year 1. KFS is a new partner for ZSL, and the collaboration holds great potential. KFS's mandate to protect Kenya's biodiversity hotspots, work in tandem with local communities, and explore nature-based finance mechanisms aligns closely with ZSL's Kenya strategy. This project offers an excellent opportunity to initiate a long-term partnership between the two organisations. An MoU between ZSL and KFS is currently in development to formalise this collaboration [See Annex 3].

WRTI (Kenya's national Wildlife Research and Training Institute) has played an important technical role in the project, contributing to curriculum review, gap analysis, and upcoming training design. The curriculum review framework, used to guide the expert review panellists, was co-developed with WRTI input [Annex 4]. Their recently completed sector-wide Training Needs Assessment (TNA) and National Wildlife Training Agenda [Annex 5] are being used as national benchmarks to inform the review process and training module development. Formal correspondence outlining WRTI's partnership role was sent to the Director [Annex 6], and an organisational level MoU is under discussion.

KWCA is another key ranger stakeholder, representing 167 conservancies and more than 4,000 community rangers (scouts) across Kenya. As a major client of KWS training, their participation in the curriculum review workshop was essential to ensure the training content reflects conservancy priorities, while also facilitating the sharing of relevant ranger survey findings and course materials [Annex 7]. KWCA has also played a key role in facilitating community engagement, supporting Focus Group Discussions (FGDs) in Kasigau Ranch (southeast Kenya) and recommending Il Ngwesi Conservancy (northern Kenya) as an additional site to capture regionally distinct community-ranger dynamics. Their guidance has enhanced the community data points being captured through the project. A formal project briefing was issued to the KWCA CEO, who responded positively [Annex 8], and an MoU is being developed.

URSA and WWF have contributed since the proposal stage. URSA's former Programme Manager supported the drafting of the application, and ZSL - an active URSA Committee member - is using URSA's Global Ranger Competence standards as a benchmark across the project. URSA has contributed technical input to the expert review panel and has provided key ranger resources. With support from URSA's sub-grant, five core training resources have been translated into Kiswahili, and these will be made publicly available via the URSA website [Annex 9]. WWF has been actively involved in the project's technical design, data collection tools, and curriculum review. This collaboration has been informed by WWF's recent ranger-focused project: *Giving Rangers Technology, Tools and Training to Counter Wildlife Trafficking in Kenya* and a report on ranger perceptions [Annex 10]. GRAA, a new partner for ZSL, has provided regional insights from across Africa, and their participation has strengthened the project's continental relevance. A project briefing document was shared with GRAA [Annex 11].

All partners have reviewed and provided feedback on data collections tools, including the ranger survey and FGD questionnaires. In response to a request from KWS, an additional ranger survey was conducted with Non-Commissioned Officers (NCOs) to ensure input from supervisory personnel.

Achievements, lessons and challenges with partnerships

A key achievement has been convening all major ranger institutions and conservation stakeholders in two co-designed curriculum review workshops for KFS and KWS [Annexes 12 & 13]. These brought together the lead ranger agency, WRTI as the lead national research institute, conservancy representation, and international NGOs - promoting shared ownership of ranger capacity development. Moreover, both lead agencies were enthusiastic when invited to participate in

preliminary review workshops to guide the full curriculum review process -activities not originally included in the logframe or workplan. They also produced initial training gap assessments, which were utilised during the expert review workshops. Another significant milestone (though time consuming) was securing access to sensitive ranger training materials from both KFS and KWS, which are closely held. Although the originally identified private sector partner 51 Degrees was unable to participate due to bandwidth limitations, AfroLingo (a translation firm based in South Africa) was engaged to translate URSA resources and represents meaningful private sector involvement in a technical capacity.

The first year of implementation brought several challenges that provide valuable lessons for future C&C projects. One of the most significant challenges was the sensitivity of the project's subject matter. Reviewing and assessing ranger training materials required not only high-level institutional approval but also sustained relationship-building, particularly at the implementation level within KWS. Establishing trust and securing the necessary buy-in took time and highlighted the importance of continuously nurturing long-term partnerships.

There was also hesitation from KWS to share training materials. Having recently completed their own internal curriculum review, the agency was reluctant to revisit the process and later raised concerns about sharing content with external partners - particularly those viewed as clients or competitors, such as KWCA and WRTI. This initial reluctance led to delays and created a disconnect between the project's original design and its first-year implementation.

Institutional protocols presented another barrier. KWS has specific and sometimes lengthy procedural requirements for engaging external partners, which further contributed to project delays. These experiences suggest that future C&C projects would benefit from a longer implementation period. A three-year timeline is recommended for more comprehensive stakeholder engagement, iterative review processes, and adaptive project management. Additionally, while GRAA is a new and valuable partner for ZSL, their participation required a higher consultancy fee due to international rates. However, we believe this offers value for money as this cost is offset by the broader continental perspective and technical expertise they bring to the project and specifically their curricula (both KFS and KWS) review role.

Broader stakeholder engagement

In October 2024, the Project Manager participated in the Darwin Initiative Workshop hosted by the British High Commissioner in Nairobi. This provided a valuable platform for exchanging lessons and insights with other Darwin-funded projects in Kenya. The project was also profiled at a conservation stakeholder roundtable hosted by the British High Commissioner for ZSL in November 2024, offering further visibility and engagement within the wider conservation community.

Community engagement was carried out through carefully structured Focus Group Discussions (FGDs) in Menengai (Central Rift), Kasigau (Taita Taveta), and Il Ngwesi (Laikipia). These sessions were disaggregated by gender and leadership status to ensure inclusive and representative perspectives on ranger-community dynamics were captured [Annex 14]. In addition, technical specialists contributed to the project's design and delivery, particularly in the development of the ranger survey, and FGD questionnaire. The organisational human ethics committee reviewed and approved the data collection tools to ensure compliance with ethical standards [Annex 15]. Technical support was sought for the translation of key URSA ranger resources into Swahili to support accessibility and local relevance for and beyond the scope of this project [Annex 16].

ZSL remain active members on the URSA steering committee and attended focussed events delivered to Government and IGO representatives in Washington DC and Brussels to promote the rangers role in delivering the requirements of the Kunming and Montreal declaration. A third and final event will take place on the 8th of May 2025 at ZSL's London HQ's for UK and EU Government representatives.

ZSL representatives attended the first Asian Ranger forum in Gujarat, India and the The World Ranger Congress in Hyeres, France running workshops on the well-being and mental health of the ranger workforce.

Participant identification and selection

Participants for the ranger competency assessment surveys and FGDs were selected in close consultation with KWS, KFS, and KWCA. For the ranger surveys, selection criteria included conservation area, department, gender, role, and length of service. Across KWS and KFS, approximately 150 rangers participated in surveys. Community participants were identified in

collaboration with conservancy leaders and local mobilisers to ensure representative participation – based on gender, age, leadership role, and with a translator when required. Additionally, participants for the expert review panels were selected based on technical expertise, institutional knowledge, national and international perspectives, and gender representation [Annex 17].

The first year of implementation has demonstrated both progress and complexity in building and managing multi-agency partnerships. Engaging with both senior leadership and mid-level staff within government agencies has been essential to establishing trust and facilitating collaboration. Regular quarterly updates are provided to lead partners [Annex 18]. A strong foundation has now been established for continued collaboration, curriculum co-design, and capacity building in Year 2.

3. Project progress

3.1 Progress in carrying out project Activities

Output 1: In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies.

1.3. Hold discussions with KWS, KFS, WRTI and KWCA leadership.

We began with Activity 1.3, as it emerged as the most logical starting point in the project sequence. As implementation progressed, it became clear that the project's scope would expand. Originally considered a peripheral partner, the Kenya Forest Service (KFS) is now positioned as a key partner on par with the KWS. KFS plays a crucial role as a natural resource management agency responsible for Kenya's biodiverse rich forests. They have a ranger workforce of 4,800 (larger than KWS) and are currently increasing this by about 50% as part of the government's plan to plant 15 billion trees by 2032.

In May, introductory meetings were held with KWCA and WRTI, and consultations took place with KWS and WWF [Annex 19]. On 13th August, a formal meeting was held with KFS leadership at Karura HQ, where the Chief Conservator of Forests and Commandant welcomed collaboration and agreed to share training materials. A project inception meeting with the newly formed KFS committee followed on 27 August, covering ranger roles and training operations. Both sides agreed to pursue an MoU beyond this project [Annex 3]. A follow-up meeting in November during the visit of ZSL's Global CEO allowed KFS to request ZSL's support in capacity building, materials, facilities, and conservation technology [Annex 20].

Engagement with KWS included a 14th August meeting with senior leadership at HQ, led by the Deputy Director of Wildlife Protection. KWS confirmed interest but expressed concerns due to their ongoing internal curriculum review. They requested formal project authorisation, which was provided via an approval letter in December [Annex 2]. On 21 August, ZSL briefed the new Commandant and Chief Instructor of the Law Enforcement Academy (LEA), who confirmed their support. ZSL also engaged the Senior Assistant Director (SAD) for Tsavo on regional implementation.

On 25 September, ZSL met KWCA's senior team to confirm their role, review conservancy ranger structures, and understand their internal training content. KWCA's CEO responded positively to a formal project implementation letter [Annex 8]. Prior engagement with TTWCA, a KWCA member, explored their regional training hub as a potential in situ site.

Late September we met with WRTI's Director of Training to introduce the project and discuss WRTI's strategic role across key outputs. They recently completed a sector-wide training needs assessment (TNA) and published a National Wildlife Training Agenda, which will support the curriculum review process and module design. A letter outlining their role was shared with the Director [Annex 6]. In summary, constructive discussions and buy-in have been successfully established with key leadership across KFS, KWS, KWS LEA, KWCA, and WRTI. All necessary protocols have been followed to secure project support.

1.1. Select experts who will work on review of the national ranger training curriculum, including representatives from KWS, KFS, WRTI, KWCA and drawn from project partners' networks.

Due to different operational mandates, curricula, training needs, and organisational sensitivities of the lead ranger agencies, it was decided to review each agency's training materials independently and convene separate expert review panels for KWS and KFS. Panel members were selected for their technical expertise, institutional insight, national and international perspectives, and gender representation. ZSL helped guide selections through consultations with agency leadership..

NGO and private sector engagement followed. On 14 August, ZSL met with WWF to confirm alignment and participation [Annex 19]. Discussions also took place with the URSA committee and their liaison Grant Miller MBE (of ZSL), along with their former Programme Manager, who helped develop the proposal. URSA confirmed participation with Grant as the lead contact. GRAA's CEO was briefed and formally invited to join. Meetings were also held with 51 Degrees, a Kenya-based ranger training company, but capacity constraints prevented their involvement..

For KFS, four representatives were nominated: the Commanding Officer and two Senior Instructors from the Law Enforcement Academy, and the Assistant Commandant from HQ. WRTI contributed three experts, WWF two, and URSA and GRAA one each, bringing the total to 11 [Annex 17].

The KWS panel included four participants from the LEA (including the Commandant and Chief Instructor) and the Chief of Operations from HQ, nominated by the Director General's Office [Annex 21]. WRTI, WWF, URSA, and GRAA also contributed experts [Annex 17], for a total of 13. Due to KWS concerns over sharing proprietary materials with KWCA, the latter did not join the formal panel but attended the review workshop to present on conservancy training priorities.

Of the combined 24 experts across both panels, five were assigned to review both KWS and KFS materials, ensuring alignment across these parallel yet agency specific review processes.

1.2. Evaluate the KWS (and KFS) national ranger training curriculum delivered by KWS LEA (and KFS LEA).

The first step in evaluating the ranger training curricula involved securing access to materials from KWS and KFS, which had not been formally committed prior to implementation. As part of early engagement (Activity 1.3), ZSL met with leadership from both agencies and formally requested access. The updated project design required the review of KWS and KFS training content to be conducted concurrently.

KFS Ranger Curriculum Review

KFS demonstrated early collaboration by sharing its Code of Conduct (CoC) and Human Rights-Based Approach syllabus. A follow-up workshop at the KFS Law Enforcement Academy (LEA) in Gilgil presented an overview of their training structure, introducing four cadre-specific and two external curricula [Annex 22]. A preliminary gap assessment was conducted, with an initial draft submitted by KFS [Annex 23]. Due to time constraints, a single curriculum was selected for review. **A preliminary curriculum validation workshop** with KFS and WRTI was introduced to confirm this selection and begin gap analysis [Annex 24]. The **Ranger Cadre Curriculum** [Annex 25] was chosen, and KFS committed to sharing it in full.

In March 2025, the two-day **KFS Expert Review Panel Workshop** was held in Naivasha, attended by eight in-person experts, two remote participants, and ZSL staff [Annex 12]. The workshop reviewed the curriculum's structure, delivery, and assessment tools. Ranger survey and FGD results were presented. WRTI led the co-creation of a review framework tool and a skills mapping exercise using URSA's Global Competence Standards and WRTI's TNA and National Wildlife Training Agenda [Annex 26]. Experts were then tasked with submitting detailed individual reports as part of the curriculum review, supported by consultancy agreements and shared documents [Annex 27A]. Completion is expected in April 2025.

KWS Ranger Training Review

Access to Kenya Wildlife Service (KWS) training materials posed early challenges. Sharing of the Ranger Competency Curriculum and Code of Conduct (CoC) was restricted, as the curriculum had recently undergone an internal review, and the CoC is legally bound to the Wildlife Act, making it inaccessible. Despite these constraints, constructive engagement continued. In October 2024, during a meeting at the KWS Law Enforcement Academy (LEA) headquarters in Manyani, senior instructors provided an overview of KWS's ranger training programmes and identified specific areas within the curriculum where new materials could be incorporated [Annex 28].

Progress toward a preliminary review workshop, similar to that held with KFS, was delayed for two key reasons: first, the LEA was focused on graduating its largest cohort of rangers in December; and second, an approval letter from KWS HQ was required to proceed with the implementation phase

[Annex 2]. This letter was received at the end of December, just prior to a six week leave period for the LEA team.

In March 2025, the **preliminary review workshop** took place in Manyani with KWS LEA leadership and ZSL [Annex 29]. KWS presented their training priorities and methodology, leading to a decision to focus the review on the **Human-Wildlife Conflict (HWC) Management Services Curriculum** [Annex 30], which aligned with the project's goals and ZSL's previous Darwin-funded HWC work. Later that month, the **KWS Expert Review Panel Workshop** was held in Nairobi, with 12 in-person experts, two remote participants, and ZSL staff attending [Annex 13]. The workshop assessed the HWC curriculum and presented ranger survey and FGD insights. WRTI facilitated the curriculum review tool co-creation and skills mapping, again using URSA standards and national benchmarks. KWCA presented on conservancy ranger training needs during the KWS review workshop, offering input without panel membership due to KWS concerns over proprietary content. The panel outcome mirrored KFS's: each expert was tasked with individual reviews and gap analysis reports, formalised through consultancy agreements [Annex 27B].

KWCA & WRTI evaluation materials

KWCA, while not maintaining a separate curriculum, contributed key reference materials, including SOPs for wildlife scouts, gender inclusion guidelines, and a Code of Conduct. WRTI, formerly part of KWS, provided sectoral resources such as the National Wildlife Training Agenda and the Wildlife Sector TNA, which supported both curriculum evaluations [Annex 5].

1.4. Survey KWS and KFS rangers, to ascertain their specific training needs.

The ranger survey was designed by ZSL's former Training Lead under a consultancy arrangement [Annex 31], working closely with the Project Manager. To align with the curriculum review process, the survey was structured around the URSA Global Ranger Competence Standards, focusing on ranger-level competencies. Additional references included the IUCN Competency Register and WRTI's national frameworks.

The survey was adapted for each agency based on their respective ranger job descriptions. Final drafts were reviewed by partners, amended accordingly, and deployed via SurveyCTO. All responses were anonymised to ensure participant confidentiality.

KFS Ranger Survey

In consultation with KFS, the survey was administered to 50 rangers at the Nakuru regional office, a strategic location drawing participants from five counties across the Central Rift. Rangers represented a range of forest stations and roles. A planning meeting with the County Conservator coordinated logistics, and ZSL briefed rangers on the project's aims prior to survey delivery [Annex 32].

KWS Ranger Surveys

Tsavo, KWS's largest conservation area and a ZSL focal landscape, was chosen for KWS survey implementation. Two meetings were held in Voi with Tsavo leadership, including the Senior Assistant Director and Assistant Directors of Tsavo East and West. In the first, 50 rangers (25 from each park) were identified for surveying; in the second, ZSL updated regional leadership and discussed skills gaps [Annex 33].

Surveys were held at Tsavo East Education Centre and subsequently in Tsavo West. Participants were well-distributed across departments, age, gender, and tenure. A late request from KWS LEA added 50 Non-Commissioned Officers (NCOs) attending a three-month training at Manyani, representing all eight KWS conservation areas. ZSL adapted the survey for supervisory roles and delivered it at the LEA [Annex 34].

Additionally, KWCA and WWF shared a complementary dataset and report—Kenya Community Ranger Perception Survey – 2024—which added valuable insights to the KWS and KFS datasets [Annex 10].

1.5. Community focus group discussions to gather information on points of tension between communities and rangers to understand how to tailor trainings.

The ZSL FAIRER Programme team (which seeks to ensure Fair, Accountable, Inclusive, Respectful, Ethical and Reflective engagement) led in the development of the FGD questions, ensuring compliance with safeguarding and data protection standards, while drawing on the IIED SAGE governance tool as a reference. Feedback was gathered from relevant partners and internal team members, with appropriate changes incorporated. The FGDs were conducted on-site with the support

of local community mobilisers and translators, where needed. Please refer to the full FGD report [Annex 14]

1.6. Experts prepare a comprehensive report highlighting training gaps, based on the review of training materials, meetings, surveys, and focus group findings.

During both expert review panel workshops for KFS and KWS (see Activity 1.2), participating experts collaboratively developed a curriculum review framework tool to guide the review process. They engaged in a structured skills mapping exercise, a gap analysis session, and group discussions on findings drawn from the ranger surveys and community FGD activities. Experts were also taken through detailed presentations of the relevant training materials. These sessions facilitated consensus on the approach and delivery of the individual review assignments, promoting a sense of shared ownership and allowing space for individual expert input.

Following the workshops, consultancy service agreements were drafted and signed by each expert from both review panels. According to these agreements, each expert is required to submit a detailed report with recommendations to address identified training gaps - highlighting missing content, prioritisation, and justification. This phase of work is scheduled for completion in April. ZSL, together with a core group of experts, will then consolidate the findings into comprehensive reports for both the KFS and KWS ranger training curricula. Please refer to the expert review materials pack [please refer to Annexes 27A and 27B for sample agreements with work schedules].

1.7. Expert group develops draft comprehensive training curricula based on the identified gaps.

With initial training gaps identified during the preliminary review workshops, and a more comprehensive analysis undertaken during the full expert curriculum review workshops, a structured process is now underway to prioritise these gaps. This prioritisation draws on data from the ranger surveys and community FGDs, as well as input from project partners, such as KWCA's presentation on community ranger training needs (KWS review). The final list of prioritised gaps will be included in the consolidated comprehensive reports currently in development.

Following this, the drafting of new training modules will begin, led by WRTI and other project partners with technical expertise in curriculum design and content development. In line with the revised workplan, this phase of module development and refinement is scheduled to take place in Q1 and Q2 of Year 2 [Annex 35].

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.

Discussions with KWS, KFS, KWCA, and WRTI, both at the leadership level and during the preliminary review workshops (see Activities 1.2 and 1.3) have been held to determine the allocation of Trainer of Trainers (ToTs). An overall total of 20 to 25 ToTs has been agreed as feasible within the project's current scope and budget. KWS has confirmed that their ToT cohort will be drawn from trainers at their Law Enforcement Academy in Manyani. KFS has proposed a mixed cohort, comprising trainers from both their LEA in Gilgil and regional training centres. WRTI are also prepared to nominate trainers from their Naivasha headquarters. Ongoing discussions with KWCA are exploring whether suitable trainers affiliated with conservancies can be identified, noting that most community rangers/scouts are typically trained through the KWS LEA. Final ToT lists and provider assessments are expected to be completed in Q1 of Year 2.

2.2. Deliver training on new training modules to ToTs to equip providers with knowledge, skills, and materials to deliver high-quality training.

This activity is scheduled to begin in Year 2, in line with the revised workplan outlined in the approved change request [Annex 36]. Implementation will commence following the development of the training modules for both the KFS and KWS curriculum documents.

2.3. Selection and confirmation of mentors from partner organisations who possess the expertise and experience necessary to guide and mentor ranger trainers effectively.

This activity is scheduled to begin in Q2 Year 2, in line with the revised workplan. URSA has already committed to providing a mentor to support this work.

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.

This activity will start in Q1 Year 2 with support from ZSL's Conservation Education and Training team.

2.5. Run pre- and post-training and mentorship questionnaires for ToTs to understand gain in knowledge, understanding and confidence.

Activity scheduled for Year 2.

2.6. Make revisions to the training curricula incorporating feedback from ToTs.

Activity scheduled for Year 2.

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.

Discussions with KWS, KFS, KWCA, and WRTI, both at the leadership level and during the preliminary review workshops (see Activities 1.2 and 1.3) have been held to identify potential sites based on availability of regional sites and priority areas where community-ranger relationships need strengthening. Sites to be distributed across lead agencies and KWCA.

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
Activity scheduled for Year 2.

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.
Activity scheduled for Year 2.

3.4. M&E: Collect and analyse data from surveys and questionnaires to measure the impact of the training on ranger knowledge and performance.
Activity scheduled for Year 2.

3.2 Progress towards project Outputs

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, (KFS, KFS LEA), WRTI, KWCA, and KFS) (baseline = 0 panels)

Means of Verification (MOV) 1.1 List of experts; disaggregated by gender, age group, and stakeholder groups

During discussions with partner leadership throughout Q1 to Q3 of Year 1 (see Activity 1), it became evident that, given the distinct mandates, curricula, and training priorities of the two lead ranger agencies: Kenya Wildlife Service (KWS) and Kenya Forest Service (KFS), parallel curriculum review processes would be required. As such, separate expert review panels were deemed necessary to meet the project's objectives. Partners were requested to identify and nominate representatives to serve on the panels, which were communicated by email.

KFS Expert Review Panel:

The KFS panel comprised 11 members. This included 4 KFS representatives (3 from the Law Enforcement Academy and 1 from HQ), 3 from the WRTI, 2 from WWF, one from URSA, and one from GRAA [Annex 17]. Panellists represented both government institutions (KFS, WRTI) and NGO partners (WWF, URSA, GRAA). Of the 11 members, one was female and ten were male.

KWS Expert Review Panel:

The KWS panel included 14 members. This comprised 6 KWS representatives (4 from the Law Enforcement Academy and 2 from HQ), 3 from WRTI, 2 from WWF, 1 from URSA, and 1 from GRAA [Annex 17]. As with KFS, the panel featured a mix of government and NGO participants. Gender representation included four women and ten men.

Change from Baseline:

The baseline condition was zero expert panels. The project successfully established two panels, double the initial target, engaging a total of 24 expert participants. Representation from all major institutions exceeded expectations: KWS (2), KWS LEA (4), KFS (1), KFS LEA (3), and WRTI (6).

While KWCA was initially intended to join the KWS review panel, KWS advised against this due to concerns over sharing materials with client organisations. Instead, KWCA was invited to attend the first day of the KWS curriculum review workshop to present on community conservancy ranger training needs [See Annex 7 and Annex 13 for workshop agenda].

Private sector representation was not realised, as the intended partner, 51 Degrees, withdrew due to capacity constraints.

Indicator Achievement:

This output indicator has been achieved and exceeded in both the number of panels convened and the breadth of individual and institutional representation. Age group, institutional affiliation, and gender disaggregation were applied during panel selection. The expert panels convened for dedicated workshops in Q4 of Year 1: KFS [Annex 12], KWS [Annex 13].

1.2. By end of Q3, Y1, 4 draft introductory training modules developed (baseline = 0 modules)

This has been delayed to YR2 as outlined in the approved change request submitted in December 2024 [Annex 36]. The design of new training modules is scheduled to commence in Q1 YR2, following submission of the consolidated comprehensive reports.

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)

The Kenya Forest Conservation and Management Act, 2016 is currently under review. As part of this process, the project is supporting our partner, KFS, in reviewing and restructuring their training curriculum to ensure it has a clear and defined mandate and incorporate a human rights-based approach into law enforcement training. This effort aims to strengthen KFS's bid to incorporate the Forest Law Enforcement Academy training program into the revised Act, effectively anchoring it within the new legal framework. Similarly, A new Wildlife Conservation and Management act is under development, KWS LEA is seeking to consolidate its role as the accredited trainer for community conservancy scouts under the newly developed Wildlife Conservation and Management Act. The reviewed curriculum will strengthen their bid and ensure a standardised training for rangers and scouts as highlighted in the Focus Group discussions with communities.

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)**

Progress is on track for the training of ToTs from KWS, KFS, WRTI, and KWCA in YR2. This activity will commence following the drafting of new training modules, which will be informed by the consolidated comprehensive curriculum review reports currently under development. Recruitment of ToTs and delivery of training on the newly developed modules are both scheduled for implementation in Y2, as per the revised workplan.

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)

Scheduled for Q2/Q3 Y2

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)

Scheduled for Q3Y2

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 Forest Reserves (baseline = 0 on new training modules)

With the inclusion of KFS, selected Forest Reserves have replaced PAMUs within the indicator. Scheduled for EOY2

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)

Scheduled for EOY2

3.3 Progress towards the project Outcome

During the first year of implementation, the project has focussed on establishing critical relationships with the lead ranger workforce organisations and other key stakeholders. Significant emphasis was placed on building trust to facilitate the sharing of curriculum materials, often sensitive due to their law enforcement nature, and to establish the curriculum review process through expert review panels, preliminary workshops, full expert review workshops, expert consultancies, and data collection activities with rangers and communities.

A notable change from the original project design was the decision to conduct two parallel curriculum reviews: one for KWS and one for KFS. This decision has allowed the project to achieve broader reach and enhanced value for money for the donor. Key activities have been successfully concluded, and there has been a positive uptake of the project by partners. While a few setbacks were experienced, particularly related to KWS' requirement for formal implementation approval, the graduation of their largest ranger cohort in over a decade, reluctance to share training material, and a lengthy leave period for LEA staff - these delays have largely been mitigated [Annexes 13 & 36].

Indicators so far are adequate, and overall, we remain on track to achieve the desired project outcomes by its close.

0.1 By end of Y2, KWS, (KFS) WRTI, KWCA, and other providers of trainers for ToTs have improved capability and capacity as a result of project (baseline of 0)

0.1 Number of organizations with trainers benefitting from ToTs as a result of the project employed, disaggregated by organization type.

Progress towards Output 0.1 is strong. Both the KWS and KFS have completed the curriculum review phase, with consolidated comprehensive reports for each agency scheduled for completion shortly. These reports will guide the drafting of new training modules. Recruitment and training of ToTs will then proceed, ensuring that each lead agency, along with WRTI and KWCA, benefits from increased internal training capacity.

While initially only KWS was considered under this indicator, it has since been updated to include KFS due to the project's expanded scope. The baseline remains 0, and the target is to have four organisations with trained ToTs by the end of Year 2. This remains achievable based on current progress.

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)

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.

The final major project activity will be the training of a pilot group of 100 rangers across 10 sites by the trained ToTs. This is scheduled for Q3/Q4 of Year 2, in line with the revised workplan [Annex 35]. Given that 150 rangers participated in surveys during Year 1, we are confident that at least 100 rangers can be trained on the newly developed modules and partners are committed to this goal.

However, achieving the minimum six month post-training assessment period before the project end-date is ambitious, given the revised schedule. It may be necessary to adjust this to a three month assessment or recommend measuring longer-term impacts through a follow-up project.

Outcome Statement

The project ultimately contributes to the outcome of “**highly skilled and well-supported rangers in Kenya’s national parks and conservancies, operating with professionalism and responsibility, leading to enhanced conservation effectiveness.**” While this project is laying the foundation for improved ranger performance through the embedding of critical new material into ranger curricula and the training of ToTs, measuring conservation effectiveness within the project’s timeframe is likely too ambitious. It is recommended that a follow-up impact assessment be considered to evaluate the link between enhanced ranger capacity and anticipated improved ranger-community relations and improved conservation outcomes. Developing a specific, measurable indicator for conservation effectiveness relevant to capability and capacity projects would be advisable for future initiatives.

3.4 Monitoring of assumptions

Assumption 1: KWS and WRTI committed to partnering in the project. Comments: This assumption holds true. Both KWS and WRTI have remained supportive of the project, as well as KFS. All actively participating in key activities [Annexes 12 and 13].

Assumption 2: KWS LEA (and KFS) ranger training materials will be made available to recruited experts for review. Comments: This assumption has largely held. While the process of accessing KWS LEA materials took longer than expected, the project team was able to obtain sufficient documentation to conduct curriculum gap analysis and inform module design. The team worked closely with KWS to ensure expert reviewers received the appropriate materials under guidance and confidentiality agreements. Full access to the Human-Wildlife Conflict Management Services Curriculum was provided and forms the focus of the KWS review. In the case of KFS, excellent progress has been made, with the official Ranger Cadre Curriculum reviewed [Annexes 24, 25 and 12].

Assumption 3: KWS, KFS, 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).

Comments: This assumption has been met. Key informant interviews were conducted with 25 stakeholders, including KWS, KFS, WRTI, KWCA, and rangers from diverse ecological regions. These consultations provided rich insights into capacity gaps and helped shape the content of the new training modules, including those on community engagement, human rights, and applied ecology.

Assumption 4: Ranger trainers and assigned mentors (in-country project partners’ staff) and experts available for training and mentorship period. Comments: This assumption holds true, with the lead ranger organisations (KWS and KFS), as well as WRTI and URSA, committed to supporting the training of ToTs and the mentorship period, in line with the revised workplan.

Assumption 5: Ranger trainers complete 3-month mentorship, and successfully design and deliver new training modules. Comments: There is strong enthusiasm from the lead ranger agencies for selected trainers to build their capacity through the mentorship programme and to be well prepared for the effective delivery of the new training modules. Both KFS and KWS view this as a significant gain, recognising the long-term institutional capacity that will result from it.

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

Comments: 50 rangers from Tsavo East and West National Parks, along with 50 rangers representing each of the 8 KWS conservation areas in Kenya, were made available for the ranger survey.

Additionally, 50 KFS rangers, drawn from 5 counties across Kenya's Central Rift region, also participated in person. This reflects the willingness and ability of each partner to honour their commitments and actively support the logistics needed to ensure ranger participation in the project's activities. Sites have already been earmarked for the ranger training, including Manyani, Tsavo East, Mountain region, Gilgil, Londiani and Mukutani.

3.5 Achievement of positive impact on biodiversity and multidimensional poverty reduction

In terms of biodiversity conservation, KFS is the lead government agency for one of Kenya's most significant biodiversity initiatives - the national target of planting 15 billion trees by 2032. KFS are custodians of Kenya's biodiversity-rich forests, which are not only critical ecosystems but also serve as vital water towers providing essential ecological services, such as clean water, to millions of people. By strengthening the capacity of KFS rangers through newly developed training modules, the project supports rangers to better engage with the 233 registered Community Forest Associations (CFAs), with a total membership of 185,535, that are instrumental in forest management. Improved ranger-community relationships will facilitate more effective protection and restoration of forest ecosystems while simultaneously enabling sustainable community access to forest resources.

Similarly, KWS plays a pivotal role in safeguarding Kenya's protected areas and wildlife. Through improved Human-Wildlife Conflict (HWC) mitigation and management skills, developed via new training modules, KWS rangers will be better equipped to develop positive relationships with communities. This is crucial for reducing instances of retaliatory killings of wildlife, which have a direct impact on the conservation status of key species. A stronger relationship between rangers and local communities will promote community support for conservation, helping to secure the long-term viability of Kenya's protected areas and biodiversity.

In terms of human development and wellbeing, the project is advancing improved economic outcomes for rural communities. Strengthening the relationship between KFS rangers and communities/CFAs will empower communities to access regulated forest-based income generating activities such as ecotourism, beekeeping, and sustainable harvesting of non-timber forest products. (Data from the FGDs revealed that rangers have limited understanding of the rights neighbouring communities have regarding access to forest resources – see Annex 14.) This will contribute to diversified and resilient livelihoods in rural areas. Enhanced ranger-community relations will also help ensure that marginalised groups, including women and youth, who often rely heavily on natural resources for their livelihoods, are better supported and represented.

For KWS, improved HWC mitigation means fewer negative interactions between wildlife and communities, reducing the economic burden of crop losses, livestock predation, and human injury or death. This, in turn, strengthens local attitudes towards conservation, creating a more stable and cooperative environment where sustainable development initiatives can flourish.

Short-term impacts

Strengthened institutional capacity in KFS and KWS, with 20+ ToTs trained in new modules and better prepared to deliver improved community engagement, conflict management, and conservation training.

100 rangers across 10 sites will be trained in new modules, improving their skillsets in community relations (targeting at least 80% demonstrating increased knowledge and confidence).

At least 40 CFAs (depending on selected sites with approximately 30,000 members) associated with KFS stand to indirectly benefit from better ranger engagement, along with communities bordering KWS parks (estimates suggest >5,000 households impacted).

Long-term impacts

Institutional embedding of new training modules into KFS and KWS ranger curricula, ensuring sustained delivery of improved skills to future ranger cohorts.

Strengthened relationships between rangers and communities leading to better forest and wildlife protection outcomes, and greater livelihood opportunities through better managed resource access and community-based tourism.

Scaling potential: The curriculum modules developed can be integrated into national ranger standards (through WRTI) and adapted by other agencies across the region.

4. Project support to the Conventions, Treaties or Agreements

During this reporting period, the project contributed to the implementation of Kenya's National Biodiversity Strategy and Action Plan (NBSAP), particularly under Target 4.1.1 on institutional capacities and linkages, and Target 4.3.1 on in-situ conservation within protected areas. This is evidenced by the successful convening of expert review workshops [Annexes 12 and 13], which brought together representatives from Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), the Wildlife Research and Training Institute (WRTI), and NGOs to assess existing ranger training curricula. In addition, training gap assessments were conducted in partnership with key government and non-government stakeholders, informing the development of new content focused on community engagement, human-wildlife conflict mitigation, and ecological monitoring. These activities directly support institutional strengthening and improved biodiversity management in protected and community-conserved areas. They are also aligned with the goals of the KWS Strategic Plan and the National Wildlife Strategy 2030, which emphasise the need for a professional, well-equipped, and skilled ranger force to improve conservation outcomes and strengthen enforcement capacity. While the revision of Kenya's NBSAP to align with the Global Biodiversity Framework (GBF) is still underway, the project's focus on building frontline conservation capability provides a practical and timely contribution to these national priorities.

5. Gender Equality and Social Inclusion (GESI)

GESI Scale	Description	Put X where you think your project is on the scale
Not yet sensitive	The GESI context may have been considered but the project isn't quite meeting the requirements of a 'sensitive' approach	
Sensitive	The GESI context has been considered and project activities take this into account in their design and implementation. The project addresses basic needs and vulnerabilities of women and marginalised groups and the project will not contribute to or create further inequalities.	X
Empowering	The project has all the characteristics of a 'sensitive' approach whilst also increasing equal access to assets, resources and capabilities for women and marginalised groups	
Transformative	The project has all the characteristics of an 'empowering' approach whilst also addressing unequal power relationships and seeking institutional and societal change	

For decades, the ranger workforce has been disproportionately male, with only 3–11% of rangers identifying as women (Belecky et al., 2019). In Kenya, there are only a handful of female rangers, and even fewer hold management positions. Nevertheless, female rangers are represented across the three main ranger organisations partnering with the project—Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), and Kenya Wildlife Conservancies Association (KWCA).

The project is GESI-sensitive, as it secured equal opportunities for women to participate meaningfully in key activities wherever possible. Community focus group discussions (FGDs) were planned carefully, with separate sessions for women to account for their gender roles. FGDs were scheduled mid-morning, when women were more likely to be available, and dates and times were communicated in advance to allow participants to communicate routine commitments, such as market days, and plans adjusted to ensure their full participation.

Equal consideration was given when selecting communities for FGDs to include remote and marginalised groups. This approach ensured that indigenous knowledge and skills—often excluded

from formal ranger training—were incorporated into the project. The project has particularly benefitted from the input of one such community from northern Kenya.

While women remain under-represented in the ranger workforce, the project placed a strong emphasis on including women in all activities to ensure their perspectives were incorporated into decision-making. Female rangers were intentionally included in the ranger surveys, as well as in curriculum review meetings and workshops. Additionally, the project modelled gender parity by ensuring the project team itself maintained gender representation across all activities, leading by example.

Community Focus Group Discussions (FGDs) were also gender-segregated to promote free and open participation. Participants were carefully selected to ensure representation across different age groups and socio-economic backgrounds, enabling marginalized voices to be heard. To further encourage inclusive dialogue and overcome cultural and intergenerational barriers, facilitators used a round-robin technique to give every participant an equal opportunity to contribute.

As anticipated, ranger organizations had limited female representation, particularly in leadership positions. While it has not been possible to secure women's participation in high-level meetings, the project has consistently raised awareness of these gaps with our partners. Moving forward, we aim to ensure at least 30% female participation in the ToT mentorship and training cohorts among ranger participants. Additionally, new training modules will incorporate elements on diversity, social inclusion, and gender equality, with practical guidance on how rangers can contribute to achieving these goals.

6. Monitoring and evaluation

In Year1 Quarter 4, the project achieved Output 1 by obtaining the training curriculum from KFS and the HWC module from KWS curriculum for expert review. It is important to note that each ranger agency has its own curriculum, and there is no overarching national curriculum. KWCA another partners organisation does not have its own curriculum as the conservancy rangers are trained by KWS.

In ensuring the rangers operate with professionalism and responsibility, certain subject areas emerged during the expert review workshops, which were informed by the ranger surveys and focus group discussion results. These subject areas included human rights-based approach, de-escalation of conflict and trust building between rangers and communities. These areas are highlighted in both Output 1&2.

When we have rangers that are highly skilled, well supported and operate with professionalism and responsibility, their relationship with the surrounding communities improves. These communities live within and around areas rich in biodiversity and they play a crucial role in conservation, when they have a genuine sense of ownership and inclusion in protecting these resources their commitment to conservation efforts strengthen. Strengthening these ranger- community relationships especially KFS rangers, fosters trust, collaboration and a shared sense of responsibility for biodiversity protection which enhances conservation effectiveness.

Leadership from both KWS and KFS showed interest in the Human Rights Based Approach (HRBA). This approach will either form a stand-alone module or get integrated as a unit across the existing modules at both ranger agencies. The high level of interest shown towards HRBA at both workshop discussions, will be measured as to whether it is included into the curriculum draft depending on the identified gaps. In the end HRBA will be included as part of the units or a stand-alone module.

The experts identifying gaps in the current curriculum, which the lead agencies acknowledged will inform the development, inclusion and adoption of modules into the curriculum. A total of four modules are expected, three for KFS and one for KWS rangers, based on the curriculum materials shared by both agencies. The project will measure this based on the modules that are developed and adopted into the curriculum.

The project has engaged with WRTI to develop a certification system for TOTs who will complete the training and mentorship program. This will be measured by the number of TOTs issued with a certificate at the end of the mentorship program.

There have not been any changes to the M&E plan, it has remained consistent with the original design. However, the project has had to be adaptive by incorporating opportunistic data sources, for example a late request by KWS to include a supervisory level ranger survey which was not part of the original plan but ultimately enhanced the quality of the data set by making it more diverse.

The project has ensured that partners feel as included as possible by involving them in designing survey tools, identifying target communities for FDG work, and identifying and convening rangers to be surveyed. WRTI spearheaded the formulation of the curriculum review framework and participated in curating the expert review workshops. Data is shared through presentation during workshops, information packs sent to experts before and after the expert review workshop for both KWS and KFS, through quarterly reports, personal visits to the organizations and follow up phone calls.

7. Lessons learnt

What worked well

The establishment of partnerships with KFS and WRTI (and strengthening our partnership with KWS/KWS LEA) proved to be a major success over the past year. Building these relationships provided a strong foundation for project activities, enabling access to ranger training materials and collaborative participation in data collection and review processes. The introduction of additional activities, specifically the preliminary review workshops and internal gaps assessment, worked very well and provided an invaluable bridge to the more intensive expert review panels. Allowing partners to select their own data collection sites for both ranger surveys and community FGDs resulted in greater partner ownership and logistical efficiencies.

The strengthening of the relationship with WRTI was a major achievement, evidenced by their deep involvement in tool development and ZSL's invitation to their strategic plan launch. Another positive design change was the decision to implement the project as two parallel curricula review tracks: one for KFS and one for KWS, rather than pursuing a single "meta" curriculum review as originally envisioned. This approach was necessary due to the distinct mandates and operational realities of each agency and was essential for project relevance and partner engagement.

What didn't work well / what would you do differently

The project design was ambitious in nature, and the timeframe and budget allocated were limited for a comprehensive review of national ranger curricula. If repeated, the project would be designed with a longer implementation window and more dedicated resources, especially for curriculum development.

An early recognition of the very different mandates, sensitivities, and operational realities of KWS and KFS would have led to a different and more tailored project design. Furthermore, the departure of URSA's Programme Manager left a significant gap in implementation, altering URSA's role and placing more pressure on the small ZSL project management team.

Another key lesson was that access to sensitive curricula documents involved significant internal protocols within the KWS, requiring more time than anticipated to secure. This was underestimated in the original design.

Recommendations for similar projects

Building relationships with leadership and gaining trust to access sensitive material is fundamental and can take a significant amount of time. C&C projects working with government agencies on sensitive or institutional materials should allow at least 12-18 months purely for relationship-building and access discussions.

Darwin C&C projects should be designed over longer timeframes, at least three years to allow time for building complex partnerships, accessing materials, conducting thorough reviews, designing new content, and implementing training. Future projects of this scale might benefit from a larger dedicated project team.

Understand that institutional change, especially in training culture and ranger behaviour, takes time. Impact indicators should be realistic, recognising that true behaviour change might not be fully measurable within a two-year project window.

Future plans and adaptive management

The project team is eager to scale up the number of rangers trained and re-trained based on insights and skills gaps identified through FGDs and ranger surveys. Given the lessons learned, the project approach in Y2 will place greater emphasis on consolidating institutional ownership of the new training modules to ensure sustainability.

8. Actions taken in response to previous reviews (if applicable)

While this project has not yet received formal recommendations from a previous review, it builds on Darwin project DARCC010, which provided final review recommendations that have been incorporated as outlined below:

Strengthen Recognition of Trained Rangers and Staff

The project has engaged with the Wildlife Research and Training Institute (WRTI) to develop a certification system for Trainers of Trainers (ToTs) who complete the training and mentorship program. It is also collaborating with KWS and KFS leadership to promote formal recognition of trained staff through promotions or commendations. A system will be established to track the career progression of trained rangers. Additionally, a mentorship program pairing experienced rangers with new trainees will be recommended to the lead agencies.

Strengthening Senior Management Buy-in at KWS

To enhance senior management engagement, the project has involved KWS and KFS officials in key activities, including inception meetings, site selection for ranger surveys, and curriculum review workshops. Regular project update reports and engagement meetings with senior leadership will continue to ensure alignment of project goals with agency priorities. The project also plans to secure formal letters of endorsement from KWS and KFS leadership to support the curriculum rollout post-pilot.

Embed a Monitoring Framework for Capacity Building Outcomes

The project will establish Key Performance Indicators (KPIs) to track skills application, professional recognition and institutional adoption. Feedback loops involving trainees, supervisors will be integrated to continuously improve the curriculum.

Showcasing Success Stories and Impact

Success stories demonstrating tangible outcomes from TOTs and trained rangers will be documented and published to build political and public support for ranger capacity building efforts.

9. Risk Management

Some new emerging risks have been updated in the risk register [Annex 37].

Follow up with lead ranger agencies to establish or strengthen existing Grievance Redress Mechanisms (GRMs), to help in timely reporting of incidents, enabling speedy investigations ensuring accountability and appropriate actions being taken.

10. Scalability and durability

Throughout Y1, the project has maintained robust engagement with all core partners, particularly the lead agencies KWS and KFS, both at HQ and LEA levels. Regular communications, meetings, and joint workshops have ensured that partners are fully aware of the project's objectives, benefits, and next steps. This builds on prior collaborations in the case of KWS and aligns with each organisation's strategic priorities.

There is a willingness from both KWS and KFS to embed the newly developed training modules into their ranger curricula, which will ensure scalability and durability beyond the project's timeframe. In addition, the ToT model has been strongly supported by both agencies. Preliminary discussions have been held with WWF regarding jointly fundraising to scale the approach further, demonstrating potential for expansion beyond the pilot (ranger training) phase.

Evidence of attractiveness to potential adopters

The project's ToT component and in situ delivery approach are attractive to partners because they offer a cost-effective way to build long-term institutional capacity. Embedding the new modules into existing curriculum documents ensures that the content becomes a permanent part of national ranger training. By strengthening internal training capacity, organisations such as KWS, KFS and

WRTI can reduce external dependency and costs, while ensuring a continuous refresh of critical skills across their ranger workforces. This value-for-money approach is recognised by all partners.

Alignment of incentives

Lead agencies (KWS and KFS): Increased capacity of rangers and trainers; ability to meet changing operational focus areas (e.g., HWC management, community engagement). WRTI: Supports their vision to function as a national centre of excellence for wildlife research and training, closely linked to their new strategic plan. GRAA: Expands their footprint into the East African region, building continental ranger capacity. WWF: Complements and builds on their recently completed ranger training initiatives, with future opportunities for joint scaling.

Leveraging government policies and sectoral changes

KWS LEA is seeking to consolidate its role as the accredited trainer for community conservancy scouts under the newly developed Wildlife Conservation and Management Act. Sector-wide discussions are underway to better align mandates across government agencies, most notably between those delivered by KWS and KFS. Additionally, the national tree planting initiative places major responsibility on KFS, making improved ranger capacity essential for successful implementation. The project also draws from and supports the new strategic plans developed by both WRTI and KWS.

Evidence of shifts in attitudes, norms, and knowledge

Human rights-based approach: There is now clear awareness and commitment among lead agencies and partners to incorporate rights-based principles into ranger training.

Community insights: Despite difficult feedback from FGDs, including allegations of ranger misconduct, both KWS and KFS have shown willingness to take community concerns seriously and reflect them in training content and policies. These changes reflect deeper institutional buy-in to the project's goals and values.

Progress against exit plan

The exit strategy focused on two main durability areas: building institutional capacity by training ToTs across lead agencies and embedding new, co-designed training content into national curricula. Expert review panels have been successfully convened and completed [Annex 17], and consultancy agreements are in place with experts to finalise gap analyses and training recommendations [See sample agreements – Annexes 27A and 27B]. Consolidated reports and draft modules are scheduled for delivery in early Year 2, and recruitment of ToTs is actively underway, with trainers identified from KWS, KFS, WRTI, and KWCA.

Additional steps to promote sustainability / Maintaining built capacity

Long-term partnerships are being formalised through MoUs, notably with KFS and KWCA. A joint fundraising application with WWF is being discussed to scale up training activities.

ToT capacity within lead agencies, the permanent incorporation of new modules into ranger training curricula, and continued collaboration with WRTI as a cross-sectoral training and research institution are key to ensuring sustainability. ZSL also aims to expand partnerships with organisations such as URSA and WWF to secure sustained regional support and achieve long-term impact in ranger empowerment. A practical example of this approach is the translation of key URSA ranger resources into Swahili, enhancing accessibility and local relevance both within and beyond the scope of this project [Annex 9].

11. Darwin Initiative identity

The project was profiled in a Darwin Initiative workshop held by the British high Commission in Kenya in October 2024. The project manager shared the project objectives and intended outcomes. The Darwin logo is also displayed in all project presentations, programmes and reports with acknowledgement as the project funder. Our partner KFS has also highlighted the project and the partnership with ZSL in their social media pages see [Annex 38]

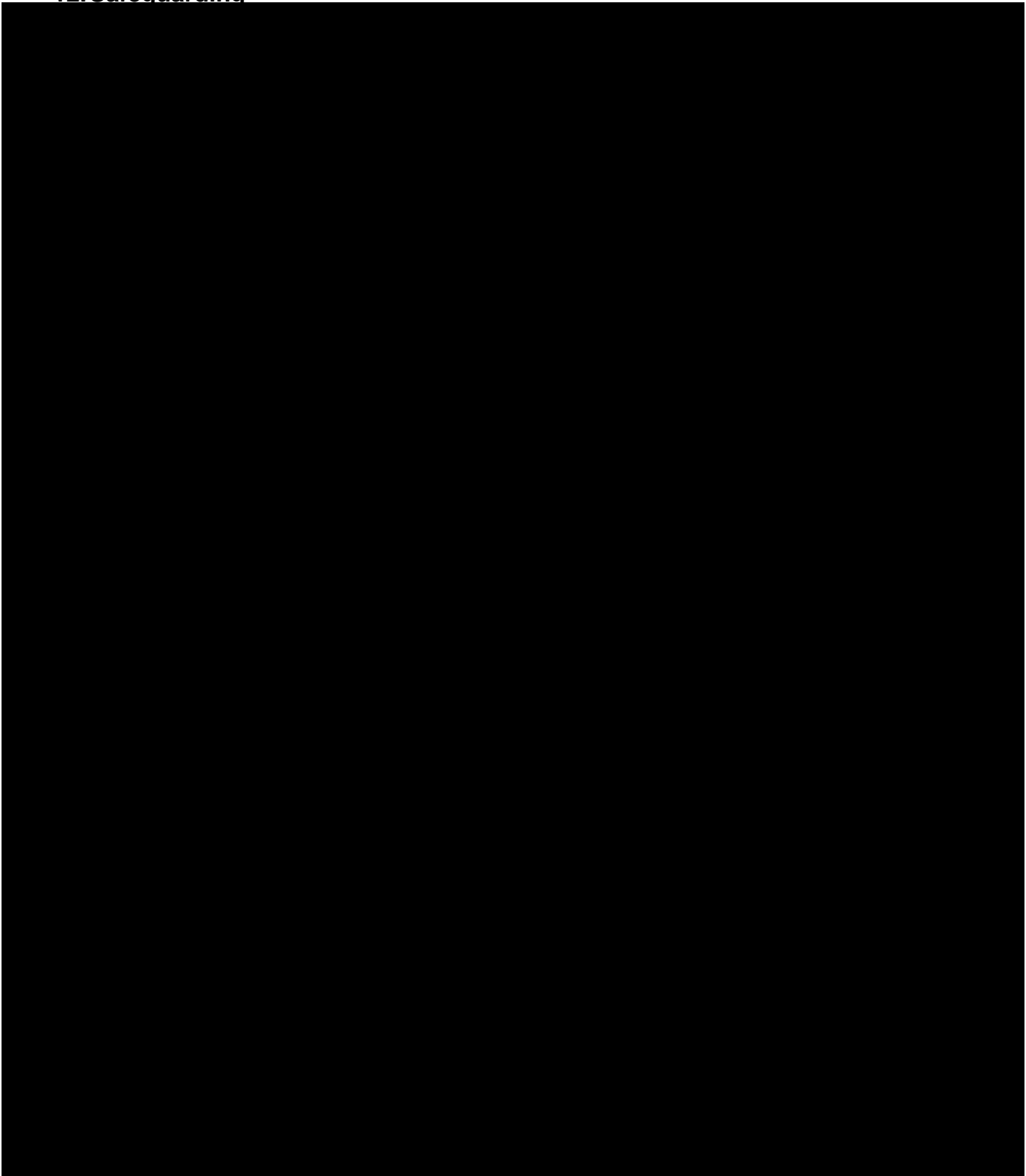
In November 2024, ZSL's top leadership visited Kenya to engage strategic partners on the newly developed global strategy, explore potential collaborations, and provide a platform for the Country Manager to present the draft ZSL Kenya strategy for stakeholder input. A luncheon hosted at the British High Commissioner's residence brought together 40 participants from leading conservation organisations, where the Ranger Empowerment Project was highlighted as a key initiative under the strategic objective of building conservation capacity within the Kenya programme. The British High

Commissioner reaffirmed the UK Government's support for Kenya's conservation sector, noting that Kenya has received the highest number of Darwin Initiative-funded projects to date. This has helped raise awareness and understanding of the initiative among local conservation stakeholders.

Additionally, Grant Miller, representing URSA and ZSL, attended the World Ranger Congress in October 2024, where he helped raise the project's profile by informing attendees about its implementation and objectives.

As we move into Year 2, the project will place greater emphasis on publicising its activities, outputs, and outcomes, as well as highlighting impact stories. One of the objectives of the Kenya Country Programme is to establish autonomous social media accounts managed by the local team to improve the frequency and timeliness of real-time reporting.

12. Safeguarding



13. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2024 – 31 March 2025)

Project spend (indicative) since last Annual Report	2024/25 Grant (£)	2024/25 Total Darwin Initiative	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL	£79,266.00	£79,265.96		

Table 2: Project mobilised or matched funding during the reporting period (1 April 2024 – 31 March 2025)

	Secured to date	Expected by end of project	Sources
Matched funding leveraged by the partners to deliver the project (£)			
Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project (£)			

14. Other comments on progress not covered elsewhere

N/A

15. OPTIONAL: Outstanding achievements or progress of your project so far (300 400 words maximum). This section may be used for publicity purposes.

I agree for the Biodiversity Challenge Funds to edit and use the following for various promotional purposes (please leave this line in to indicate your agreement to use any material you provide here).

In this section you have the chance to let us know about outstanding achievements for your project or significant strides towards attaining a particular goal so far that you consider worth sharing with the wider BCFs community.

Annex 1: Report of progress and achievements against Indicators of Success for Financial Year 2024-2025

Project summary	Progress and Achievements April 2024 - March 2025	Actions required/planned for next period
Outcome Highly skilled and well-supported rangers in Kenya's national parks and conservancies, operating with professionalism and responsibility, leading to enhanced conservation effectiveness.		
Outcome indicator 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]	Both KWS and KFS have completed the curriculum review phase with final reports expected to guide the drafting of new training modules. Recruitment and training of ToTs will follow shortly with the main goal of strengthening the internal capacity across, KWS, KFS, WRTI and KWCA. Although the indicator initially focused on KWS it now includes KFS due to the expanded project scope.	Once the gaps have been identified through the comprehensive reports new training modules will be developed. ToTs are actively being recruited by each partner organisation and will be trained and mentored in the new material.
Outcome indicator 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]	This is scheduled for Q3/Q4 of YR2 in line with the revised workplan [Annex 35]. Given the high turn out during the ranger survey exercise, we are confident that at least 100 rangers will be trained in the new modules. However, six-months post-training assessment period before the project end is ambitious and we might need to adjust it to three-month assessment or recommend measuring longer-term impacts with a follow up project.	Target of 100 rangers across 10 sites (shared between KFS, KWS and KWCA) will be trained by the ToTs in the newly developed modules. Pre and post training surveys will be developed and conducted to assess the knowledge gained.
Output 1 In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies.		
Output indicator 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] .	During Q1 to Q3 of YR1 of the project it was evident that separate expert review panel workshops were going to take place due to the fact that KWS and KFS had different curriculums informed by the difference in mandates and training priorities. Initially there were no expert panels as the baseline was 0 but the project has doubled that and managed to engage a total of 24 experts. The KFS Expert Review Panel comprised of 11 members. This included 4KFS representatives, 3 from WRTI, 2 from WWF, 1 from URSA and 1 from GRAA. Panelists were a	Completed

	<p>representation of both government and NGO partners. Of the 11 members 1 was female and 10 were male.</p> <p>The KWS Expert Review Panel comprised 14 members, 6KWS representatives, 3 from WRTI, 2 from WWF, 1 from URSA and 1 from GRAA. Of the 14 members 4 were women and 10 were male. The output indicator has been not only been achieved but exceeded by the number of panels convened, breadth of individuals, institutional representation, age group and gender. However, the private sector representation was not realised as 51degrees withdrew due to capacity constraints.</p>	
Output indicator 1.2. By end of Q3, Y1, 4 draft introductory training modules developed (baseline = 0 modules) [DI-C01 Core]	Delayed to Q1 YR2 as outlined in the approved change request (Annex 36)	We will finalise the development of training modules based on the consolidated curriculum gap analyses. The aim is for 1-2 modules to be created for the KWS HWC curriculum and 2-3 for the KFS Ranger cadre curriculum.
Output indicator 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]	The project is supporting KFS in aligning its training curriculum with the revised Forest Conservation and Management Act (2016), including integrating a human rights-based approach. This will help formally anchor the Forest Law Enforcement Academy in the new legal framework. Similarly, KWS LEA is strengthening its role as the accredited trainer for conservancy scouts under the forthcoming Wildlife Conservation and Management Act, ensuring standardised ranger training aligned with community needs identified in FGDs.	Ensuring alignment with the objectives of lead ranger agencies by developing new curriculum materials that support the ongoing revision of the Forest and Wildlife sector Acts.
Output 2. Training on new curricula, and mentorship, delivered to state and non-state Trainers of Trainers (ToTs)		
Output indicator 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]	As per the revised workplan training of ToTs from KWS, KFS, WRT and KWS will take place in YR2. The consolidated comprehensive curriculum report under development will inform the training modules.	ToTs from KFS, KWS, WRTI, and potentially KWCA will be recruited and trained in the newly developed training modules, which will be finalised based on the training gaps identified in the forthcoming

		consolidated curriculum review reports.
Output indicator 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]	Scheduled for Q2/Q3 Y2	Finalising a list of mentors in collaboration with project partners to complement the existing commitment from URSA. Internal support will focus on developing the mentorship programme framework, which will then be delivered through a combination of in-person and remote engagement.
Output indicator 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]	Scheduled for Q3Y2	Given the revised workplan and overall project timeframe, a 3 month post-training assessment is a more realistic measure of progress for this indicator. In the next period, pre- and post-training as well as mentorship questionnaires will be developed and administered to all 20 ToTs from participating institutions. These will assess changes in confidence and capacity to deliver training on the newly developed modules.
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)		
Output indicator 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]	With the inclusion of KFS, selected Forest Reserves have replaced PAMUs within the indicator. Scheduled for EOY2	20 ToTs will be selected from KFS, KWS, WRTI, and potentially KWCA, alongside the identification of 10 training sites. For KFS, the LEA and Forest Reserves will be utilised, while KWS sites will include the LEA and National Parks. Once recruited and trained in the newly developed modules, ToTs will begin delivering training to selected rangers at these sites.

Output indicator 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]	Scheduled for EOY2	100 rangers will be selected from KFS, KWS, and potentially KWCA, with training sites identified by the respective lead ranger agencies. This will follow the development and finalisation of the new training modules. Once the ToTs are trained, they will deliver the modules to the rangers across the 10 selected sites.
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Annex 2: Project's full current Indicators of Success as presented in the application form (unless changes have been agreed)

Project summary	SMART Indicators	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.

<p>Output 3</p> <p>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)</p>	<p>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]</p> <p>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]</p>	<p>3.1. List of ToTs involved in delivery of training of new modules to rangers, disaggregated by gender, age group and stakeholder group.</p> <p>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</p>
<p>Activities</p> <p>Output 1: In-depth review and revision of the training materials serving as a national curriculum for ranger workforce in parks and conservancies.</p> <p>1.3. Hold discussions with KWS, KWS LEA, WRTI and KWCA leadership.</p> <p>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.</p> <p>1.2. Evaluate the KWS national ranger training curriculum delivered by KWS LEA.</p> <p>1.4. Survey KWS and KWCA rangers, to ascertain their specific training needs.</p> <p>1.5. Community focus group discussions to gather information on points of tension between communities and rangers to understand how to tailor trainings.</p> <p>1.6. Experts prepare a comprehensive report highlighting training gaps, based on the review of training materials, meetings, surveys, and focus group findings.</p> <p>1.7. Expert group develops draft comprehensive training curricula based on the identified gaps.</p> <p>Output 2: Training on new curricula, and mentorship, delivered to state and non-state Trainers of Trainers (ToTs)</p> <p>2.1. Recruitment of a cohort of 20 ToTs from KWS, KWCA and other training providers, following identification and assessment of providers.</p> <p>2.2. Deliver training on new training modules to ToTs to equip providers with knowledge, skills, and materials to deliver high-quality training.</p> <p>2.3. Selection and confirmation of mentors from partner organisations who possess the expertise and experience necessary to guide and mentor ranger trainers effectively.</p> <p>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.</p> <p>2.5. Run pre- and post-training and mentorship questionnaires for ToTs to understand gain in knowledge, understanding and confidence.</p> <p>2.6. Make revisions to the training curricula incorporating feedback from ToTs.</p> <p>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)</p> <p>3.1. Plan for the delivery of these training modules across 10 conservation areas in Kenya, benefiting both state and conservancy rangers.</p> <p>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</p> <p>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.</p> <p>3.4. M&E: Collect and analyse data from surveys and questionnaires to measure the impact of the training on ranger knowledge and performance.</p>		

Important Assumptions

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.

Table 1 Project Standard Indicators

Please see the Standard Indicator guidance for more information on how to report in this section, including appropriate disaggregation.

DI Indicator number	Name of indicator	If this links directly to a project indicator(s), please note the indicator number here	Units	Disaggregation	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
[DI-A03 Core]	Number of local or national organisations with enhanced capability and capacity.	ZSL 0.1	Number	KWS KFS	2				3
[DI-A04 Core]	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	ZSL 0.2 ZSL 2.3	Number	Women Men	0				120
[DI-C01 Core]	Number of best practice guides and knowledge products published and endorsed	ZSL 1.2	Number		0				4
[DI-D03 Core]	Number of people with enhanced livelihoods	ZSL 1.3	Number	CFA					
[DI-A01 Core]	Number of people in eligible countries who have completed structured and relevant training	ZSL 2.1 ZSL 3.2	Number	Men Women	0				120
[DI-A05 Core]	Number of trainers trained under the project reporting to have delivered further training.	ZSL 3.1	Number	Men Women	0				20

Table 2 Publications

Title	Type (e.g. journals, best practice manual, blog post, online videos, podcasts, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)

Checklist for submission

	Check
Different reporting templates have different questions, and it is important you use the correct one. Have you checked you have used the correct template (checking fund, scheme, type of report (i.e. Annual or Final), and year) and deleted the blue guidance text before submission?	X
Is the report less than 10MB? If so, please consider the best way to submit. One zipped file, or a download option is recommended. We can work with most online options and will be in touch if we have a problem accessing material. If unsure, please email to BCF-Reports@niras.com putting the project number in the Subject line.	
Is your report more than 10MB? If so, please discuss with BCF-Reports@niras.com about the best way to deliver the report, putting the project number in the Subject line.	X
Have you included means of verification? You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	X
Have you provided an updated risk register? If you have an existing risk register you should provide an updated version alongside your report. If your project was funded prior to this being a requirement, you are encouraged to develop a risk register.	X
If you are submitting photos for publicity purposes, do these meet the outlined requirements (see section 15)?	
Have you involved your partners in preparation of the report and named the main contributors	X
Have you completed the Project Expenditure table fully?	X
Do not include claim forms or other communications with this report.	