Darwin Initiative Capability & Capacity: Final 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: no later than 3 months after agreed end date.

Submit to: BCF-Reports@niras.com including your project ref in the subject line.

Darwin Initiative Project Information

Project reference	DARC0049
Project title	LEAD Ranger: Embedding Training Capacity within Ranger Teams
Country(ies)	Kenya, South Sudan, Zambia, Zimbabwe
Lead Organisation	Thin Green Line Foundation
Project partner(s)	Ranger Campus and Akashinga (formerly International Anti-Poaching Foundation)
Darwin Initiative grant value	GBP 199.800.00
Start/end dates of project	1st April 2024 – 30th March 2025
Project Leader's name	Tim Schneider (until Oct 2024), Murray Wilson (Oct 2024 – March 2025)
Project website/blog/social media	https://leadranger.org/ https://www.linkedin.com/company/lead-ranger/?originalSubdomain=ke https://www.instagram.com/lead_conservation/
Report author(s) and date	30th May 2025

1   Project Summary

This project was designed to address skills and teaching gaps within the African ranger workforce.

There is no other group better placed to protect and restore biodiversity than wildlife rangers. Unfortunately, many rangers working in challenging and dangerous conditions lack appropriate experience and networks to achieve their conservation targets safely and effectively. Existing training programs are often expensive, generic, and delivered within inappropriately short timeframes, resulting in an expensive cycle of retraining, and with dire consequences for ranger safety and wellbeing.

Our program - LEAD Ranger - breaks this cycle by delivering practical training that develops rangers' technical field skills and upskills them with the instructional competency and leadership capacity to deliver training to their peers.

Central to our project activities is the delivery of training courses to rangers working in and around protected areas throughout Africa. Our training champions adaptable, place-based learning, and uses an innovative train-the-trainer model to embed training capacity within ranger teams. Rangers receive specialised, context dependant, skills training (mainly field first aid and bush craft) and are also taught to deliver training courses to their peers upon return to their regular duties. This model increases the skills capability within conservation

organisations and embeds teaching capacity within these teams, reducing the need for management to regularly hire expensive commercial training providers.

The program has been developed by in consultation with conservation organisations and agencies throughout Africa since 2027, it follows and adaptive learning methodology with a focus on quality, opposed to quantity. It is our aim to equip organisations with the capabilities to self-regulate and develop internal training programs, delivered by rangers themselves, that service their entire workforce.

DARCC049 supported LEAD Ranger operations between 1st April 2024 – 30th March 2025, enabling our team to deliver (planned) training to 53 rangers from 4 countries.

Challenges this Project Addresses
This project was intended to address the following challenges:

Human Safety and Wellbeing - There is a growing body of work confirming the poor working conditions of rangers globally. Between 2006-2021, 2351 ranger fatalities were recorded to the International Ranger Federation's Ranger Roll of Honour[1]. In 2024 alone, 140 rangers in 37 countries were reported to have died at work[2]. The primary cause of death is homicide (27%) followed closely by animal attacks (25%)[3]. A recent global survey also showed that 36% reported that they had not received emergency response or first aid training[4]. of rangers felt that they haven't received adequate training for their jobs. Another survey showed that 6% of rangers had experienced a broken bone, and 13% had experienced other serious injury at work between 2018-2019[5]. This project seeks to address the safety and wellbeing of rangers who are working on the frontlines of conservation by providing them with the skills and knowledge to work to higher safety standards and know how best to act in emergency circumstances.

Biodiversity Loss – Rangers cannot effectively protect wildlife and ecosystems if they are constantly in danger themselves. A recent Framework backed by IUCN, WCPA, Zoological Society of London, WWF and Fauna and Flora outlines that health, safety, security working conditions and equipment needs must be addressed in the current ranger workforce in order to support these individuals in their work towards 30x30 targets[6]. By preparing rangers for the dangers they will face in the field, we produce effective teams, more capable of executing their conservation targets.

Our programs also provide tools for rangers to educate communities about the environment and human wildlife conflict mitigation. During surveys in 2023, 36% of participants stated animal attacks were the most common type of incident for community members in their area. Our 'Basic Field Ranger Instructor' course provides rangers skills to treat common injuries with use of a tourniquet, chest seal and packing gauze. These advanced first-aid techniques can significantly improve survival rates for people involved in animal attacks.

What's more our Intermediate courses provide critical field skills including techniques to avoid and evade encounters with wildlife, and conflict resolution training to de-escalate potentially violent incidents with community members or poachers. As our participants are equipped with skills to teach others, many in the past have gone on to teach these skills to community members, ensuring the community also know how to avoid negative interactions with wildlife. Rather than reacting to incidents, rangers are now proactively teaching avoidance strategies, ultimately protecting biodiversity from harm.

> *"One morning, I woke up and found about 50 elephants in my compound. I used a skill I learned during the LEAD Ranger Bush Craft training to avoid and evade the elephants. Using my ash bag, I was able to evade the elephants as they could not smell my scent".* – PO Community Ambassador

---

[1] *Conservation Casualties: An Analysis of On-Duty Ranger Fatalities (2006–2021):* https://parksjournal.com/wp-content/uploads/2022/06/Galliers-et-al-10.2305-IUCN.CH_.2022.PARKS-28-1CG.en_.pdf

[2] *Recognising Ranger Deaths in the Line of Duty – June 2023 to May 2024:* https://www.internationalrangers.org/wp-content/uploads/2024/07/Roll-of-Honour-2024-Map-scaled.jpg

[3] *Recognising Ranger Deaths in the Line of Duty:* Causes of Death June 2023 to May 2024: https://www.internationalrangers.org/wp-content/uploads/2024/07/Roll-of-Honour-2024-Cause-scaled.jpg

[4] State of the Ranger Report. Volume 1. https://www.internationalrangers.org/wp-content/uploads/2024/10/SOTR-final-12.12.24.pdf

[5] Life on the Frontline 2019. A global survey of the working conditions of rangers: https://files.worldwildlife.org/wwfcmsprod/files/Publication/file/k36blpy2c_wwf_rangers_survey_report_2019.pdf

[6] Rangers for 30 by 30: A professional workforce to ensue equitable and effective management of protected and conserved areas. https://www.internationalrangers.org/wp-content/uploads/2023/11/URSA-Ranger-30x30-final-new.pdf

Project Location

During the project period, training was conducted within the following countries: South Sudan, Zambia, Zimbabwe and Kenya. Those in blue font indicate the countries that were identified within our application. Training was also planned to be delivered in Malawi (July 2024) and Mozambique (October 2024) but was unfortunately cancelled at short notice due to extenuating circumstances (Malawi) and an unstable political environment (Mozambique). The latter training course was cancelled as a safeguarding measure for our staff.

The reason behind the discrepancy in training planned and training delivered is due to partner availability. Three additional countries - South Africa, Botswana and Sierra Leone - were originally proposed, however due to conflicting schedules we were unable to deliver training with the organisations we had identified in these countries within the project timeframe. Training was conducted within South Africa, however this occurred one month prior to the Darwin Initiative funding being received. As an ongoing program which provides a service (ranger training) to field partners, the timing of our training centres around the needs of our beneficiaries and so these discrepancies could not be avoided. During the application process we do our best to estimate the countries of operation within the project date range, however this is not always possible due to the beneficiaries' changing schedules.

2 Project Partnerships

Founding Partners

LEAD Ranger, established in 2017, is a collaborative initiative between three *Founding Partners*: Thin Green Line Foundation (TGL), Akashinga, and Ranger Campus (RC). Ranger Campus is the operational lead, their responsibilities cover project administration, delivery of training activities from their base in Kenya, staff training, management, and deployment. TGL and Akashinga provide strategic support, via a Steering Committee (SC), and are the primary fundraisers for the program. All Founding Partners have oversight of the annual activity plan and budget, via SC. Occasional changes are made to the activity plan because of stakeholder demand and availability. These decisions are reported to the SC monthly.

This report was prepared by Thin Green Line, as the key applicant of this grant, with oversight from Ranger Campus who provided all data.

Project Stakeholders

Project stakeholders include:

- Direct beneficiaries - organisations (referred to as "partners organisatiosns" or POs) throughout Africa who conduct wildlife and ecosystem conservation activities through the deployment of a field ranger workforce. POs are vetted through a detailed selection process which takes into consideration training need, workforce size and commitment to ranger wellbeing. Following their participation in a LEAD Ranger training course, these organisations are tasked with implementing a regular ranger training program for their ranger workforce. All partners receive ongoing support from LEAD Ranger staff following their initial training.

- Direct beneficiaries - individual rangers who receive training through LEAD Ranger. Individual rangers are identified by PO's from within their existing workforce. These are often long-standing or senior members of the ranger workforce. We do not prescribe quotas but do encourage the inclusion of women and Indigenous peoples within all training courses. Participants are tasked with training their colleagues following their participation in a LEAD Ranger training course. All graduates receive ongoing support following their initial training.

- Indirect beneficiaries include the extended families and communities in which individual beneficiaries live and work. Communities have been involved by some partners through community training, specifically in first-aid programs.

Stakeholder Identification and Engagement

Onboarding and engagement of stakeholders has been ongoing since the program's inception in 2017. Deman was initially identified through the existing networks of the Founding Partners, with a key focus on Kenyan

based organisations. Since this time, additional stakeholders have been identified through networking (primarily attendance of regional and international ranger conferences) and word of mouth.

A recent restructuring of the program has resulted in a "Cluster" model, whereby POs are grouped into regional cohorts. The purpose if this was 1) to support more effective deployment of training team; 2) to enable networking between POs and their workforce, supporting knowledge sharing beyond the initial training event; 3) to support ongoing training, delivered by rangers, after the initial training event. The planning and implementation of this new structure was developed in consultation with our stakeholders, who have been supportive of the initiative. Now, POs are an integral part of the training planning process for their entire cluster, with input at every stage.

The cluster model was initially established in response to challenges we were facing in monitoring ongoing training (eg. training delivered by our graduates, after they returned to their home base).

3 Project Achievements

3.1 Outputs

During the project period, the following training courses were delivered by the LEAD Ranger training team. This training resulted in the achievement of several of our proposed outputs.

Month (2024)	Location	Course Name	Participant Total	Graduated Instructor Level	Graduated Basic Level
April	Kenya	Intermediate Field Ranger Instructor	11	11	0
April	Zimbabwe	Basic Field Ranger	21	0	21
Jul	South Sudan	Basic Field Ranger Instructor	12	3	7
Jul	Zimbabwe	* Track and Sign	24	-	-
Jul	Malaysia	Analyst: PP	15	-	-
Aug	Malaysia	Analyst: GIS	9	-	-
Sept	Kenya	* Debriefing	19	-	-
Oct	Zambia	Basic Field Ranger Instructor	9	9	-
Oct	Kenya	* Team Leader	12	-	-
	Kenya	* Physical	8	-	-
		Total	140	23	28

Courses marked * occurred during the project period and operated as pilots to existing, long term partners. Due to their status at pilots, the MEL framework was not applied to these courses and so their outputs will not be included in this report beyond reporting against basic ranger competency improvements.

As a result of cancelled training courses (refer to section 1 of this report) the number of rangers who received core LEAD Ranger training this year was below the expected output (53 versus 72). This should be noted as the primary reason for the reduced outputs described below.

Output 1: Rangers demonstrate improved skills, knowledge, and competence to perform their duties to the highest and safest standards and ability to share acquired knowledge with their peers.

1.1 : 72 rangers demonstrate improved competency levels in first aid or field skills by March 2025 following their participation in a 4-week training course in 2024.

During the project period, we are confident that 51 of a total 53 learners have demonstrated improved competency levels in first aid or field skills since participating in LEAD Ranger. Unfortunately, two participants within our South Sudan training event were unable to complete the course.

Competency levels are assessed through an in-house competency assessment protocol which measures a total of 27 competencies: 13 in the Basic Field Ranger Instructor and 14 in the Intermediate course.

Participants cannot graduate our courses through theory alone; practical skill must also be proven to warrant a graduation certificate in either Basic or Intermediate skills and Instructor capabilities.

Basic Field Ranger

Competency assessments for learners of the Basic courses showed significant learning of new skills across all topics related to first aid. The only exception to this was within South Sudan where some learners already had knowledge of tourniquet and pressure bandage application – this is likely due to the higher risk environment in which these rangers operate. Following their participation in this course, all participants showed an improvement in their application of these skills, highlighting an increase on their base level knowledge and skills. This reporting is displayed in Annex 5, page 27 – our 2024 MEL Report.

Intermediate Field Ranger Instructor

Competency assessments for learners of the Intermediate course showed increased knowledge and skills in 12 of the 14 competencies. Pre course assessments indicated that all participants were already highly competent in four of our 14 competencies, these being Avoid Dangerous Game (73%), Safe Open Fire (73%), Safe Drinking Water (100%) and Physical Training (100%). Following participation in the course, competencies for all modules increased to 100% and all participants passed this course (Annex 5, page 29)

1.2 : 72 rangers demonstrate improved competency levels to share acquired knowledge with their peers following their participation in a 4-week training course in 2024.

We are confident that 23 rangers have demonstrated increased competency to share acquired knowledge with their peers since participating in LEAD Ranger.

This number is significantly below the expected output, which can be explained by:

- Two planned training courses were cancelled at short notice, reducing the number of overall participants by around 24 people.

- One training course, in Zimbabwe, was delivered without "Instructor" modules. Following engagement with the PO the decision was made to focus on the rangers' core competencies rather than push their learning to instructor level which they were unlikely to be ready for as they were new recruits.

- Learners in South Sudan struggled with language barriers, which impacted their abilities in the "Plan and Prepare a Lecture" module (Annex 5, page 27), which is a central component of our "Instructor" competencies.

Competency to share acquired knowledge and skill was displayed by 23 participants who graduated their LEAD Ranger courses at "Instructor" level. Not only is this shown in assessment metrics, but participants have also expressed their improvements in interviews, *"I have been taught, and I have experience which I can use to change others"* – Basic Field Ranger Instructor Graduate, South Sudan.

Output 2: Rangers demonstrate increased confidence in their field skills and ability to train their peers.

2.1: More than 60% of graduates report a high level of satisfaction following their participation in a course in 2024.

Participant satisfaction remains high for our courses, with 71% of participants rating the course 'very good' or 'good' during the project period. In addition, 95% of participants said that they would recommend this course to other rangers. The remaining 5% expressed that they would recommend the course, but with small alterations resulting in electricity outages experienced during their course. This was an unfortunate unavoidable situation, but reflects a challenge related to external stimuli, rather than the course content or delivery.

Participants have also provided the following feedback within their post-course reports:
- *"I would like to appreciate you for bringing the course and I am happy with what I have learned from this course, and I wish to do more courses like this, if possible"* – Basic Field Ranger Instructor Graduate, South Sudan.
- *"The instructors are well mannered, professional and they offered everything that we need to learn"* – Basic Field Ranger Instructor Graduate, South Sudan.
- *"The course has the right teachings and able management with the right conductive environment for learners"* - Intermediate Field Ranger Instructor Graduate, Kenya
- *"Engagement with instructors who answered all our questions motivated us to keep working"* – Debriefing (pilot) Graduate, Kenya

2.2: At least 60% of all graduates report a high level of confidence in their ability to use acquired skills since training.
2.3: At least 60% of all graduates report a high level of confidence in their ability to deliver training to their peers since training.

Unfortunately, post-course assessments conducted during this period did not include assessment of ranger confidence in new field or instructor skills. Therefore, we were unable to report on the immediate impacts of our training on ranger confidence. We apologies for this oversight.

Additionally, post-training graduate interviews are an integral part of our new MEL Framework – these include a focus on ranger confidence. Unfortunately, of the 33 interviews conducted during the project period, 30 pertain to participants pre-April 2024. Being able to gather timely data on recent participants has been impacted by two factors:

- Rangers returning to their home bases face delays implementing new skills due to workload and management buy-in. Currently the turn-around from training intervention to training delivery by graduates is around 6 months.
- Limited access to graduates hinders our ability to conduct interviews in a timely manner. This is impacted by a range of factors including ranger field deployments, management approval and network access. following their return to their home bases. These factors impacted the timely collection and consolidation of relevant information.

As this is our first year fully implementing our new MEL Framework it has been a period of learning for our team both relating to internal capacity and the capacity of our partners to participate in additional interviews. We intend to make several changes to MEL which are captured in section 5 of this document.

While we are unable to provide data regarding the participants of this project period, we are confident that LEAD Ranger does have a positive impact on ranger confidence. From the surveys conducted in 2024, 88% of learners rated their skills confidence as "above average", or 'excellent' (Annex 5, page 16). It should be noted that these interview participants were trained in 2023, and so are beneficiaries of a previous Darwin Initiative grant, DARCC030.

When asked to provide an example, participants stated,

- *"I was able to train my teammates and built team confidence in the field and I was able to assist casualties I attended to and helped them to get to the hospital alive and received positive feedback from medical personnel who received them.".*
- *"I have been taught by confident and competent instructors and I understand the skills well."*
- *"Because the skills I have acquired from LEAD are still with me and I have assisted multiple casualties successfully."*

Those who rated their confidence as 'fair' or average' stated that few opportunities to practice their skills was impacting their confidence levels.

From this data it is clear that LEAD Ranger graduates have improved confidence in field skills, and their ability to deliver training to others, however the rate at which this occurs could be improved significantly. We are hopeful that a new "Cluster" model of operation which is being rolled out in 2025 will support faster turnaround of training deliver inside Partner Organisations.

Output 3: Rangers use and share acquired knowledge and skills with their peers.
3.1: 72 graduates demonstrate use of acquired knowledge and skills within their daily work after training.
3.2: 72 graduates demonstrate sharing of acquired knowledge and skills with their peers after training.
3.3: 72 graduates demonstrate examples of changes in work and use of acquired skills and knowledge since training.
3.4: 25% of graduates demonstrate examples of positive change for community members since training.

As described under Outputs 2.2 and 2.3, we have found it particularly difficult to assess and report on use of skills and knowledge, post training, for rangers trained within the project period. While we are confident that flow-on benefits are occurring within Partner Organisations, the rate at which this occurring must be assessed in closer detail and support provided to POs struggling to apply their LEAD Ranger graduates.

For those rangers assessed in 2024, around 30% have not yet delivered in-house training. Interestingly, some organisations where multiple LEAD Ranger graduates are based are utilising only a portion of these rangers. With this intel we plan to work with our Pos to determine if they have too many trainees or to find sustainable ways of rotating their trainers to avoid skills fade.

Of the rangers who were interviewed, the majority had received training 13-17 months prior, highlighting a significant delay from receipt of training to delivery of training by participants.

While data from our new MEL Framework is highlighting significant benefits for our beneficiary community, our ability to capture this within one 12-month period is limited; this will be taken into consideration for future MEL protocols and grant outcome frameworks

As described in Annex 1, we have captured examples of use and sharing of acquired knowledge and skills by LEAD Graduates trained before the project period. It is important to note that these rangers are beneficiaries of a previous Darwin Initiative grant, DRACC030. A selection of examples is provided below:

Use of Skills:
- *"First incident was when we were on patrol and due to the land slide of a hill one of my teammates was carried away and injured by a sharp tree on upper leg and he was bleeding, I applied wound packing technique and wrapped a bandage around to maintain pressure and stopped bleeding."*

Sharing of knowledge:
- *"It is very important to me as a field Ranger to know more about life saving skills and there is a great change because I have been called twice by the office to assist in training other colleagues."*
- *I have attended other medical training before, but I had no ability to share the skills with the team but now I can. I am confident in assessing and follow the right protocol while treating a casualty. I have come to understand that I can as well share the skills with my community not just at work."*

Changes to work:
- *"Before LEAD I had no idea that I can use improvised skills to attend to a casualty but now I can and having such practical and relevant skills prepares one mentally to deal with any situation. I thought that first aid is for trained medics but now with the skills that I acquired from LEAD I can prevent deaths and evacuate casualties to the medical personnel."*
- *Before I joined the training, I was scared to touch someone's blood and couldn't even if I was able to save someone's life, but now I can do this due to the training I have done."*

Positive changes for community since training:
- *"We rescued a person who had chest trauma using improvised chest seal after he was attacked by a buffalo. Currently he is okay and survived."*
- *"I used a snakebite bandage on a child of 2 years who was bitten by a red spitting cobra and the child survived."*

Output 4: Eight organisations demonstrate improved capacity to deliver ranger training internally by March 2025.

4.1 : Eight new beneficiary organisations are registered in the LEAD Ranger program.
During the project period five new organisations of a proposed eight were registered to the LEAD Ranger program in Malaysia.

A total of 11 organisations participated in training events this year, 6 of these which were existing POs. Training within the project period was primarily focussed on consolidating the skills or existing POs and supporting their ongoing learning through new courses and mentorship.

4.2 : Up to eight organisations demonstrate examples of changes made to the training, management, and deployment of their workforce following their participation in LEAD Ranger in 2024.
4.3 : Up to eight beneficiary organisations demonstrate benefits to their organsiation or operations resulting from adopting and in-house LEAD training program.

As described in previous sections, the newly implemented MEL Framework exposed some challenged during the project period. While we successfully conducted interviews with several PO's during the project period, the majority of these partners were recipients of training in the previous year; just two organisations who received training in the project period were able to participate in these interviews. Our training team experienced difficulty arranging appropriate times to connect with management within the POs – something we will be aiming to improve through greater socialisation of the MEL Framework in future years.

We have also found that follow-up PO interviews are best conducted at the 6 – 12-month interval following training, therefore very few of the organisations who received training between April 2024-March 2025 were ready to reflect on the impact that LEAD Ranger graduates are having within their organisation's daily operations and internal training program. This hinders our ability to report on Outputs 4.2 and 4.3 currently. We would be happy to report on the full outputs of this project period when participant and PO feedback is recorded and analysed.

We would also welcome advice from the Darwin Committee regarding the best way to handle this situation in future. Whilst we are confident that beneficiary organisations are benefitting from improved internal training capacity (see below) we are finding it increasingly difficult to capture this data within a 12-month timeline and therefore are unsure how to proceed with future applications, specifically our outcome frameworks.

As a reference point, reports from partners assessed in 2024 (Annex 5, page 5) are extremely encouraging. To start, 17 organisations reported that training offered is meeting their needs and 12 organisations have already applied their instructors to deliver training internally. This has resulted in 557 rangers being trained by LEAD Ranger graduates.

When reflecting on the benefits for their organisation, POs reported increased workforce confidence, internal training programs and improved access to first aid.
- *"The training was conducted and confidence is up amongst the Rangers. We always deploy a RLS with the Rangers. The members trained are very keen to go on ops with Rangers and are deployed as such."*
- *"Rangers now know how to rescue on their own if they are injured in the field knows about the basic of safety procedures to follow. More Rangers are covered for immediate assistance if required."*

In addition, direct and indirect benefits to the local community are being reported by POs:
- *"Yes the communities are more positive toward Rangers. The communities are more open and support communications better. Because the Rangers feel more comfortable to approach communities and listen when they have challenges there is a better relationship."*
- *"The communities are way more positive toward the organisation. The patient that was bitten by a crocodile has been treated and the community showed there thankfulness and support. Serious accidents have been treated as well."*

3.2 Outcome

Proposed Outcome: Participation in LEAD Ranger training courses increases the capacity of individuals and local organisations to deliver first-aid and to manage field skills training using their own staff by March 2025.

We have partially met the overarching outcome of this grant as LEAD Ranger training courses have increased the capacity of individuals or deliver first aid. We are also confident that the ability of organisations to deliver internal training programs, using LEAD Ranger graduates has also been delivered, however we are conscious that our current MEL outputs cannot corroborate this. We would be more than happy to provide a follow-up report to the assessment panel at a later stage when follow up interviews have been conducted with participants and POs. These delays have been taken into consideration for future operations and learnings/ recommendations outlined in section 5 of this report.

Indicators:
0.1 : Eight beneficiary organisations demonstrate increased capacity to deliver training internally by March 2025.
Please refer to section 3.1, outcome 4.1.

0.2 : Following their participation in our project, the training of rangers in eight beneficiary organisations is delivered internally in consultation with LEAD Ranger graduates by March 2025.
Please refer to section 3.1, outcome 4.1.

0.3 : Positive examples of change for community members is reported in up to six communities following rangers receiving LEAD Ranger training.
Please refer to section 3.1, outcome 4.3.

3.3 Monitoring of assumptions

Assumption	Comments
Organisations participating in training adhere to a partnership agreement which stipulates that following the participation in CRLS by some of their rangers, all operational training going forward will include planning and delivery by CRLS graduates.	The partnership agreement was implemented later than expected, coming into operation in January 2025. Since this time, relationships with partners have improved and we are experiencing increased engagement form partners.
A minimum 12 rangers participate in each training course.	During the project period some training courses operated below the minimum threshold. Steps are being taken since January 2025 to ensure training courses operate with more participants.
12 rangers graduate from each training course.	Some courses operated below the minimum participant threshold; in addition, we experienced a 91% graduation rate.
Methods of adaptive learning are applied during each training course to ensure all rangers receive 1-1 skills development and personalised training.	Yes, adaptive learning was applied throughout.
Rangers have access to first-aid supplies and equipment when they return to their base	Provision of equipment by POs was not monitored throughout the project, however all POs during the project period have agreed to certain standards being implemented, including access to first-aid supplies.

4   Contribution to Darwin Initiative Programme Objectives

4.1 Project support to the Conventions, Treaties or Agreements

The ongoing, direct conservation and land management activities of rangers working in Zambia, Kenya, South Sudan and Zimbabwe are vital in protecting habitats and ecosystems. The hands-on management and fieldwork are fundamental to achieving the national biodiversity strategies and action plans within these countries, which all face impacts of climate change (notably droughts in East Africa in recent years), and increasing pressures from population growth and loss of natural resources.

Each targeted country has ratified the Convention on Biological Diversity (CBD) and are parties to the UNFCCC and CMS (bar South Sudan). By strengthening the capability and capacity of rangers in these nations LEAD Ranger supporting rangers to contribute to national policy from the ground up. Not only does this project improve the safety and livelihoods of field conservationists (many from low economic status and rural areas) but it is also ensuring rangers can effectively and successfully fulfil their role in achieving the objectives of each respective national policy framework.

4.2 Project support to biodiversity conservation and multidimensional poverty reduction

During the project period we did not set out to monitor direct indicators around biodiversity protection and multidimensional poverty reduction, however over the long term we are witnessing (from data provided by previous partners) improvements in both of these spaces for our POs.

Biodiversity Conservation:
The changes to ranger and organisation capability and capacity from this project have delivered more confident and capable conservation practitioners. In coming years, we expect to see improvements in biodiversity protection within each region of operation. These changes will differ amongst the partner organisations but will likely include more successful law enforcement activities (more arrests, reduced incidences of poaching) resulting from more effective operational processes and improved interactions with communities due to the positive contributions that rangers bring to rural communities (increase salaries, first aid provision, alternative livelihood schemes).

Recent partners (prior to the project period) have reported the following benefits for biodiversity:

- *"Previously, before LR program training, when a wild animal killed one of our livestock or a community member, community members would go on a rampage, killing any animals on sight indiscriminately. Now, we have room to negotiate and discuss with the community because there is trust between the rangers and the community."* SORALO (long-standing Partner Organisation) Community Ambassador
- *"From the skills, we learned about bushcraft on how to avoid the animals. Each animal has a different – attitude – the drill is working. For example, if I see a lion I should not run. I should try to be bigger than the lion and not run. Previously, we would run directly at the wild animals. We would end up as casualties, but now we know how to evade and avoid, and now we know how to be safe".* - SORALO Community Elder

Poverty Reduction: Several rangers grained through the LEAD Ranger program have received salary increases due to their new skills and leadership capacity. These salaries are expected to have flow on benefits within communities via families of rangers who will utilise the salary within the local economy.

"The community respects the rangers more because of the training they have received, and the increase rangers have had in salaries." – PO Management, Akashinga

"Our children are going to school because we get money to educate our children. We have only just found this out through our training. We now know the importance of the animals. We have seen the light, and we now make money to feed our families, because if you are an outsider and you want to see our animals, you must pay and respect them" - SORALO Ranger

"As a result of LEAD training, we have seen a reduction in cost by 60-70%, which has been fundamental in redistributing our limited finances into other areas. The knock-on effects of the savings are used for more strategic areas including equipment, salaries, or legal costs." – Big Life Foundation Management

4.3 Gender Equality and Social Inclusion (GESI)

Please quantify the proportion of women on the Project Board[7].	30%
Please quantify the proportion of project partners that are led by women, or which have a senior leadership team consisting of at least 50% women[8].	30%

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	

---

[7] A Project Board has overall authority for the project, is accountable for its success or failure, and supports the senior project manager to successfully deliver the project.

[8] Partners that have formal governance role in the project, and a formal relationship with the project that may involve staff costs and/or budget management responsibilities.

We encourage the participation of women rangers in all of our training courses and our Founding partners focus much of their work and advocacy on women within the ranger sector. Currently the percentage of women working as rangers in Africa averages at 3-11%[9]. During this project, 20% of all LEAD Ranger course participants were women rangers. We are proud to have a gender ratio higher than the average global workforce rates and will continually strive to uplift the skills, voices and leadership capacity of women within the ranger workforce.

4.4 Transfer of knowledge

Transfer of knowledge is an integral component of the LEAD Ranger program ethos. All participants are encouraged and taught how to transfer knowledge to their peers and community members to spread capacity to a wider group than just the initial participants. Graduates will transfer knowledge via theoretical lessons, and primarily practical skills training sessions when they return to their daily operations. To enable this transfer of knowledge to continue well into the future we offer refresher training course for all graduates, are developing training manuals and online training, and have a selection of skills example videos available for graduates.

4.5 Capacity building

Capacity building is another integral part of LEAD Ranger's operations. The critical element of this project is to support internal capacity building within conservation organisations. This internal capacity will enable organisations with a ranger workforce to self-manage their training needs, ultimately reducing their reliance on costly external service providers. In some cases, this will result in cost-savings, which organisations can filter back into other areas of their operations (for example, new equipment for rangers, more staff, new programs etc).

LEAD Ranger also boosts individual capacity and has led to salary increases and promotions for a number of past graduates. For example, ranger Petronella Chigumbura has progressed into the role of Deputy Ranger Supervisor within Akashinga (Zimbabwe) since her training in 2019. Similarly, ranger Constance Mwanda, also trained in 2019, was the focus of a short film "Portrait of a Ranger" which was recently awarded the Special Jury Award at the Pridelands Wildlife Film Festival (PWFF) – Africa's premiere wildlife, conservation, nature and environmental film festival. Constance has progressed from the position of ranger to a ranger trainer of a team of around 100 rangers within her organisation in Kenya. We hope to capture more examples like this in upcoming participant interviews.

5 Monitoring and evaluation

In early 2024 a new Monitoring Evaluation and Learning Framework was developed and implemented for this program. 2024 remained a testing period for this Framework, and so much of the DARCC049 project period overlapped with this. Overall, the MEL Framework has presented positive insights at ranger and PO level, alongside providing amble insights into what can be improved to ensure MEL protocols are effective and realistic for our training team. These recommendations are summarised below:

- In 2025 we will add the question "does the instructor think they could have passed the assessment before the course".

- Management buy-in seems to be the biggest barrier to implementing in-house training, as learners do not have the authority to set deployments, budgets, or plan training events.

- Partner organisations will be better be better informed and engaged in LEAD's MEL processes and what is expected of our partners regarding data capture. LEAD instructors often struggled to obtain interviews from learners who claimed they needed management approval to respond to our requests. Going forward, LEAD will first approach managers, explain the learner interview process to them, and ask them to give express permission to their staff to participate in the process. This awareness raising

---

[9] *Where are the women? Towards gender equality in the ranger workforce:* https://www.cmi.no/publications/7440-where-are-the-women-towards-gender-equality-in-the-ranger-workforce#:~:text=The%20ranger%20workforce%20is%20currently,2019).

will make it clear that the interviews are intended to help us track impact and improve courses; it is not an opportunity for us to point out negative aspects of their organisation.

- Add all trainings, coaching, and mentorship to MEL: Moving forward, we will update the data collection to include all types of training such as problem analysis and advanced ranger operations and leadership courses, such as a team leader course. We will also be sure to include MEL data capture for coaching and mentorship work we do with partner organisations.

- Implement MEL standard operating procedures: To ensure a smooth and uniform rollout of MEL data capture in 2025, LEAD will prepare standard operating procedures (SOPs) that will give clear guidance on when and how to collect MEL data. This will not only help us with planning the 2025 data collection, but will also make it easier to train new members of the LEAD team should the organisation grow.

- Update MEL materials based on feedback from current operations: Based on discussions with the entire LEAD team in February 2025, a number of updates will be made to the MEL data collection materials to make them easier to use. This will ensure the 2025 data collection is not only more robust, but also easier for both the LEAD team and our partners.

6 Lessons learnt

During the project period, several lessons learnt relate directly to to Monitoring and Evaluation, please refer to Section 5 of this report.

In addition, the following lessons learnt were identified, and relevant changes will be applied to future operations:

Course Content

- More time will be allotted to the "Plan and Prepare a lecture" module within the Basic Field Ranger Instructor course in countries where language barriers may be more prevalent
- The Coach Ranger Life Saver course remains relevant, has lasting impact on skills and confidence, and is proven to save lives.
- The injury data collected during this process indicates rangers trained by LEAD are applying their skills during field operations, but also outside of this realm, attending to casualties amongst staff members (i.e. builders) and community members at large.
- Regarding injuries, the most common cause reported by rangers is animal attacks, emphasising the importance of aligning reality-based training with such scenarios.

Knowledge Transfer and Skill Retention

- Delivery of ongoing training and/or skill retention is a challenge for under-resourced partners. To support this LEAD Ranger is rolling out a 'Cluster' model for training delivery. Organisations based in similar regions will be grouped allowing increased networking, joint training initiatives and regional mentorship programs both between LEAD, and between the organisations involved in each Cluster. New partnership agreements have been implemented to support this model, so all partners have a contract setting out their terms of engagement with LEAD Ranger.
- At least two instructors should be trained in every organisation to build resilience in case of staff turnover.
- There is untapped potential for partner organisations to work with communities to ensure they are aware of the benefits of having RLS trained rangers in the landscape, or even training the community members themselves in these techniques.

Lessons Learnt Process

- In compiling the 2024 MEL report, it became clear that our current data collection mainly focuses on monitoring and evaluation, with less attention paid to learning. Moving forward, LEAD will update its lessons identified and lessons learned (LI/LL) system for LEAD operations to better capture learning, making it easier to update the curriculum based on experiences from the field.

Grant Management

- If we were to submit a grant for the Darwin Initiative again, we would simplify our outcome framework to those outcomes that we are confident can be monitored within one year. This, I believe, will be a significant challenge to many conservation and capacity building initiatives, as improvements aren't always readily monitored over the short-term.

7 Actions taken in response to Annual Report reviews

Not relevant – no annual report reviews submitted.

8 Sustainability and legacy

Sustainability is central to the ethos of LEAD Ranger. Our program is focussed on embedding skills within organisations and for those skills to be shared with as many rangers as possible. For example, long-term partner, Big Life Foundation has received training for 18 rangers since 2017, and these skills have now been shared to the entire ranger workforce (350 people) and some community members.

To sustain the legacy of this project we offer technical guidance in the form of instructional videos, training manuals and offering 'refresher training' to all recipient organisations. We will also check-in with participant organisations annually to monitor flow-on impact (e.g. training delivered in-house by LEAD graduates).

Interest in this program continues to grow, as evidenced by the new organisations being onboarded each year. Within the past year, we have also supported existing partners to conduct recruitment assessments and training of new recruits' internal recruitment processes for new ranger teams and team leader positions. This shows a legacy of quality and trust amongst our partners and a clear respect for our staff amongst our stakeholders.

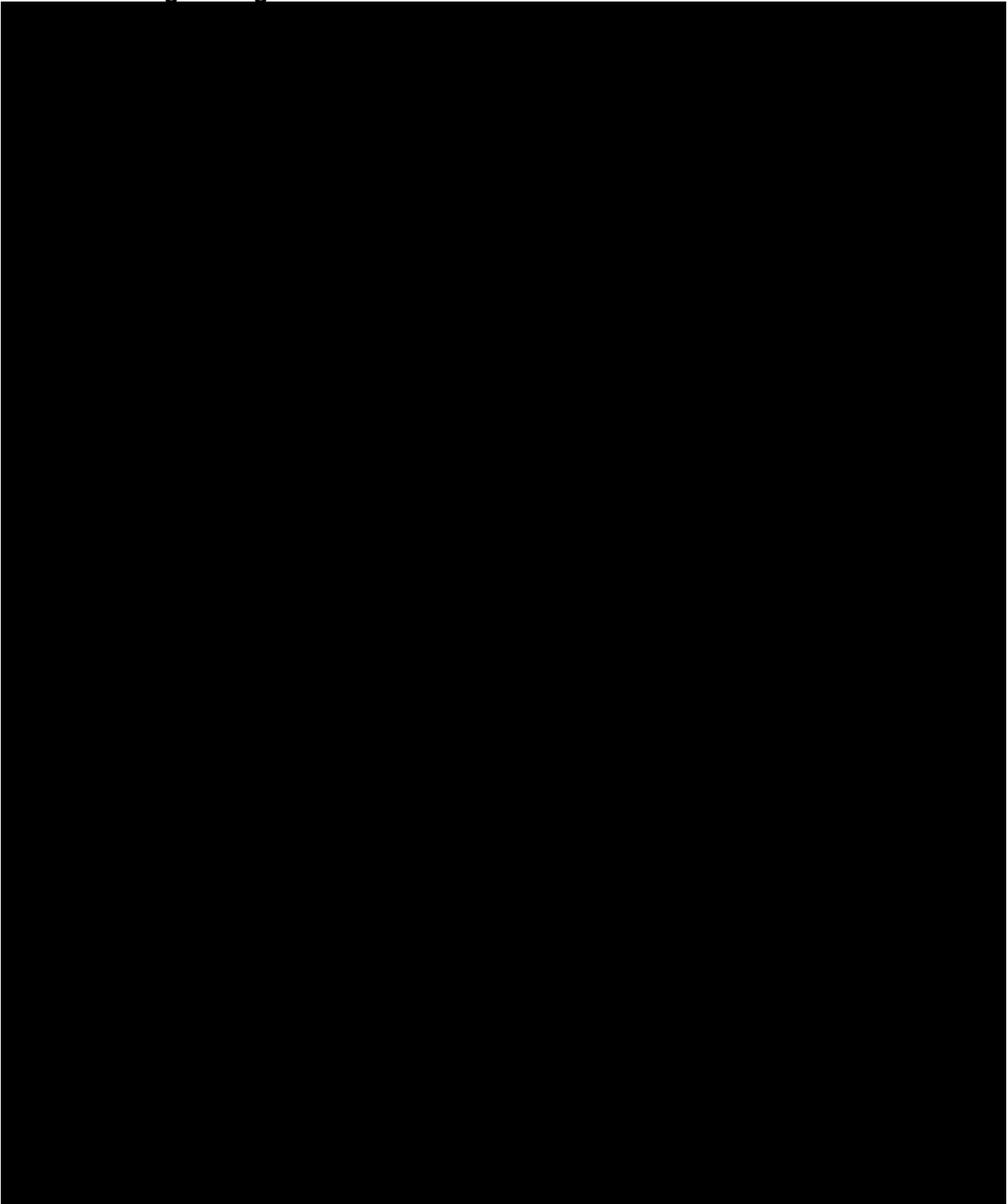## 9 Darwin Initiative identity

Thin Green Line recognised DEFRA within our Annual Report (Australian FY24) and will do so again in our upcoming Annual Report (Aus. FY25).

LEAD Ranger is an ongoing program that was established in 2017. This funding contributed to roughly 40% of the annual running costs of the program, which would not have been able to continue without this generous support.

10 Risk Management

No new risks have been identified in the last 12 months that require project adaption.

11 Safeguarding

12 Finance and administration

12.1 Project expenditure

As LEAD Ranger is an ongoing project, all DARCC049 funds were allocated as expected. Any alterations to our overall budget were covered through other funding sources.

Project spend (indicative) since last Annual Report	2023/24 Grant (£)	2023/24 Total actual Darwin Initiative Costs (£)	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	£199,800.00	199,800.00		

Staff employed (Name and position)	Cost (£)
Tim Schneider - Project Leader	
Sean Willmore - Strategic Guidance	
Jennifer Mann - Program Administrator	
Boris Vos - Managing Director	
Ruben De Kock - Head of Training	
Dr Andrew Lemieux - Crime Prevention and Impact Manager	
Marilee Gobson - Quality Management and Compliance	
Kizito Lomongin - Trainer	
Paul Chikumbusto - Trainer	
Jackson Mutabazi - Trainer	
Miles Lynne - Trainer	
Richer van de Sluis - Head of Operations (Zimbabwe)	
Subject Matter Expert	
Camp Coordinator	
TOTAL	

** Salary for two Junior Trainers was included in our original budget, however these positions were not filled during the project period. The BCF funds originally budgeted towards these personnel (£5,274.00) was therefore redistributed among existing staff salaries (lines 8-10).

Capital items – description	Capital items – cost (£)
N/A	0
TOTAL	0

Other items – description	Other items – cost (£)
Contingency (unforeseen repairs, maintenance, travel costs	███████████
TOTAL	███████████

12.2 Additional funds or in-kind contributions secured

Matched funding leveraged by the partners to deliver the project	Total (£)
Akashinga	███████████
Thin Green Line	███████████
TOTAL	███████████

Total additional finance mobilised for new activities occurring outside of the project, building on evidence, best practices and the project	Total (£)
Private Donation (AUD 100,000.00)	███████████
TOTAL	███████████

12.3 Value for Money

Unlike many existing commercial training providers, LEAD Ranger has been delivered at no cost to the recipient rangers or organisations involved. This means that the training is accessible to all, regardless of their economic status.

What's more the impact investment of LEAD Ranger goes well beyond that of many commercial training providers. Through one training program we are embedding training capacity within organisations, rather than simply training individual rangers. This means that organisations can maintain and manage workforce skills internally using LEAD graduates rather than outsourcing future trainings. The cost of one training course has flow on benefits, by training one ranger – we can impact several more.

Operationally, we have no capital expenditure and aim to minimise the costs of staff travel and accommodation wherever possible. Staff remuneration makes up the bulk of our operational costs and will continue to be out main area of expenditure as we continue to invest in the wellbeing of our staff team.

13 Other comments on progress not covered elsewhere

This feedback relates to the grant payment process.

As an Australian based organisation, we struggle significantly with the financial reporting timelines of this grant. Our Financial Year runs July 1- June 30 meaning that the earliest we can conduct an annual, organisation-wide, audit is July 1. Even with the most efficient auditor, the earliest that a full audit may be complete and signed is August, but a more realistic timeframe is September. This means that we cannot submit a full, annual audit with our Final Report and Final Claim.

Conversely, the required project-specific audit can be conducted immediately after the project end date (March 30) and submitted along with the Final Report.

Unfortunately, we were advised that our Final Claim would not be payable until the full annual audit was submitted, resulting in a payment at minimum six months after the project end date. This was evidenced during our administration for grant DARCC030, where the final claim was paid in November 2024, 8 months after the project end.

We appreciate the need for financial auditing, however within the conservation sector and an increasingly challenging fundraising environment, we struggle with these policies. It would be our recommendation to consider allowing organisations who operate within differing financial calendar to report using project-specific auditing, followed up by annual audits at a later date, to ensure timely payment of final claims.

14 OPTIONAL: Outstanding achievements of your project (300-400 words maximum). This section may be used for publicity purposes

I agree for the Biodiversity Challenge Funds Secretariat to publish the content of this section (please leave this line in to indicate your agreement to use any material you provide here).

LEAD Ranger is a groundbreaking train-the-trainer initiative that provides rangers with the skills and confidence to train their own peers in a long-term and sustainable way. It creates and nurtures leaders, and brings out the best in participants, including those with no formal education. LEAD goes beyond the standard ranger training of wildlife protection and patrolling techniques, teaching skills in critical first aid and community engagement. Importantly, it's saving lives.

Since 2017, participant satisfaction in the course has continued to increase, confidence in participants has risen and skills learned during the training are being applied in daily operations, with real world benefits.

"LEAD has met all our expectations! There has never been another organisation that does what LEAD is doing. This is a unique opportunity that has changed the lives of rangers and saved over 20 lives of community members."

"If I rank myself before LEAD Ranger – who I was and who I am now – I am a very different person. My confidence has increased 100%."

"I am confident because I have skills, and I can teach someone to do first aid. I have enough skills and knowledge to save someone's life."

"I am very proud that I'm a woman working in conservation. And I'm very proud that my sisters back at home can see me as a leader. I'm proud because if I can teach one person, and that person can teach others, we're going to move forward and focus on the future."

Along with all the practical skills that a ranger needs to work safely and effectively, LEAD also teaches skills in community engagement. Ranger graduates have reported a considerable improvement in community relations. Where they were once mistrusted, they are now respected and called upon as first-responders:

"Rangers previously only protected wildlife – rangers are now life savers. My community no longer sees me as an enforcer but rather as a teacher and sometimes a doctor."

"When something happens in the community – for example poaching – or even an accident, the first person to be called is a LEAD ranger."

"Previously, before LEAD Ranger program training, when a wild animal killed one of our livestock or a community member, community members would go on a rampage, killing any animals on sight indiscriminately. Now, we have room to negotiate and discuss with the community because there is trust between the rangers and the community."

File Type (Image / Video / Graphic)	File Name or File Location	Caption, country and credit	Online accounts to be tagged (leave blank if none)	Consent of subjects received (delete as necessary)
All images available at: TGL Google Drive				
Image	Lead Ranger Training Evacuation	Training Evacuation Simulation during a Basic Field Ranger Instructor training course, Kenya. Courtesy LEAD Ranger	Facebook: @ thethingreenlinefoundation LinkedIn: Thin Green Line Foundation	Yes / No
Image	LEAD Ranger 1303	Field First-Aid Bleed Control Simulation during a Basic Field Ranger Instructor training course, Kenya. Courtesy LEAD Ranger	Instagram: @thingreenlinefoundation https://thingreenline.org.au/	Yes / No
Image	LEAD Ranger 03197	LEAD Ranger participants enjoying a campfire dinner together, Kenya. Courtesy LEAD Ranger.		Yes / No

Annex 1 Report of progress and achievements against final project indicators of success for the life of the project

Project summary	Progress and achievements
Outcome: Participation in LEAD Ranger training courses increases the capacity of individuals and local organisations to deliver first-aid and to manage field skills training using their own staff by March 2025.	*We can report partial achievement of this outcome: Participation in LEAD Ranger has increased capacity of 51 individuals during the project period. The subsequent impact on orgnisations unfortunately cannot be reported at this time but will reported in coming months. Refer to Section 3.1 of this report.*
Outcome indicators: 0.4 Eight beneficiary organisations demonstrate increased capacity to deliver training internally by March 2025. **[DI-A01]** 0.5 Following their participation in our project, the training of rangers in eight beneficiary organisations is delivered internally in consultation with LEAD Ranger graduates by March 2025 0.6 Positive examples of change for community members is reported in up to six communities following rangers receiving LEAD Ranger training. **[DI-B05]**	Unfortunately, it was not possible to gather data against these indicators within the project period. *Refer to section 3.1 and section 5 for further detail on these outputs and proposed changes to MEL.*
Output 1 Rangers demonstrate improved skills, knowledge, and competence to perform their duties to the highest and safest standards and ability to share acquired knowledge with their peers.	
1.3 72 rangers demonstrate improved competency levels in first aid or field skills by March 2025 following their participation in a 4-week training course in 2024. **[DI-A03]**	51 rangers have demonstrated improved competency levels in field or first aid skills since their participation in LEAD Ranger training, during the project period. *Section 3.1 of report.*
1.4 72 rangers demonstrate improved competency levels to share acquired knowledge with their peers following their participation in a 4-week training course in 2024.	23 rangers have demonstrated improved competency levels to share acquired knowledge with their peers during the project period. *Section 3.1 of report.*
Output 2. Rangers demonstrate increased confidence in their field skills and ability to train their peers.	
2.1 More than 60% of all graduates report a high level of satisfaction following their participation in a course in 2024.	80% of graduates have reported a high level of satisfaction following their participation in a LEAD Ranger course during the project period. *Section 3.1 of report.*
2.2 At least 60% of all graduates report a high level of confidence in their ability to use acquired skills since training. 2.3 At least 60% of all graduates report a high level of confidence in their ability to deliver training to their peers since training.	Unfortunately, it was not possible to gather data against these indicators within the project period. *Refer to section 3.1 and section 5 for further detail on these outputs and proposed changes to MEL.*

Output 3. Rangers use and share acquired knowledge and skills with their peers.	
3.1: 72 graduates demonstrate use of acquired knowledge and skills within their daily work after training. [DI-A04]	Unfortunately, it was not possible to gather data against these indicators within the project period. *Refer to section 3.1 and section 5 for further detail on these outputs and proposed changes to MEL.*
3.2: 72 graduates demonstrate sharing of acquired knowledge and skills with their peers after training. [DI-A05]	
3.3: 72 graduates demonstrate examples of changes in work and use of acquired skills and knowledge since training. [DI-B09]	
3.4: 25% of graduates demonstrate examples of positive change for community members since training	

Output 4. Eight organisations demonstrate improved capacity to deliver ranger training internally by March 2025.	
4.4 Eight new beneficiary organisations are registered in the LEAD Ranger program.	Five new organisatiosns were registered to the LEAD Ranger program during the project period. *Refer to section 3.1 of this report.*
4.5 Up to eight organsiations demonstrate examples of changes made to the training, management, and deployment of their workforce following their participation in LEAD Ranger in 2024.	Two organisations who have participated in LEAD Ranger training have demonstrated examples of changes made to the training, management, and deployment of their workforce, since their participation in the program. However, these changes cannot solely be attributed to the project period, as they are long-standing participants who have undertaken previous training. *Refer to section 3.1 of this report.*
4.6 Up to eight beneficiary organisations demonstrate benefits to their organsiation or operations resulting from adopting and in-house LEAD training program. [DI-D15]	Two organisations who have participated in LEAD Ranger training have demonstrated examples of benefits to their organisation or operations. However, these changes cannot solely be attributed to the project period, as they are long-standing participants who have undertaken previous training. *Refer to section 3.1 of this report.*

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: Participation in LEAD Ranger training courses increases the capacity of individuals and local organisations to deliver first-aid and to manage field skills training using their own staff by March 2025.	0.7 Eight beneficiary organisations demonstrate increased capacity to deliver training internally by March 2025. [DI-A01] 0.8 Following their participation in our project, the training of rangers in eight beneficiary organisations is delivered internally in consultation with LEAD Ranger graduates by March 2025. 0.9 Positive examples of change for community members is reported in up to six communities following rangers receiving LEAD Ranger training. [DI-B05]	MoV 1: Regular monitoring of project activities [Indicator 0.1]. - *This will include quantitative measures of the type of training delivered, duration, participant numbers (disaggregated by gender) and location.* MoV 2: Annual partner (management) follow-up interview or report. [Indicators 0.2, 0.3] - This is an annual survey conducted with management from each beneficiary organisation following their staff's participation in training. This will be conducted as a remote survey or in some occasions as an interview (online or in person) between LEAD staff and management from participating organisations. This survey will provide opportunity for management to comment on the performance of participants.
Output 1 Rangers demonstrate improved skills, knowledge, and competence to perform their duties to the highest and safest standards and ability to share acquired knowledge with their peers.	1.5 72 rangers demonstrate improved competency levels in first aid or field skills by March 2025 following their participation in a 4-week training course in 2024. [DI-A03] 1.6 72 rangers demonstrate improved competency levels to share acquired knowledge with their peers following their participation in a 4-week training course in 2024.	MoV 3: Pre and Post training survey's. [Indicators 1.1, 1.2] - Before participation and following the end of training, all participants are required to participate in a pre-and post-training survey. This provides a self-assessment of rangers' capacity, capability and confidence in key skills. Separate surveys are designed for each training course delivered (eg first aid vs field skills). These surveys allow us to develop a baseline for each individual and track change over time.
Output 2 Rangers demonstrate increased confidence in their field skills and ability to train their peers.	2.1 More than 60% of all graduates report a high level of satisfaction following their participation in a course in 2024. 2.2 At least 60% of all graduates report a high level of confidence in their ability to use acquired skills since training. 2.3 At least 60% of all graduates report a high level of confidence in their ability to deliver training to their peers since training.	MoV 3: Pre and Post training survey's [Indicators 2.1, 2.2, 2.3] MoV 4: 6/ 9/ 12 month follow up interviews [Indicator 2.3] - Following participation ins training, rangers will be invited to participate in a follow up survey. The timing of this survey will be conducted 6, 9 or 12 months since training takes place, the exact timing will be agreed with each partner organisation based on their individual operational capacity.
Output 3	3.1 72 graduates demonstrate use of acquired knowledge and skills within their daily work after training. [DI-A04]	MoV 4: 6/ 9/ 12 month follow up interviews (timeline to be advised by recipient org) [Indicators 3.1, 3.2, 3.3, 3.4]

Rangers use and share acquired knowledge and skills with their peers.	3.2 72 graduates demonstrate sharing of acquired knowledge and skills with their peers after training. [DI-A05] 3.3 72 graduates demonstrate examples of changes in work and use of acquired skills and knowledge since training. [DI-B09] 3.4 25% of graduates demonstrate examples of positive change for community members since training.	
Output 4 Eight organisations demonstrate improved capacity to deliver ranger training internally by March 2025.	4.7 Eight new beneficiary organisations are registered in the LEAD Ranger program. 4.8 Up to eight organsiations demonstrate examples of changes made to the training, management, and deployment of their workforce following their participation in LEAD Ranger in 2024. 4.9 Up to eight beneficiary organisations demonstrate benefits to their organsiation or operations resulting from adopting and in-house LEAD training program. [DI-D15]	MoV 1: Regular monitoring of project activities [Indicator 4.1] MoV 2. Annual partner (management) follow-up interview or report [Indicators 4.2, 4.3]

Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)

1.1 Rangers participate in 4-week Coach-Ranger Life Saver* (CRLS) training course.

2.1 Rangers participate in 4-week Field Ranger Instructor* (FRI) training course.

3.1 Rangers participate in 4-week Coach-Ranger Life Saver* training course and rangers participate in 4-week Field

Ranger Instructor training course.

4.1 Rangers receive post-course mentorship and access to online library of continued training resources.

4.2 Program monitoring, evaluation and active adaption is embedded into LEAD Ranger operations.

During the project period this was renamed to CRLS was renamed to Basic Field Ranger Instructor FRI was renamed to Intermediate Field Ranger Instructor.

Important Assumptions

Organisations participating in training adhere to a partnership agreement which stipulates that following the participation in CRLS by some of their rangers, all operational training going forward will include planning and delivery by CRLS graduates.

A minimum 12 rangers participates in each training course.

12 rangers graduate from each training course.

Methods of adaptive learning are applied during each training course to ensure all rangers receive 1-1 skills development and personalised training.

Rangers have access to first-aid supplies and equipment when they return to their base

Annex 3 Standard Indicators

Table 1   Project Standard Indicators

DI Indicator number	Name of indicator	Units	Disaggregation	Year 1 Total	Total achieved	Total planned
DI-A01	Number of people in eligible countries who have completed structured and relevant training	People	Country, Gender	Kenya = 50; Male: 47, Female: 3. Malaysia = 24; Male:12, Female:12. South Sudan = 12, all Male. Zambia = 9, all Male. Zimbabwe = 45; Male: 5, Female: 40.	140	72
DI-A03	Number of local or national organisations with enhanced capability and capacity.	Organisations	Country, Type	Kenya = 5 Malaysia = 5 South Sudan = 1 Zambia = 1 Zimbabwe = 1 All organisations are NGO's.	13	8
DI-A04	Number of people reporting that they are applying new capabilities (skills and knowledge) 6 (or more) months after training.	People	Country, Gender	Reporting not available at this time.		0
DI-A05	Number of trainers trained under the project reporting to have delivered further training	People	Country, Gender	Reporting not available at this time.		0
DI-B05	Number of people with increased participation in governance.	People	Country, Gender	24 people total participated in management level training. Malaysia = 24; Male: 12, Female: 12	24	0
DI-C01	Number of best practice guides and knowledge products published and endorsed.	Number	Country	1	1	0

Table 2   Publications

Title	Type	Detail	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)
Integrated Threat Reduction	Manual	Andrew M. Lemieux and Boris Vos	Male	American	Open Access	https://popcenter.asu.edu/sites/default/files/2025-05/Integrated%20Threat%20Reduction%20%282025%29.pdf

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, type of report (i.e. Annual or Final), and year) and **deleted the blue guidance text** before submission?	Yes
Is the report less than 10MB? If so, please email to BCF-Reports@niras.com putting the project number in the Subject line.	Yes
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. All supporting material should be submitted in a way that can be accessed and downloaded as one complete package.	
If you are submitting photos for publicity purposes, **do these meet the outlined requirements (see section 14)?**	Yes
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.	Yes
Have you involved your partners in preparation of the report and named the main contributors?	Yes
Have you completed the Project Expenditure table fully?	Yes
Do not include claim forms or other communications with this report.	