USAID
FROM THE AMERICAN PEOPLE

COMBATING WILDLIFE TRAFFICKING
CROSS-MISSION LEARNING AGENDA

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ACRONYMS

CBNRM	Community-Based Natural Resources Management
CWC	Combating Wildlife Crime
CWT	Combating Wildlife Trafficking
E3	Bureau for Economic Growth, Education, and Environment
END	Eliminate, Neutralize and Disrupt Wildlife Trafficking Act
FAB	Office of Forestry and Biodiversity
IUU	Illegal, Unreported, and Unregulated Fishing
MI	Measuring Impact
NGO	Non-Governmental Organization
USAID	United States Agency for International Development

I. WHAT IS A LEARNING AGENDA?

An intentional and collaborative strategy for continuous learning through all stages of the Program Cycle is essential to achieve development results. As a strategy for continuous learning, the United States Agency for International Development (USAID) Bureau for Economic Growth, Education, and Environment (E3) Office of Forestry and Biodiversity (FAB) is implementing a Biodiversity Cross-Mission Learning Program to increase the effectiveness of strategic approaches that are commonly applied in USAID biodiversity programs. This Learning Program is designed to improve understanding of the conditions under which specific strategic approaches are successful in achieving desired outcomes, and why.

The Learning Program takes a community of practice approach to knowledge creation, sharing, and synthesis. Collaborative Learning Groups will develop and pursue shared Learning Agendas with support from E3/FAB's Measuring Impact (MI) project. A Learning Agenda defines the specific learning questions that a Learning Group will collaborate to answer, the learning activities involved, and the intended learning products and outcomes that will result.

Learning Agendas are framed around the specific theory of change underlying a common strategic approach. A theory of change, or development hypothesis, articulates how a team believes a set of actions or strategic approach will lead to the desired outcomes. It lays out the sequence of expected intermediate results and assumptions made in implementing a strategic approach, as well as important enabling conditions and limiting factors. The Learning Program uses results chain diagrams as a tool to illustrate theories of change to make explicit the expected results and any underlying assumptions, and to identify learning questions based on those assumptions. See Appendix A on page 9 for further explanation of the use of theories of change and results chains in developing learning questions for learning programs.

II. WHY A LEARNING AGENDA FOR COMBATING WILDLIFE TRAFFICKING?

USAID has a long history of support for biodiversity conservation, including programs that help park authorities and rural communities reduce poaching and consumption of wildlife, usually as part of broader investments in protected area management or community-based natural resource management. Wildlife trafficking, defined as illegal hunting, transport and commerce of wildlife and wildlife products, is now prioritized for action by USAID due to a dramatic increase in the volume and scope of the threat in recent years, a 2014 Executive Order on Combating Wildlife Trafficking (and associated National Strategy and Interagency Task Force), and the 2016 Eliminate, Neutralize and Disrupt (END) Wildlife Trafficking Act. As missions begin or ramp up new programs, there is an important opportunity for cross-mission collaboration to capitalize on previous experiences, share the latest information, and spread innovative ideas across missions.

USAID highlights 10 common strategic approaches used to combat wildlife crime in its Measuring Efforts to Combat Wildlife Crime toolkit. The Collaborative Learning Group elected to focus learning efforts on theories of change for strategic approaches #1, #2, and #7 from the toolkit,[1] defined as:

1. **Reduce Consumer Demand through Behavior Change Methodologies**: The use of social marketing and other methodologies to raise awareness and change the behaviors of target audiences, especially consumer choices and reporting of illegal products and markets.
2. **Build Capacity for Effective Enforcement and Prosecution**: The provision of financial or technical assistance to improve the capacity of governments and agencies to enforce wildlife laws and prosecute wildlife criminals.
7. **Increase Community Conservation Action and Support to Combat Poaching and Trafficking:** Efforts to build community support and action to decrease poaching and illegal activity.

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[1] This document will continue to use #1, #2, and #7 for consistency with the toolkit.

These strategic approaches are currently applied by USAID in a number of countries. To date, little information has been collected in a systematic way to be able to test key assumptions regarding the effectiveness of these approaches. Given their growing application within the USAID portfolio, there is an important need and opportunity to build the evidence base regarding the effectiveness of these approaches across USAID mission programming.

III. FRAMEWORK FOR THE LEARNING AGENDA: THE THEORY OF CHANGE

Detailed results chain diagrams were developed by E3/FAB for each of the three theories of change included here (See Appendix B on page 10). However, as these strategic approaches are frequently carried out in parallel to achieve a common set of results, a single overarching results chain was also developed. Figure 1 on page 6 shows an overarching theory of change that spans all three strategic approaches. This theory of change will be used as the primary frame for the Combating Wildlife Trafficking (CWT) Collaborative Learning Group. It was developed from a review of USAID documents, peer-reviewed literature, grey literature, and input from USAID staff.

Assessing the soundness of assumptions in this theory of change will help inform what works, what does not, and which conditions are the most relevant to success or failure. Specific questions regarding the assumptions in the theory of change will be explored by the Learning Group. These are grouped into three guiding questions that aim to quickly orient group members to the learning agenda:

- What does effective demand reduction look like?
- What are the characteristics of effective law enforcement capacity building?
- What is best practice for community management of wildlife?

The overarching results chain begins with the three strategic approaches that lead to a number of intermediate results.

Strategic Approach #1. Reduce Consumer Demand through Behavior Change Methodologies is expected to result in target audiences responding to messages and exhibiting the desired behavior change. As more people adopt the behavior change, this changes social norms within the broader population. These results should lead to reduced purchases of the target illegal wildlife products.

Strategic Approach #2. Build Capacity for Effective Enforcement and Prosecution is expected to lead target audiences (rangers, customs, police, judges, etc.) to acquire and maintain the needed resources and competencies. Additionally, it should remove barriers to key enforcement actions. Once competencies are in place and barriers removed, target compliance and enforcement actions are expected to be taken. Enforcement actions are expected to both increase the risks for wildlife criminals and to contribute to reduced purchases of target illegal wildlife products by consumers.

Strategic Approach #7. Increase Community Conservation Action and Support to Combat Poaching and Trafficking is expected to put in place community incentive structures (related to economics, governance, security, or other factors) that will, in combination with the removal of enforcement barriers, lead communities and enforcement agencies to establish effective cooperation.

All of these results should reduce the profits of, and increase risks for, wildlife criminals, leading to a reduction in overall levels of wildlife crime and therefore better prospects for protected and regulated species.

Figure 1: Overarching Results Chain for CWT. This shows how the three focal strategic approaches (yellow hexagons) will lead to key intermediate results (blue boxes) that together contribute to reduced wildlife crime and improvements in protected and regulated species.
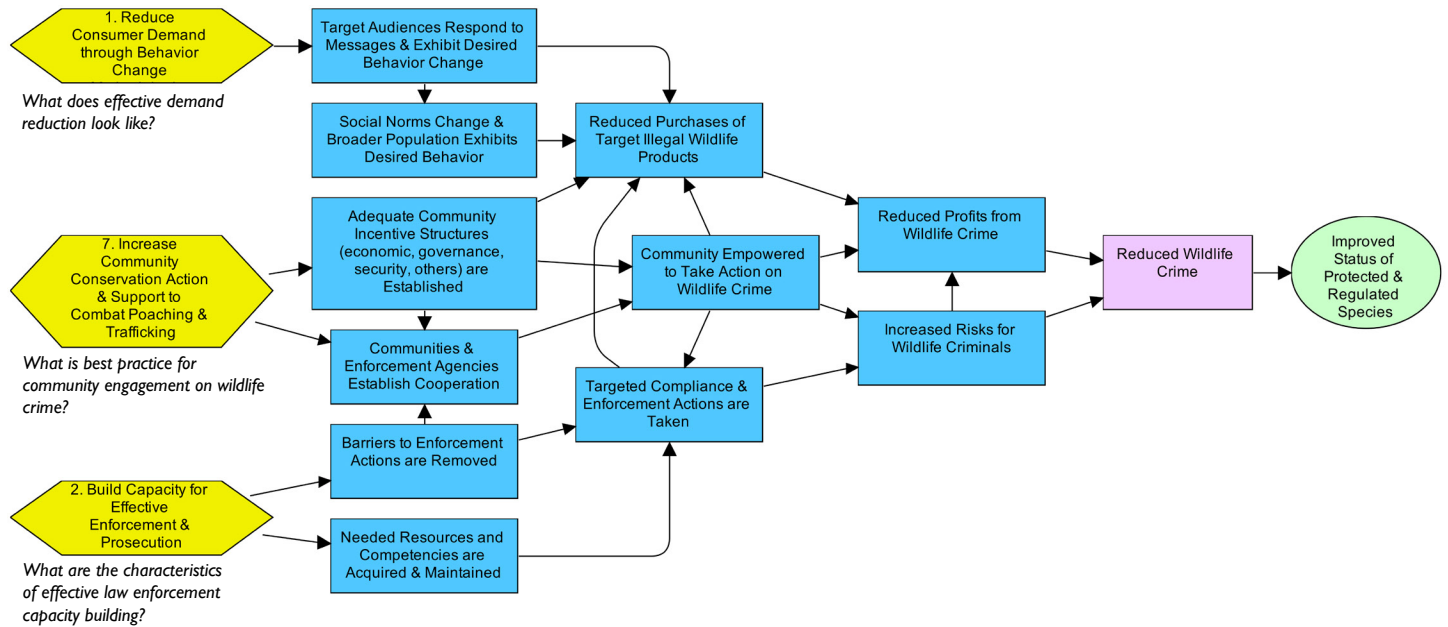
IV. IDENTIFYING & PRIORITIZING LEARNING QUESTIONS

Initially, the Learning Group facilitators identified and prioritized a set of learning questions by conducting a systematic literature review to assess available information and evidence regarding the effectiveness of the CWT Enforcement Capacity Building strategic approach.[2] Once an understanding of the existing evidence base for this theory of change was established, staff from five missions were interviewed regarding the relevance of these questions to their biodiversity programming.[3] E3/FAB presented the draft theory of change and learning questions at the Environmental Officers Conference in Washington, DC in February 2016, to a session with more than 25 attendees from USAID missions, regional bureaus, and Washington offices. Participants confirmed their interest in participating in the Learning Group and provided valuable feedback on the theory of change and learning questions.[4]

After this initial investigation, E3/FAB received additional feedback from potential Learning Group members that they would like to expand the scope of the Learning Group beyond CWT enforcement capacity building to include two additional strategic approaches. A rapid synthesis of available documents and information was conducted for the two additional approaches.

Both the systematic literature review (Strategic Approach #2) and the rapid syntheses (Strategic Approaches #1 and #7) found a similar pattern in evidence related to each theory of change. Overall, the majority of evidence that was found corresponded to the links on the left of the generalized results chain (Figure 1 on page 6), and evidence became more scarce moving toward the shared factors on the right of the results chain. For example, there was a lot of information about past CWT activities (e.g., training events, social marketing campaigns, etc.) and the challenges that were encountered. There was much less evidence, however, about the measurable results of these activities (i.e., did trainees apply new skills, did community members change behavior?).

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[2] This literature review is available on the CWT Collaborative Learning Group page as an independent reference.

[3] A summary of the interviews and a list of more detailed points of analysis for the learning questions is available in Appendix B on page 10.

[4] A summary of this input is included in Appendix C on page 13.

Across the three approaches, there is a lack of attention to monitoring and data systems, which is compounded by the difficulty of measuring both behavior change and illegal activity. There is an even larger gap in longitudinal data sets, so the longer-term impacts of CWT efforts are almost completely unknown.

Additionally, there is sparse evidence to support the relationships among the shared factors (i.e., reducing profit, increasing risk, decreasing crime, and increased species protection). Without this information, it is difficult to determine the appropriate balance of CWT strategic approaches for a given context.

In order to address the major gaps from these reviews, E3/FAB identified a number of learning questions for each strategic approach for inclusion in this Learning Agenda. These questions were circulated for review and input by key E3/FAB CWT experts. As the Learning Group evolves and progress is made in addressing these questions, the Learning Agenda will be updated and refined.

V. THE LEARNING AGENDA

Table 1 describes the key questions identified and the proposed approach to engaging interested missions and other Learning Group members in addressing these questions.

Table 1: Learning Questions, Envisioned Activities, and Proposed Products

CROSS-MISSION LEARNING AGENDA FOR COMBATING WILDLIFE TRAFFICKING			
Learning Questions	**Envisioned Learning Activities**	**Proposed Learning Products**	**Use/Value of Learning Products**
STRATEGIC APPROACH 1: Reduce Consumer Demand Through Behavior Change Methodologies			
Guiding question: What does effective demand reduction look like? What is the effect of reducing supply of illegal wildlife products as a consumer demand reduction strategy? What are the most appropriate metrics and methodologies for monitoring demand reduction activities, especially the link between attitudes and behavior change? Are certain messaging strategies more effective than others (i.e., positive messaging, messaging with enforcement information, etc.)?	Group members share their experience and learn about the evidence base and best practices for demand reduction approaches. To support this activity, Measuring Impact will: • Provide direct support to missions to define MEL Plan/ indicators and generate evidence • Collect information on what is working and what is not in monitoring demand reduction activities • Examine and disseminate new tools on demand reduction	Contributions to the online repository of lessons posted on the wiki. Examples or models of behavior change indicators (case studies, brief, webinars with experts). Compilation of demand reduction "best practice" materials (demand reduction toolkit website, case studies on the Learning Group website). Webinars or in-person presentations of new information and evidence to the Learning Group and others. Discussions via the Google email group	The learning activities and products will help USAID: • Design and implement more effective demand reduction strategic approaches • Identify appropriate indicators to track project progress and effectiveness

STRATEGIC APPROACH 2: Build Capacity for Effective Enforcement and Prosecution

Guiding question: What are the characteristics of effective law enforcement capacity building?	Group members share their experience and learn about the evidence base and best practices for capacity building for CWT To support this activity, MI will: • Organize a case study collection (open to interagency and USAID) and a learning event for socialization • Undertake a comparison of Illegal, Unreported, and Unregulated (IUU) fishing, timber, and CWT interagency activities (common threats, drivers, barriers, and approaches) to harvest potential new approaches and methodologies	Contributions to the online repository of lessons posted on the wiki Case study briefs from entries (from case study collection) Summary brief on best practices in law enforcement capacity building, including measuring outcomes (derived from case studies and learning event) Diagnostic tool to identify barriers and approaches to implementing desired actions Collection of training resources (who is doing what, where, and when) Webinars or in-person presentations of new information and evidence to the Learning Group and others Discussions via the Google email group	The learning activities and products will help USAID: • Apply tools and evidence to design and implement more effective capacity building approaches • Identify potential barriers and challenges to the sustainability of capacity building efforts • Measure progress of and effectiveness of different approaches
How do institutional arrangements, especially dedicated units and embed programs, impact the uptake of skills and knowledge?			
What are good examples of systems, particularly judicial systems, that have made improvements in CWT enforcement?			
What factors are necessary for effective cooperation among national, sub-national, and local authorities, especially for Wildlife Enforcement Networks?			
What are some successful examples of partnerships used to deliver competency-building activities and what made them work?			
For specific audiences: Which competency-building methods and content works best, especially for maintaining skills and retaining staff?			

STRATEGIC APPROACH 7: Increase Community Conservation Action and Support to Combat Poaching & Trafficking

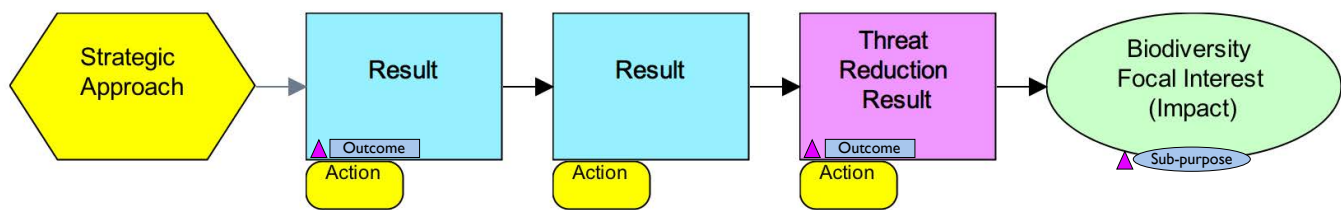|			
Guiding question: What is best practice for community engagement on wildlife crime?	Group members share experiences and learn about the evidence base for increasing community conservation action and support to combat poaching and trafficking To support this activity, MI will: • Disseminate Wilkie, et al (Rewards and Risks Associated with Community Engagement in Anti-Poaching and Anti-Trafficking) through webinars, newsletter, Google discussion group, etc. • Synthesize available information on the conditions under which community members are more likely to work with enforcement agencies (What is the tipping point? What are the economics underlying the tipping point?)	Contributions to the online repository of lessons posted on the wiki Webinars or in-person presentations of new information and evidence to the Learning Group and others Discussions via the Google email group	The learning activities and products will help USAID: • Identify the enabling conditions that may be important for community management of wildlife • Design effective approaches to enable community-government collaboration in combating wildlife trafficking
When are certain community incentive structures (economic, governance, security, others) more important relative to others?			
What are successful examples of community-government collaboration that have resulted in increased support for combating wildlife trafficking?			

APPENDIX A: USING A THEORY OF CHANGE AS A FRAMEWORK FOR CROSS-MISSION LEARNING

In the Learning Program, Learning Agendas will be framed around the specific theory of change underlying a common strategic approach. A theory of change or development hypothesis articulates how and why a team believes a purpose or result is expected to be achieved. It is a description of the logical causal relationships among a strategic approach and multiple levels of conditions or preliminary results needed to achieve a long-term result. It can be presented in text or diagrammatic form, or both. Theories of change can be represented in a box and arrow logic model known as a results chain.

Results chains are structured to represent a series of causal statements that link short-, medium-, and long-term results in an "if…then" fashion, leading ultimately to the expected impacts on the focal and related interests (see Figure 2).

Figure 2: Example Results Chain. Arrows in the results chain represent key assumptions that can be the basis for defining learning questions

Strategic Approach: A set of actions undertaken with a common focus that work together to achieve a series of results in a results chain.

Result: Preliminary or short-term results needed to achieve a threat reduction result and ultimately the biodiversity focal interest impact (e.g., rangers have improved knowledge, more effective law enforcement). There can be many results in a development hypothesis; key results get outcome statements.

Threat-Reduction Result: The desired reduction in a specific threat that a program seeks to achieve (e.g., decrease in illegal hunting).

Biodiversity Focal Interest (Impact): Definition of the broad parameters or rough boundaries (geographic or thematic) for where or on what a program will focus. (e.g., elephants, forests).

Assumption: Depicts that one result is assumed to lead the other. Assumptions can be the basis of Learning Questions that can be addressed through monitoring, evaluation, or learning approaches.

Results chains help teams do the following:

- Brainstorm and prioritize strategic approaches with a focus on results, not actions;
- Articulate the theory of change;
- Document assumptions;
- Define the expected results at multiple levels (purpose, sub-purpose, etc.);
- Define realistic timeframes;
- Provide a framework for collaborating, learning, and adapting; and
- Identify the conditions under which strategic approaches work, do not work, and why.

The arrows in the results chain represent assumptions regarding the effectiveness of the strategic approach that can be tested by measuring the extent to which (and under what conditions) one outcome leads to another. Learning questions can be addressed through a variety of monitoring, evaluation, and learning approaches.

# APPENDIX B: DETAILED RESULTS CHAIN DIAGRAMS FOR STRATEGIC APPROACHES

The following results chain diagrams and associated descriptions were developed for _Measuring Efforts To Combat Wildlife Crime: A Toolkit for Improving Action and Accountability_ and subsequently revised based on further feedback from E3/FAB.

Results chains are structured to represent a series of causal statements that link short-, medium-, and long-term results in an "if…then" fashion, leading ultimately to the expected impacts on the focal and related interests (see Figure 2 on page 9).

Strategic Approach #1: Reduce Consumer Demand through Behavior Change Methodologies

This theory of change starts with the identification of target audiences (i.e., specified demographic within a population in a targeted geography) and the behaviors that the campaign aims to change. Once these are established, the motivation for the current (undesirable) behavior and potential barriers to changing the desired behavior are researched and understood for the target audience, and the messengers are identified and messages are developed and pretested. Once the target audience receives the messages and knowledge, and barriers to behavior change are removed or enabling factors for behavior change are put in place, the target audience should begin to adopt the desired attitudes and talk with other people about it (interpersonal communications), which will help with uptake of the message and adoption of desired attitudes by members of the target audience. When barriers are removed, attitudes are changed, and interpersonal communication occurs frequently, then the target audience should adopt or continue the desired behavior, leading to fewer purchases and therefore reduced profits from wildlife crime. This will lead to reduced occurrences of wildlife crime and improvements in status of protected and regulated species.

Figure 3: Results Chain for Strategic Approach #1: Reduce Consumer Demand through Behavior Change Methodologies
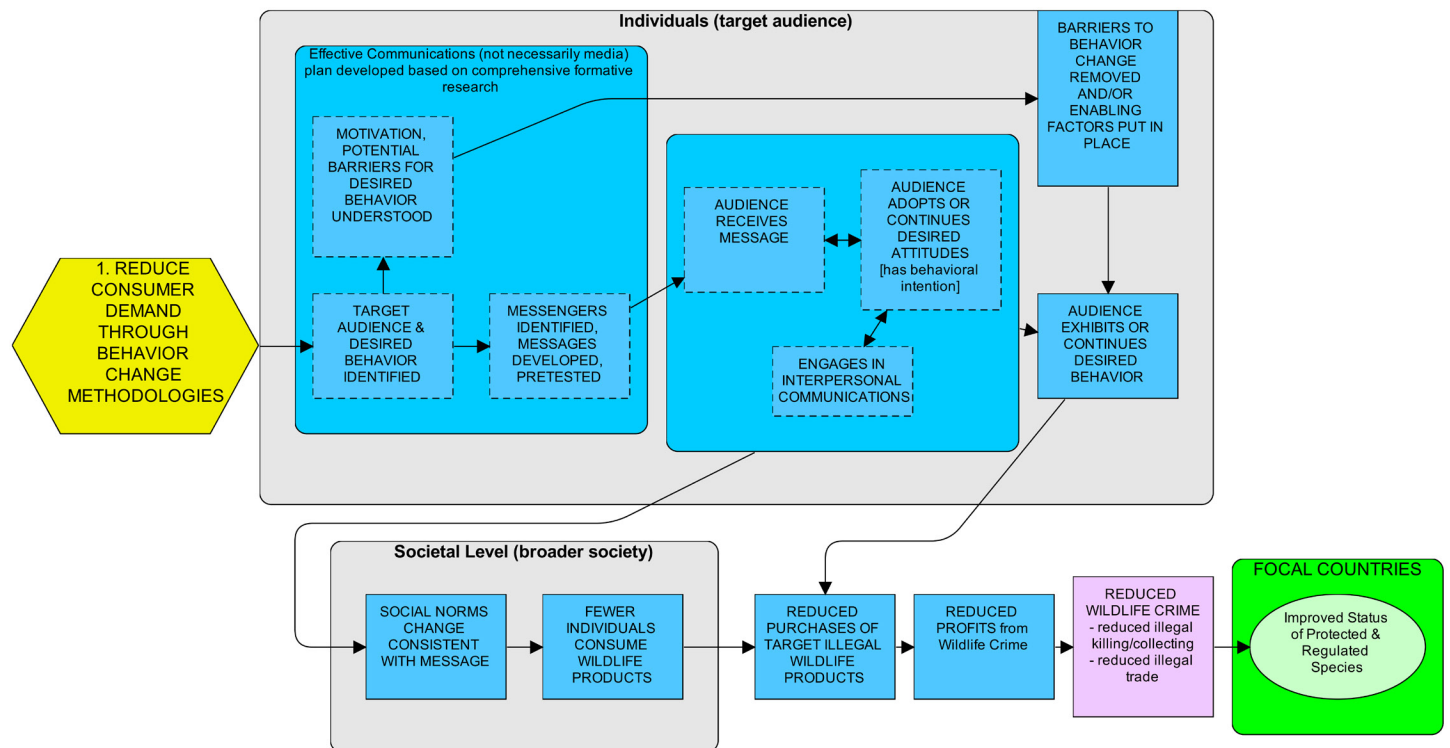
Additionally, as the target audience adopts the desired attitudes and communicates with others about them, there should be a change in social norms of the larger population, including improved perception of the value of wildlife, as well as awareness of, and concern for, the consequences of wildlife crime. These changes in perception, awareness, and concern in the general population should result in fewer individuals and actors engaging in the undesired behavior and further reductions in purchases of wildlife products.

Strategic Approach #2: Build Capacity for Effective Enforcement and Prosecution[5]

This theory of change begins with a feasibility assessment that identifies:

- The target audiences and required competencies for the targeted compliance and enforcement actions;
- The incentives, motivations, and barriers to implementation of target actions;
- The conditions and risks for institutionalization of competencies;
- The resources and contributions from relevant authorities needed for staff to take targeted actions.

Following the needs assessment, actions are taken to address the identified gaps and issues. These actions should result in the provision of adequate resources (staff, equipment, financial support) to undertake targeted actions. These actions should also result in the provision of adequate institutional support for staff and create the conditions for institutionalization of competencies.

Figure 4: Results Chain for Strategic Approach #2: Build Capacity for Effective Enforcement and Prosecution
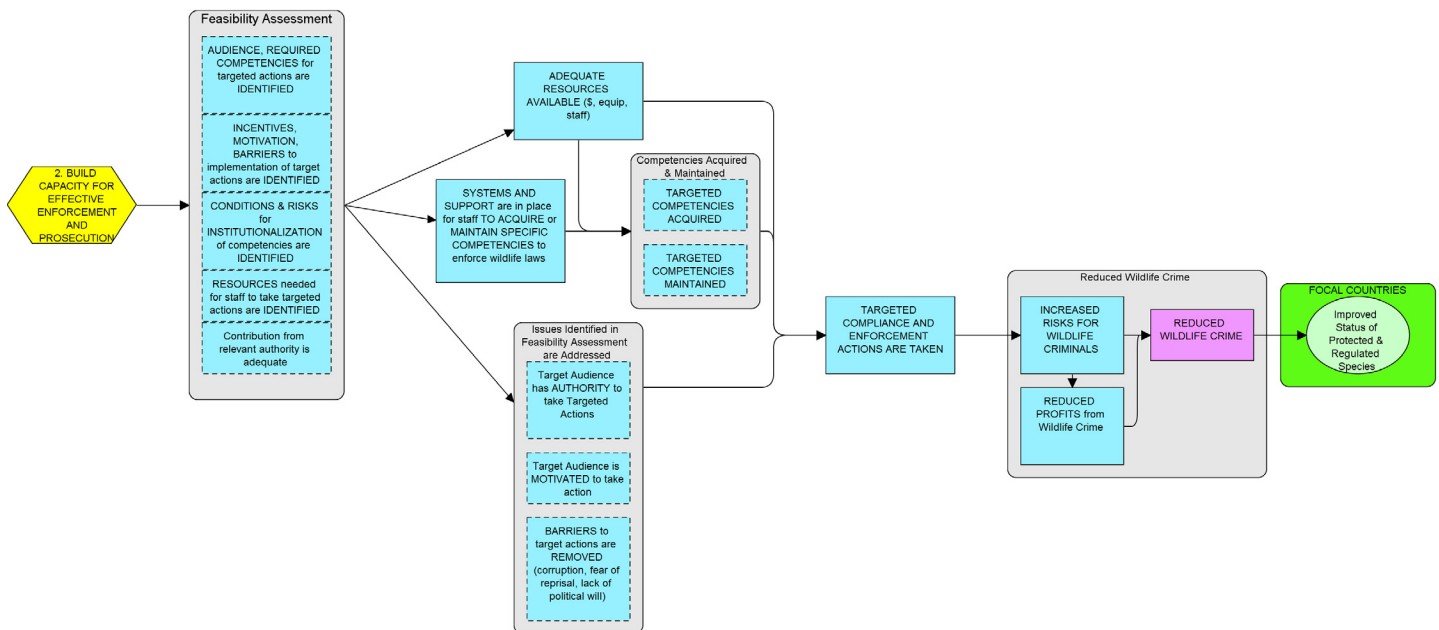
It is expected that the desired competencies are acquired and maintained by the targeted audiences through training. When combined with adequate resources and the fulfillment of the enabling conditions, it is expected that this will lead the targeted audiences to carry out the desired compliance and enforcement actions. This should improve the enforcement and prosecution of existing laws and agreements, which should increase the risks to wildlife criminals, reducing their profits and overall levels of wildlife crime, leading ultimately to improvements in status of protected and regulated species.

To achieve the results in the theory of change, strategic approaches to support national and sub-national policy and legislative reforms may be needed to enable adequate institutional support for staff and the creation of the conditions for institutionalization of competencies, and to improve enforcement and prosecution of existing laws and agreements.

Strategic Approach #7: Increase Community Conservation Action and Support to Combat Poaching and Trafficking

This theory of change assumes that effective community-based natural resource management (CBNRM) is already underway or established and that management systems are in place, including local control of access to resources. This strategic approach then aims to improve incentive structures for wildlife conservation. Incentives could be related to governance, security, or personal income.

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[5] This results chain is a streamlined version from that which appears in *Measuring Efforts To Combat Wildlife Crime: A Toolkit for Improving Action and Accountability*. It was adapted in response to mission feedback in order to clarify connections and reduce perceived redundancy.

Incentives should lead to community benefits that are attributed to conservation actions. When these benefits outweigh those derived from wildlife crime or the use of wildlife products, then community members will reduce their desire to purchase or consume illegal wildlife products and should then reduce purchases (demand) for those products. Reduced purchases should lead to reduced profits from wildlife crime and reduced levels of wildlife crime, which should result in improvements in the status of protected and regulated species.

Figure 5: Results Chain for Strategic Approach #7: Increase Community Conservation Action & Support to Combat Poaching & Trafficking
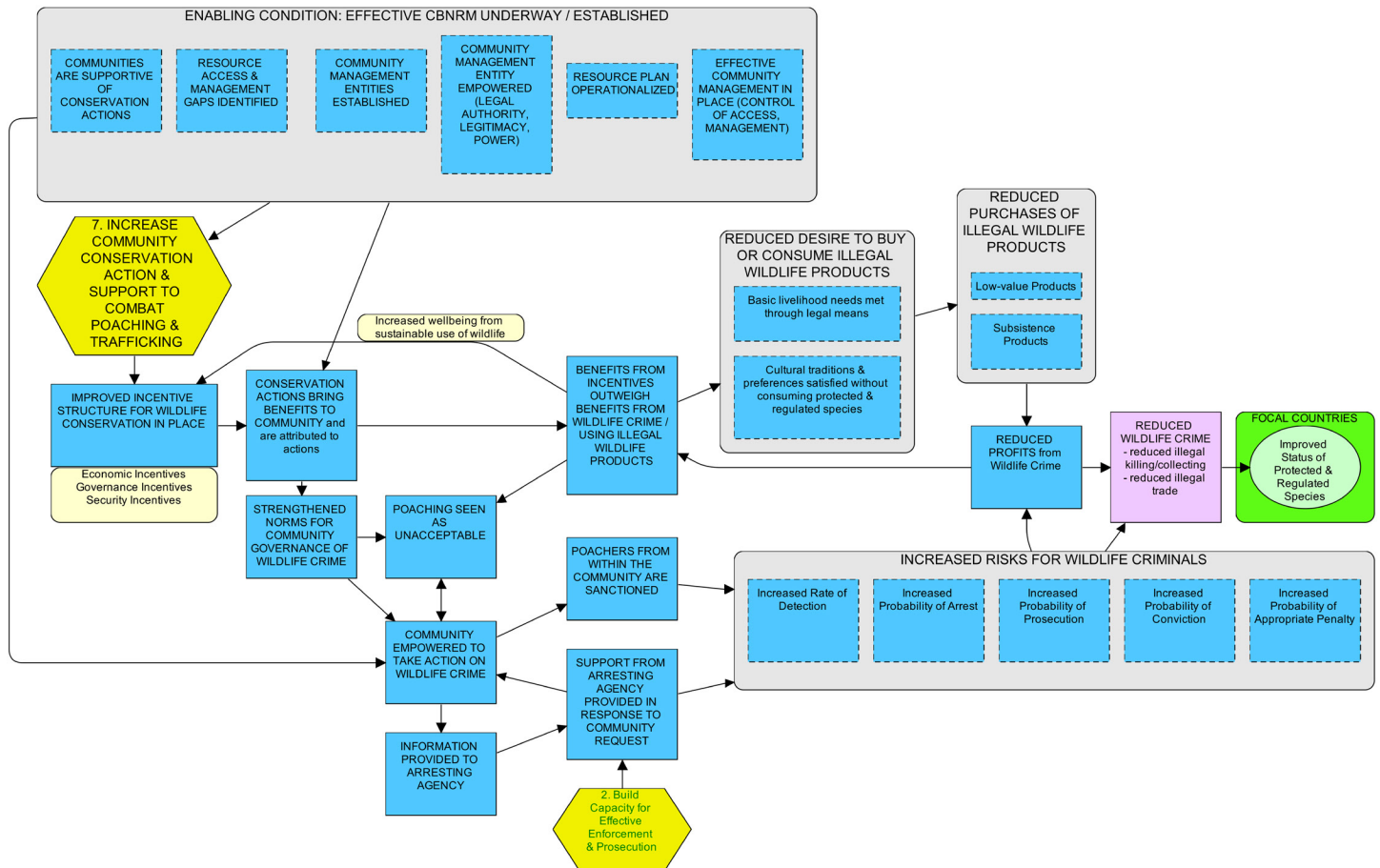
In addition, if community members receive benefits that are attributed to conservation actions, then norms for community governance, including efforts to fight wildlife crime, should be strengthened. This will lead to poaching being seen as unacceptable which, when combined with effective CBNRM, should lead communities to be empowered to take action on wildlife crime. When communities are empowered, they will sanction poachers from within their community, resulting in increased risks for poachers. Community empowerment should also lead the community to provide information to arresting agencies about poachers from outside the community. If the community provides information to arresting agencies, the arresting agencies should respond adequately, leading to increased risks for poachers from outside the community, reduced profits from participation plan in wildlife crime, and thus reducing wildlife crime, leading to improvements in the status of protected and regulated species.

Furthermore, adequate support from arresting agencies (when the community provides information about outside poachers) should reinforce and enhance community empowerment to provide further information about poaching to arresting agencies. Conversely, if adequate support is not forthcoming from arresting agencies when the community provides information, community empowerment will be undermined, resulting in less information provided to arresting agencies and a diminished perception within the community of poaching as an unacceptable activity and reduced sanctions to poachers within the community. For adequate support to be provided, it may be necessary to build the capacity of law enforcement.

APPENDIX C: LEARNING AGENDA INPUT FROM POTENTIAL LEARNING GROUP MEMBERS

The table below shows learning questions provided by potential learning group members in interviews, feedback received from Environment Officers Conference Session on the CWT Learning Group in February 2016, and from discussions among E3/FAB staff. Final learning questions were adapted from this list to match highest priorities and learning needs of potential learning group members.

Table 2: Learning Question Suggestions from Potential Group Members

Learning Agenda Suggestions from Potential Learning Group Members
DEMAND REDUCTION THROUGH BEHAVIOR CHANGE METHODOLOGIES
Design of Behavior Change Campaigns
When is a behavior change intervention vs. an enforcement intervention appropriate?   How can messages be tailored to targeted audiences and what is the benefit?   What are the characteristics of effective messaging?   How should we target supply-side in behavior change through targeted communications?
Drivers of Behavior Change
Does increased knowledge lead to changes in attitudes?   Do changed attitudes lead to changed behaviors?   How do we distinguish between thoughts or commitments and actual actions?
Barriers to Change
Do people have the means or ability to change their demand?   How do projects account for barriers to behavior change in another country that affects demand in the host country?
Monitoring & Evaluation
How to attribute society-level attitude and behavior change to a specific project?   How can we design monitoring and evaluation methodologies in order to attribute effect to a project intervention?
Interagency Collaboration
What are neighboring countries doing and how can we coordinate efforts across borders?

CWC ENFORCEMENT CAPACITY BUILDING

Choosing Target Audiences

Are we training people in the right skills?
Are we targeting the right audiences along the enforcement chain? (rangers vs. prosecutors, etc.)
How should target audiences, actions, and capacities be identified for capacity building for CWT enforcement?
How do we link enforcement efforts to the broader political and economic context of a country?

Institutionalization of Capacities and Skills

How can we institutionalize capacity?
What are the best ways to set up institutionalization systems?
Should we train individuals or train institutions so they can continue to provide training to their staff?
What are the attributes of institutions that maintain and improve competencies over time?

Training and Human Resource Development

How can we get wildlife included in "regular" training for law enforcement and justice?
What is best way to train trainers?
How can we do a better job of training people in different enforcement tools?
What is best way to carry out the training?
What is the best way to run a large-scale training (large numbers of people), considering different structure, elements, training techniques?
What are the alternatives to the "training factory" (central training center run by an implementing organization)?
Under what conditions are different capacity building approaches (e.g. training, mentoring, peer-to-peer exchanges, etc.) and implementing partner types (NGO, government agency, inter-governmental institution) most appropriate?

Incentives and motivation

What are the best incentives to focus on for staff?
Understanding the incentives and disincentive structures for both wildlife criminals and agencies combating wildlife crime, how can we either shift the incentive structure or aim USAID support towards those areas where the incentives are already "good?"
What are the incentives of criminals so that we can understand better how to disincentivize them.(i.e., communities may be less affected by stiff penalties and more affected by community norms)?

Application of new skills and capacity

Are training activities for Law Enforcement being applied once trainees return to work? How do we monitor this?
What are the attributes of justice systems that are effective at enforcement of wildlife laws and how have these systems adapted their practices to increase their effectiveness?
How can capacity building efforts reduce or mitigate the risk of corruption?
What conditions or factors beyond capacity development are associated with successful implementation of targeted actions?

COMMUNITY ENGAGEMENT IN CWC ENFORCEMENT

Enabling Conditions

Are there particular enabling conditions for CBNRM that are more important relative to others?

What are the components of successful programs (e.g., Namibia's conservancies) that can be scaled to other countries?

Community Incentives & Benefits

Are there particular incentive structures (economic, governance, security, or others) that are more important relative to others?

What are some successful experiences where benefits were (relatively) evenly distributed in a community, or where uneven distribution of benefits was successfully addressed?

Are the benefits provided enough to reduce the desire to buy or consume illegal products, or are there other factors to consider (e.g., cultural, etc.)?

What efforts related to the provision of community-based benefits have sufficiently deterred wildlife crime?

Social Norms

What are the factors that influence how and when poaching becomes unacceptable in a community?

SHARED FACTORS

Under what conditions are enforcement actions associated with increased risks to wildlife criminals, diminished profitability of wildlife crime, and reduced overall levels of wildlife crime?

Risks for Wildlife Criminals

It's harder to understand motivation, but it would be good to have a synthesis from law enforcement literature/game theory/economic models to shed light on: what in general influences criminal behavior in different contexts?

Reducing Profits from Wildlife Crime

How have demand reduction and awareness-raising activities been successful at reducing demand for illegal wildlife and wildlife products?

Does a behavior change intervention lead to reduction in the purchase of wildlife products?

Reduced Wildlife Crime

How can CWT efforts address leakage (shifting of criminal activity across political boundaries in response to enforcement actions)?

What are some examples of success (where wildlife has increased) and how have these efforts been successful?

APPENDIX D: SUGGESTED LEARNING ACTIVITIES FROM POTENTIAL LEARNING GROUP MEMBERS

The table below lists activities that were suggested to advance the Learning Agenda for the Learning Group. Suggestions come from interviews, feedback received from Environment Officers' Conference Session on the CWT Learning Group in February 2016, and from discussions among E3/FAB staff.

Table 3: Suggested Learning Activities from Potential Learning Group Members

Suggested Learning Activities from Potential Learning Group Members
Look at related crimes (to CWT) within conservation crime and other law enforcement sectors for capacity building literature review.
Produce an evidence gap map for the literature review.
Collect a series of case studies (with details of context, what works, what's been tried) or informal after-action reviews.
Set up a "living learning lab" to identify new ideas and approaches across CLG member's projects and follow them in real time.
Hold a CWC case study collection to gather success stories and facilitate sharing of experiences.
Direct support to missions to define MEL Plan or indicators; generating evidence.
Assess what is working and what is not in monitoring demand-reduction activities.
Disseminate Wilkie et al. (Rewards and Risks Associated with Community Engagement in Anti-Poaching and Anti-Trafficking) through webinars, newsletter, Google discussion group, etc.
Explore conditions under which community members are more likely to work with enforcement agencies (what is the tipping point, what are the economics underlying the tipping point?).
Track the progress and impact of the Wildlife Tech Challenge Grand Prize Winner to assess the effectiveness of the National Whistleblower Center tool or theory of change.