



WILDTEAM®

**WILDLEARNING
PROGRAMME
PLAN
2015-2024**

Acknowledgements

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Photo credits

Front cover: Tiger by "catlovers".

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1 Introduction

This document outlines the 10 year (2015-2024 inclusive) Programme plan for WildTeam's WildLearning programme, designed to help achieve WildTeam's vision and mission. The structure and content of this Programme plan follows the PMWC approach (WildTeam 2016) and, together with the corresponding Project plans, replaces the previous WildImpact 2016 Programme plan.

The WildLearning programme will be made up of 3 sequential projects (Figure 1).

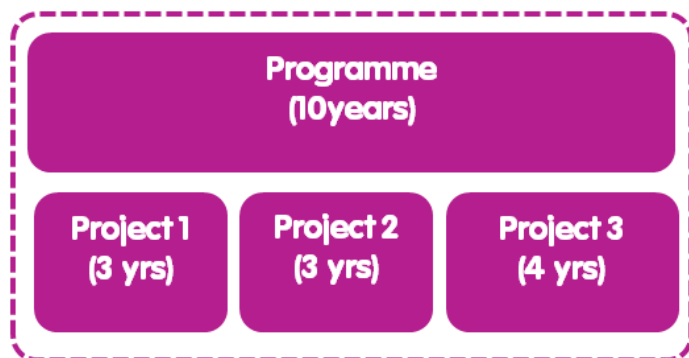


Figure 1. Link between programme and projects.

The overall focus of the WildLearning programme is building individual and organisational capacity in project management around the world. The need for this work was identified through a global survey of 250 conservationists, which highlighted the need for training and support in conservation project management to achieve more conservation impact (WildTeam 2015a).

The Programme plan outlines the theoretical basis of the WildLearning programme, and is made up of the conservation strategy, monitoring and evaluation strategy, and lessons learned. Information on minimising negative impact strategy, communications strategy, team strategy, risks, issues, assumptions, dependencies, milestones, and budget are included in the respective Project plans relating to this programme.

2 Conservation strategy

2.1 Situation analysis

The scope was set as global wild landscapes, and the biological target as global biodiversity. The conceptual model describes the contributing factors driving the increase in threats and degradation of biological targets in the programme's scope (Figure 2).

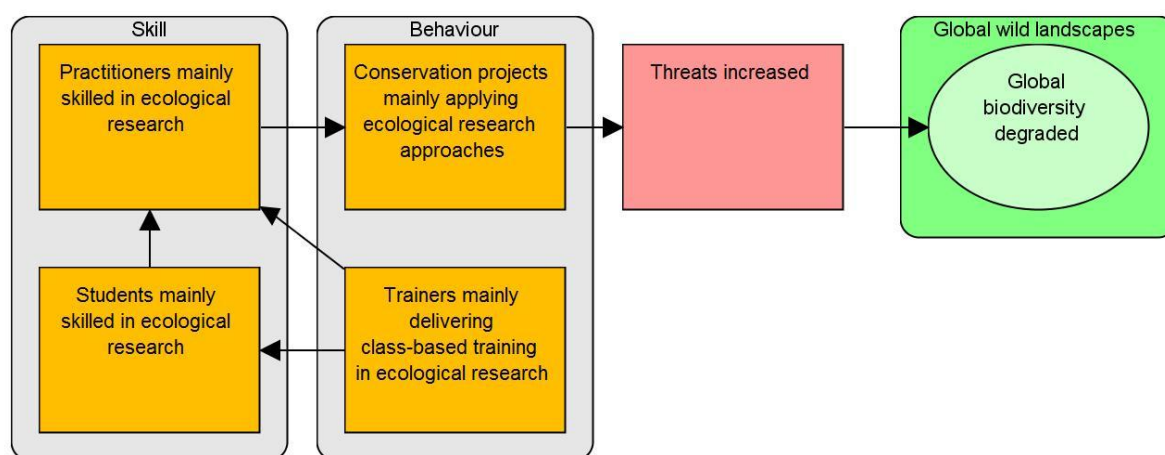


Figure 2. Conceptual model. Notes: Green box = scope, green oval = biological targets, orange box = contributing factor. It is important to note that the conceptual model is a simplification of reality that outlines the problem that the WildTeam programme intends to address, and does not imply that all groups are not skilled in or applying effective project management approaches. This conceptual model also does not cover the many skill sets acquired by conservationists over the course of their career e.g. skills in setting up patrolling processes. Likewise, it is also important to note that the conceptual diagram is intended to show how the general practitioner approach is not having the desired effect in reducing threats, rather than inferring that the practitioner approach itself is leading directly to an increase in threats.

A range of contributing factors, relating to skills, and behaviours, were identified for 3 key groups: practitioners, trainers, and students (Box 2, Figure 2). The underlying rationale is that practitioners are mainly applying a skill set (ecological research) to solve a challenge (threat reduction) that requires a management solution (Figure 2).

Box 2. Description of groups.

Practitioner: Someone carrying out conservation activities as a member of a government department, NGO, private organisation, or as an individual.

Donor: Someone who is part of an organisation providing funds to support conservation activities.

Trainer: Someone in a teaching role at an institute, an independent training consultant, or part of a training team within a donor or practitioner organisation.

Student: Someone studying conservation theory.

Supporting evidence for the contributing factors outlined in the conceptual diagram can be found in a number of previous surveys relating to project management (O’Neil, 2007; WildTeam 2014, WildTeam 2015a).

2.2 Theory of change

The theory of change describes the programme’s desired biodiversity, threat, and contributing factor results. A range of contributing factors, relating to knowledge, attitudes, skills, and behaviours, were identified for 4 key groups: practitioners, trainers, donors, and students (Box 3, Figure 3). The underlying rationale behind the theory of change is that the application of the Project Management for Wildlife Conservation (PMWC) approach (Box 3) will improve the chances of projects achieving their desired threat and biodiversity results (Figure 3).

Box 3. Project Management for Wildlife Conservation (PMWC).

PMWC is a project management approach, developed by WildTeam, to support the planning, implementing, monitoring, and reporting of wildlife conservation projects.

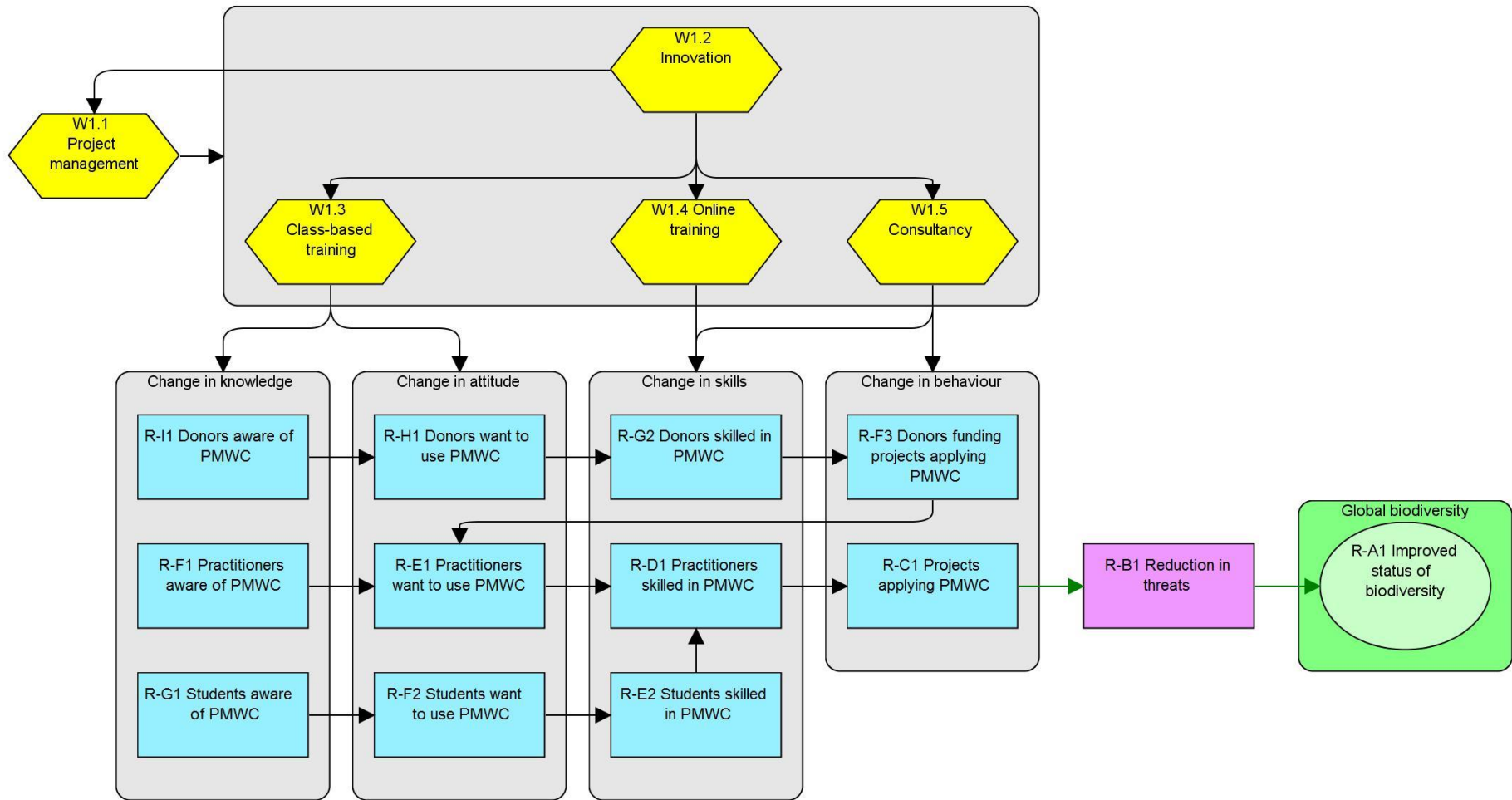


Figure 3. Theory of change. Notes: Green box = scope, green oval = biological target result, pink box = threat result, blue box = contributing factor result, yellow hexagon = work package, black arrow = direct cause and effect, green arrow = contribution of cause to effect. Coding follows the PMWC approach, where W = work package, R = Result, and other letters and numbers refer to the sequence of the item (WildTeam 2017).

A description of how each group will contribute to achieving the results is outlined in Table 1.

Table 1. Contribution of each group to programme results.

Group	Contribution to programme results
Practitioners	Practitioners will work as part of a project to apply PMWC to a landscape, which in turn will improve the chances of reducing threats and improving the status of biodiversity in that landscape
Students	Some proportion of students that have qualified in PMWC will be hired by conservation organisations to become part of project teams. Those students joining project teams will build the capacity of those projects to apply PMWC to a landscape
Donors	Donors that build in PMWC criteria into their proposal process, or otherwise encourage their grantees to apply PMWC will increase application of PMWC by practitioners

The work packages were selected by taking into account the conceptual model and the detailed barriers to building capacity in project management identified through a global survey of conservationists (WildTeam 2015a). The description of each work package is provided in Table 2.

Table 2. Description of work package contribution to results.

Work package	Description
W1.1 Project management	Supporting activities for implementation of project management approach e.g. set up and maintenance of control processes, administrative processes, and associated documents following the PMWC approach (WildTeam (2017)
W1.2 Innovation	Updating/creating central best practice guidelines (e.g. PMWC). This includes providing online job aids e.g. the PMWC manual and document templates. In the future, additional best practice guidelines may be developed to supplement the PMWC approach, in which case those new best practices will be incorporated into a revised Programme plan
W1.3 Class-based training	Class-based training in PMWC and Open Standards (e.g. at the Wildlife Institute of India). Although this training may lead to certification, the main purpose of this work package is to raise awareness and motivation to use the Open Standards or PMWC approach, and to fulfil WildTeam's obligations to CCNet
W1.4 Online training	Online courses to enable students, donors, trainers, and practitioners to acquire qualifications in PMWC
W1.5 Consultancy	On-site and remote consultancy support to help projects apply PMWC to their landscapes or themes of interest

3 Monitoring and evaluation strategy

Two key results (R-C1 Projects applying PMWC, and R-D1 Practitioners skilled in PMWC) were selected for monitoring and evaluation to enable:

- Tracking progress of the programme
- Showing the greatest, direct impact of the programme
- Adapting the programme in the future in response to changing conditions.

The objectives, indicators, tolerances, and sources of verification for the 2 key results are detailed in Table 3.

Table 3. Objectives, tolerances, indicators and sources of verification for key results.

Result	Objective	Objective tolerance	Indicator	Source of verification
R-C1 Projects applying PMWC	OB-C1 By end of 2024, 150,000 km ² of landscapes are being conserved using the PMWC approach	-10% +∞	I-C1a km ² of landscapes being conserved by conservation teams that are meeting 80% or more of PMWC Health check criteria	Health check reports
R-D1 Practitioners skilled in PMWC	OB-D1 By end of 2024, 2,000 conservationists are certified in PMWC	-50% +100%	I-D1 Number of conservationists achieving 60% pass mark in PMWC Foundation exam	PMWC exam results

Both the objectives for R-C1 and R-D1 are difficult to plan accurately at this early stage of the work and are expected to potentially increase with each passing year of the programme. However the lower tolerances are considered a minimum for WildTeam to achieve and cannot be reduced without approval of WildTeam's governing body.

The objective OB-C1 of 50,000 km² was calculated based on:

- The initial 16,890 km² area of the 11 South-Asian landscapes identified as a focus for consultancy service support for the first 3 years as outlined in the original Programme plan
- A 1,200 km² average area for each additional landscape to be supported through consultancy services over the 10 year period. This area was calculated based on the average area of the largest 350 South Asian protected area landscapes (Bertzky et al. 2012, Deguignet et al. 2014)
- An additional, unexpectedly large (100,000 km²) landscape being supported in year 2 and 3
- A consideration of WildTeam staffing plans.

Objective OB-C1 does not take into account the (to be determined) km² of landscape where projects will apply PMWC as a result of other services (online training, class-based

training). Furthermore, although donors are included as a potential recipient group for consultancy support, we aim to work with this group only opportunistically (if that work enables achieving objectives OB-C1 or OB-D1), results are considered to be high impact, or is necessary for organisational sustainability.

Objective OB-D1 was based on an initial estimate of the number of practitioners and an assumption that the online strategies would reach 10% of this group.

Objectives for some results relating to awareness and attitude were not quantified at this stage, because we do not yet know what proportion of conservationists aware of PMWC will then go on to want to use PMWC, want to use a WildTeam support service, become skilled in PMWC, and ultimately apply PMWC to a landscape. Objectives for the threat and biodiversity results were also not determined as, although the programme will contribute to these results, these results are outside of programme control. However, to provide additional information to WildTeam supporters, a range of benefits of WildTeam support work will also be captured (Table 5).

The target indicator values for each result over the programme’s 10 year timeframe are listed in Table 4.

Table 4. Target indicator values.

Indicator	Target indicator value										Total
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	
I-C1a km ² of landscapes being conserved by projects that are meeting 80% or more of PMWC Health check criteria	0	0	100,000	6,000	8,700	6,000	7,000	7,500	7,500	7,500	150,000
I-D1 Number of practitioners achieving 60% pass mark in PMWC assessment	0	0	50	100	200	200	300	300	400	450	2,000

Table 5. Additional benefits being monitored.

Benefit	Indicator	Source of verification
Improved capacity of conservation projects to apply PMWC	% increase in PMWC capacity	Health checks
Conservation funds being more effectively spent	Total £ of conservation pounds being spent on projects using PMWC	Interview of project leaders
Biodiversity benefiting from improved effectiveness of conservation efforts	Key species and landscapes within the scope of projects using PMWC	Interview of project leaders

4 Lessons learned

Information relating to lessons learned is captured in Table 6.

Table 6. Lessons learned

Ref	Effect	Lesson Learned	Recommendations
L001	Went well	In our original WildLearning strategy (WildTeam 2015b) we assumed that we needed class-based training in academic institutions to provide the credibility the PMWC approach required to engage partner organisations and individuals for support work. However, without institutionalising the class-based training we were still able to engage enough partners and individuals, for our capacity, to provide support services	Do not include specific objectives for class-based training and instead use that work package as an ad-hoc means to build awareness and demand for PMWC and associated support services
L002	Could have gone better	We previously assumed that WildTeam needed to be franchise leaders for CCNet South Asia in order to have credibility and be in a position to build capacity of partner organisations in project management. However, now that the PMWC has been developed (which uses Open Standards methods creating part of the Project plan), our position and duties as CCNet South Asia coordinators leads to confusion in which methodology we are providing support in	Continue to carry out our duties as CCNet franchise leaders, but hand over the franchise to coaches in South Asia after 3 years

Ref	Effect	Lesson Learned	Recommendations
L003	Could have gone better	We were also previously unclear as to how the Open Standards and the methods we were creating were related, and thought that we could either provide support in both methods or work as CCNet members to update the Open Standards with the approach we developed. However, once the PMWC approach was developed it became clear that it was overlapping but distinct from the Open Standards	See recommendation for L002 Continue to work with CMP and CCNet to update the Open Standards over a longer timeframe, without the dependency of that work on the development and maintenance of the PMWC approach
L004	Could have gone better	Engagement with government agency took longer than predicted	Use 2 yr minimum timeframe for estimating government agency engagement
L005	Could have gone better	Engagement with government agency took longer than predicted	Use 6 month minimum timeframe for estimating government agency engagement
L006	Could have gone better	PMWC health check indicators for job done include indicators for things that are more in partner control (e.g. setting up processes/finishing off project plan) rather than our control (e.g. training them, helping them to draft project plan). This makes it hard to finish work with a partner and makes our relationship tricky as we become pushers of them doing their bit to get everything in place rather than the push coming from their own organisation.	Keep HC the same, but update project brief so it is clear what we deliver on and what the partner is accountable for.

5 Literature references

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