Wild meat alternative projects: practical guidance for project design

A step-by-step guide to designing wild meat alternative projects, focusing on understanding why people in rural communities eat wild meat



VERSION 1

iied

THE CONSERVATION FOUNDATION

FCTV

ICCS Interdisciplinary Centre for Conservation Science

Acknowledgements and feedback

This practical guidance has been written by collaborators from the UK and Cameroon, working together as part of the UK Government-funded Darwin Initiative project 'Why eat wild meat? Developing effective alternatives to wild meat consumption'. Thank you to Emma Bennett for editing the guidance, Emily Sadler for design, and Fiona Roberts for her inputs during the production process.

This is Version 1 of the guidance, published in October 2020. It is being tested and will be revised following feedback and inputs from partners based in countries across Africa, Asia and Latin America. In 2021 we plan to publish Version 2.

If you would like to test Version 1, please do get in touch with Dilys Roe, dilys.roe@iied.org. We would be delighted to learn from your experience.

Authors

Stephanie Brittain is a postdoctoral researcher in the Interdisciplinary Centre for Conservation Science (ICCS) at the University of Oxford.

Francesca Booker is a researcher in the Natural Resources Group at the International Institute for Environment and Development (IIED).

E J Milner-Gulland is Tasso Leventis Professor of Biodiversity in the Department of Zoology at the University of Oxford, and the Director of the ICCS.

Dilys Roe is a principal researcher in the Natural Resources Group at IIED.

Neil Maddison is Head of Operations at The Conservation Foundation.

Mama Mouamfon is the National Coordinator at the Fondation Camerounaise de la Terre Vivante (FCTV).

Cédric Thibaut Kamogne Tagne is a researcher at FCTV.

Further information

Project web page:

www.iied.org/why-eat-wild-meat

Partner websites:

www.iccs.org.uk
www.iied.org
www.conservationfoundation.co.uk
www.fctvcameroon.org

Published by IIED, October 2020

Brittain S, Booker F, Milner-Gulland E J, Roe D, Maddison N, Mouamfon M and Tibo C (2020) Wild meat alternative projects: practical guidance for project design. Version 1. IIED, London.

ISBN: 978-1-78431-835-2
http://pubs.iied.org/17661IIED

Contents

Our guide 2

An overview of the guidance 5

Step 1: Assess project feasibility 7

Step 2: Scope priority conservation threats and key stakeholders 17

Step 3: Explore why people eat wild meat 25

Step 4: Investigate what types of wild meat alternative project work best 35

Step 5: Refine your wild meat alternative project 41

Annexes 49

Glossary 64

Endnotes 65

Our guide

This guide is for conservation and development practitioners worldwide, who are designing and implementing projects to reduce the consumption of wild meat in rural communities. These projects are motivated by concerns for sustainability and threatened wild species. Our guide takes you through five steps to design a successful wild meat alternative project, including practical advice to build understanding of why people eat wild meat.

It is written by collaborators from the UK and Cameroon, working together as part of the UK Government-funded Darwin Initiative project, 'Why eat wild meat? Developing effective alternatives to wild meat consumption'. During this project we undertook research and engaged with people living around the Dja Faunal Reserve in Cameroon. We asked them why they choose to eat wild meat, including their reasons for preferring or avoiding certain species, such as taste, cultural preferences or health concerns. We also worked with people in our study area to test scenarios of differently designed wild meat alternative projects, to understand how design choices affect their interest in participating and perspectives on the likely success of a project.

We have taken the learnings from our research to develop practical advice for those designing a wild meat alternative project.[i] To be successful we must give more attention to the early stages of project design.

What is wild meat?

We define wild meat as any meat that is taken from animals captured in the wild. This includes insects, reptiles, fish, birds and mammals. We do not include captive-bred animals (even if wild). Often people think of mammals (commonly called bushmeat) when referring to wild meat; our definition is broader and reflects the diversity of species that people consume.

What are wild meat alternative projects?

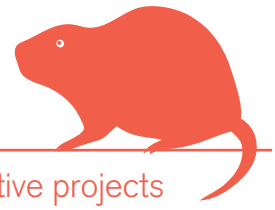
Wild meat alternative projects encourage people who eat wild meat to eat something else, in an effort to achieve biodiversity conservation and food security.

They are typically used in situations where hunting or consumption of wild meat is either illegal and/or unsustainable. By introducing an alternative to wild meat consumption we can reduce the hunting pressure on wild species.

Wild meat alternative projects can follow a range of strategies. For example, a popular strategy is to introduce captive breeding and rearing of small and fast-reproducing wildlife species, such as cane rats, giant rats or porcupines. Others include introducing the rearing of small livestock such as chickens and pigs, encouraging sustainable fishing or more rarely, introducing insect or plant-based food choices.

Related projects introduce an alternative livelihood or income generating activity to encourage people who hunt for wild species to earn their income another way. For example, through tourism guiding, beekeeping, livestock rearing and agroforestry.

This guide focuses on wild meat alternative projects, not alternative livelihood or income generating projects.



Wild meat alternative projects encourage people who eat wild meat to eat something else, in an effort to achieve biodiversity conservation and food security.

Who are these projects aiming to reach?

There are two main consumer groups for wild meat alternative projects:

a) Rural people who live in the areas where wildlife is hunted. They may either hunt and eat the meat they catch themselves, or source wild meat from people hunting locally (either in a market or as a gift or barter).

b) Urban or peri-urban consumers who buy wild meat at markets.

Our guidance draws on learning from local communities in rural contexts, and so this guide focuses on rural consumers (type a). While we do not offer specific guidance for urban contexts, you may still find this guide useful as some of the steps will be similar for projects applied in urban or peri-urban areas.

Our guidance also focuses on small-scale wild meat alternative projects that work with community members in targeted villages to introduce alternatives to wild meat consumption.

Projects that are carefully designed and implemented can reduce demand for wild caught species as a food choice, and therefore reduce unsustainable and/or illegal exploitation, resulting in gains for biodiversity conservation.

Why do we need wild meat alternative projects?

It is important to emphasise that Indigenous Peoples and local communities (IPLCs) have hunted and consumed wild animals for millennia. In many cases this is a low impact, sustainable activity. However in others, hunting and wild meat consumption is far out-stripping supply. In these situations, conservation and development practitioners design and implement wild meat alternative projects.

Projects that are carefully designed and implemented can reduce demand for wild caught species as a food choice, and therefore reduce unsustainable and/or illegal exploitation, resulting in gains for biodiversity conservation.

They can also have a positive social impact by improving food security or introducing a new way of life that creates a secure income as well as an alternative food source (for example, by farming alternatives and selling them at local markets).

In contrast, poor design and implementation can lead to little or no biodiversity conservation or social gains. Indeed, those that fail to meet expectations can have negative impacts by undermining public trust in conservation activities and increasing dissatisfaction. This is especially true of wild meat alternative projects, since they often require proactive participation – time, energy and sometimes finances – from those they aim to benefit.

An overview of the guidance

The five steps

Our guidance is split into five steps:



Step 1:
Assess project feasibility



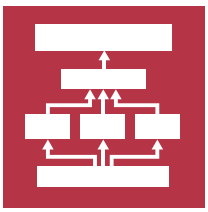
Step 2:
Scope the priority conservation threats and stakeholders



Step 3:
Explore why people eat wild meat



Step 4:
Investigate what types of wild meat alternative project work best

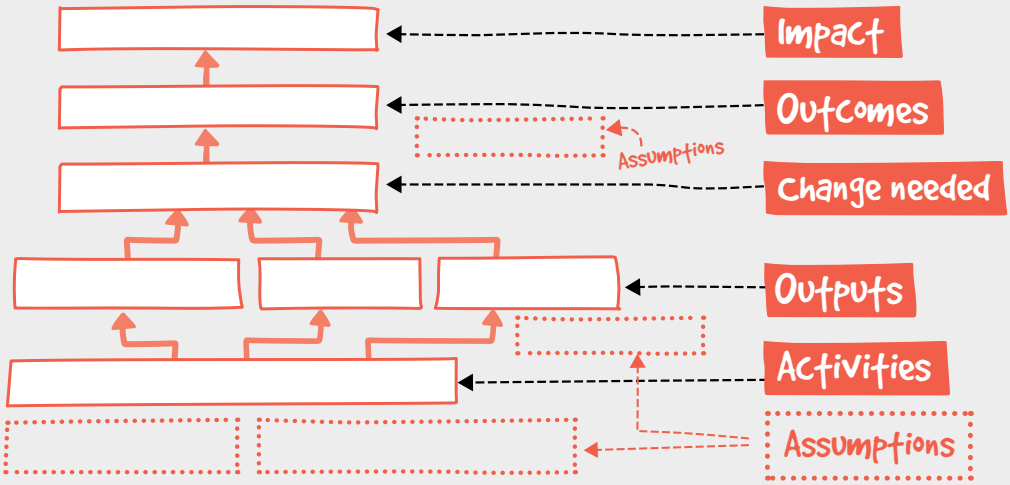


Step 5:
Refine your wild meat alternative project

What is a theory of change?

A theory of change is a project planning tool that maps out how to reach a desired impact. Using the information you gather in **Steps 2-4** you will design your own theory of change by identifying your long-term goals and considering what activities and outputs you need to put in place to achieve them.

This process helps project teams identify and interrogate the assumptions they are making about a project and their participants, and improves project planning.





Bushmarket stand in Georgetown, Guyana
Manuel Lopez/CIFOR
via Flickr, CC BY-NC-ND 2.0

Step 1: Assess project feasibility



To be successful, projects must be feasible. Answering the five questions in **Step 1** will help you to design your project and determine its viability. Here we explain why each question is important and provide practical guidance and resources to help you answer them.

☐ Do you have adequate funding and long-term donor commitment?

The short-term nature of funding is a pervasive challenge for project implementers. A review that considered wild meat alternative projects in Central and West Africa found that small, short-term grants are a key factor undermining success, preventing project teams from meeting their objectives within the available time, funding and capacity. This is because wild meat alternative projects are likely to take years to plan, implement and follow up.

We suggest you need at least five years' funding to undertake a project from scratch. You could reduce this to three years where you already have a good understanding of wild meat hunting and use, and a strong relationship with the people who will benefit from the project. Of course, for sustainable project activities, longer-term funding is desirable, but often hard to find.

It is easy to underestimate how long it takes to establish a well-functioning wild meat alternative. It takes time to foster participation, provide technical training, build facilities, breed animals, create market links and monitor project impacts, not forgetting the time teams need to explore preferred alternatives, introduce them and for people's daily habits to change.

Budgeting time for project activities is one thing, but you must also consider the amount of management and institutional support necessary to make your project a success[ii]. Be transparent and realistic about what you can and cannot achieve within the available budget and timeframe. This is especially true if your wild meat alternative project is one part of a larger programme; be sure to plan for adequate resource allocation.

☐ Do you have the hands-on support required to support participants across the scope and reach of your project?

Wild meat alternative projects can encourage both a large cultural shift and significant changes to people's daily activities. Success is often determined by the capacity and time project staff have to dedicate to in-person support. Can your team provide hands-on support equally and regularly across different communities and for several years of a project? This is key to inspiring community confidence and ownership.

Project participants will need support to learn, adapt and uptake new activities as well as to solve problems when they emerge. Hands-on training and workshops are a great way for participants to learn new techniques. Training sessions should be repeated regularly and followed up with frequent check-ins by project staff to all participating households. This helps to refresh peoples' memories as they adapt to new methods, and builds relationships with project staff so participants feel able to contact them when they have a concern.

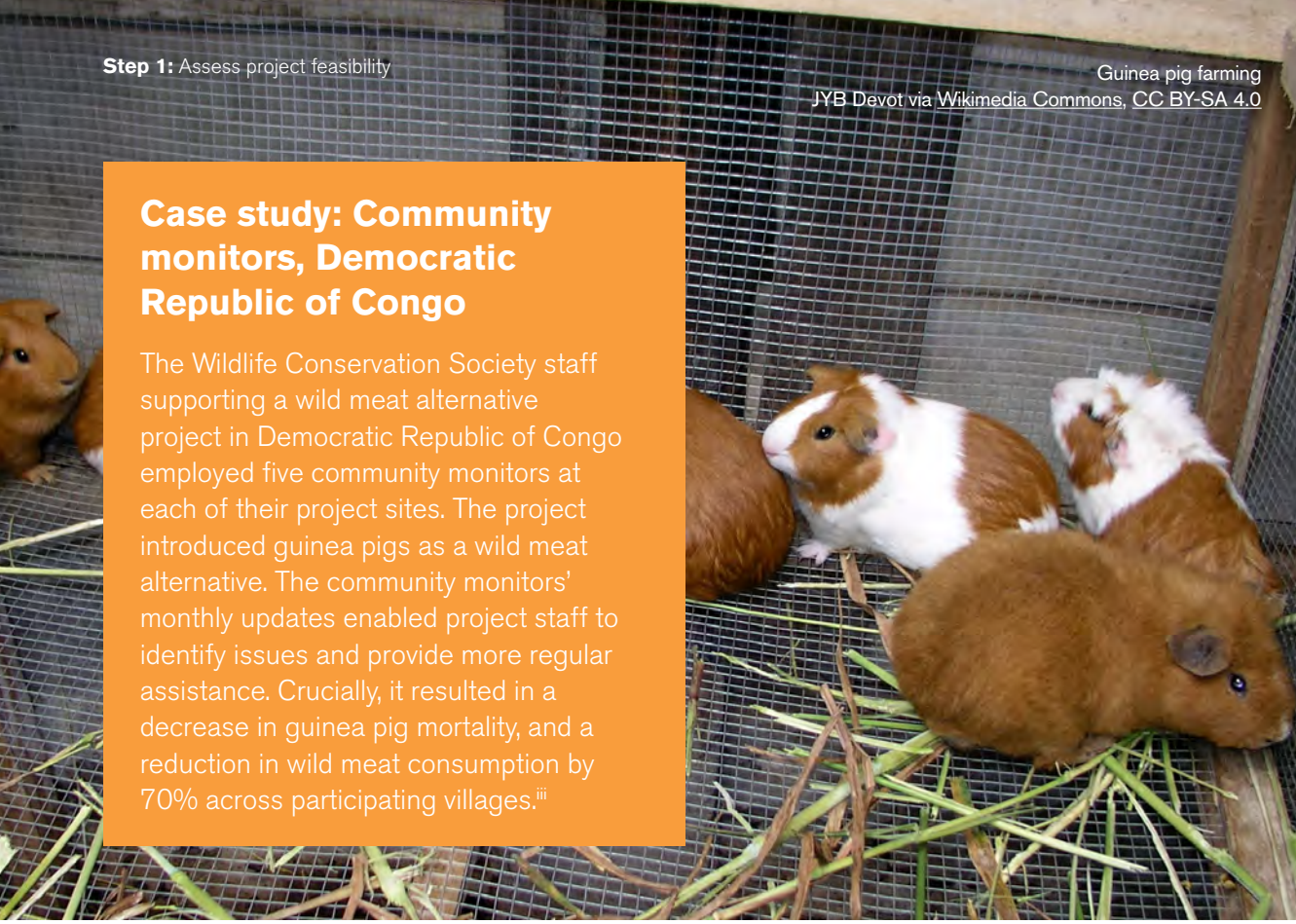
Be careful not to spread your project resources across too many communities, particularly those that are in remote, hard-to-reach locations. You could base project staff within the communities, to ensure that early problems are dealt with promptly, in particular during the early stages of project implementation. Another idea is to recruit community monitors that check up regularly on participants and send monthly reports to project staff. Over time, you can also train these community monitors to act as technical support for their communities. This will help them to become more self sufficient and solve problems without external input.

Case study: In-person support, Cameroon

In Cameroon, FCTV (Fondation Camerounaise de la Terre Vivante) has been supporting people living around the Dja Faunal Reserve – including Indigenous communities such as the Ba'aka – since 2003, to implement wild meat alternative projects. FCTV supports sustainable river fishing, providing equipment, guidance and technical expertise, such as how to preserve fresh fish through more effective and healthier smokeries. One thing they have learnt is that project participants really appreciate regular, in-person contact with the FCTV team. Supportive FCTV staff make sure they are on hand frequently to answer technical questions on production and trade, as well as enabling two-way communication on other emerging societal issues, including protective measures to safeguard against COVID-19.



Crossing the Dja River Cameroon
Credit: Neil Maddison



Guinea pig farming
JYB Devot via Wikimedia Commons, CC BY-SA 4.0

Case study: Community monitors, Democratic Republic of Congo

The Wildlife Conservation Society staff supporting a wild meat alternative project in Democratic Republic of Congo employed five community monitors at each of their project sites. The project introduced guinea pigs as a wild meat alternative. The community monitors' monthly updates enabled project staff to identify issues and provide more regular assistance. Crucially, it resulted in a decrease in guinea pig mortality, and a reduction in wild meat consumption by 70% across participating villages.[iii]

☐ Have you considered how you will support a process for seeking Free, Prior and Informed consent?

A central part of ethical research and project development, and an internationally agreed human right affirmed in the UN Declaration on the Rights of Indigenous People, is the concept of Free, Prior and Informed consent (FPIC). FPIC is the process of permission being granted by the participant(s) and/or the community, prior to the project starting and in full knowledge of the possible consequences of participation. This includes the potential positive benefits of your wild meat alternative project – though be careful not to overstate these and raise expectations – as well as any possible negative impacts. For example, you may apply conditions to receiving project support, such as requiring participants to give up hunting of protected species, or within certain areas.

Community participation, support and ownership is central to building the success of any wild meat alternative project. FPIC is key to this; it is an important process for building trust between project staff and communities.

To gain FPIC, project staff should provide the potential participant(s) and/or community with all the information needed for them to make an informed decision about whether to participate. Take the time to properly introduce the team and explain your intentions, how you will use any information gathered and who you will share it with. And it is vital to be clear about both the benefits and possible costs or risks of participation.

FPIC is not a one-off process. It begins before the project starts and should be sought throughout the project with individual participants and the broader community. Circumstances may change – for example, you may introduce new project activities or partners – which can affect people's perceptions of the benefits, costs and risks of participation.

Spend time planning how you will obtain FPIC throughout the different stages of your alternative wild meat project. See **Resource A** for recommendations of where to find more guidance.

As well as gaining FPIC, project staff should also consider ethics in their approach to project design and implementation. This includes:

- **Participant anonymity:** ensuring participants or communities cannot be identified from the information recorded or shared during the project
- **Community power dynamics:** consider whether your presence in the community or the proposed project is benefiting community elites; favouring the engagement of men over women, or excluding the elderly or Indigenous groups. You may not mean to favour one group of people over another during your project design and implementation. However, you may inadvertently contribute to existing inequalities if you do not proactively encourage those less privileged to share their perspectives and participate in a safe and inclusive way.



Resource A

For more guidance on gaining consent, go to the Forest Peoples Programme website. Visit www.forestpeoples.org/en/guiding-principles/free-prior-and-informed-consent-fpic[iv]

To learn more about research ethics, read Ethical considerations when conservation research involves people[v]

☐ Have you considered what new partnerships you need for a successful project?

Your project team may need support to fully design and implement a wild meat alternative project. Consider what activities your project team can undertake and where you might need help from partners. The stakeholder analysis in **Step 2** on page 22 of this guide may be particularly helpful here. Key areas where you might need support include:

- Leading technical training, workshops and demonstration projects
- Providing high quality and affordable inputs
- Providing veterinary care and technical support for animal husbandry
- Supporting people to sell their produce (either through creating new markets or helping them to access existing markets) and providing market information to project participants

- Monitoring and evaluating project progress and impact (measuring if, how and to what extent the project changed the situation). We talk more about this in **Step 5** on page 45
- Advising on financial and business management – including how to manage, save and reinvest profits.

Project partners could be other NGOs, private sector partners or community-based organisations and institutions. You might also consider providing support to some of these partners.

Case study: Supply chain buy in, Kenya

In Kenya, Farm Africa recognised that participants of their Kenya Market-Led Aquaculture Programme needed access to high-quality, affordable inputs – such as fish food and young fish – and a reliable market that could process large volumes. So they did not just reach out to project participants wanting to adopt aquaculture. Farm Africa offered training and guidance to aquaculture suppliers to help them improve the quality of the inputs they supplied to participants. Project staff also worked with traders to build their networks of fish farming cooperatives and increase their capacity to sell larger volumes of farmed fish[vi]. This example highlights the importance of a strong supply chain in the success of a meat alternative project; you cannot just focus on one link in the chain.

Before you start your project it is vital to have the necessary political support, both nationally and locally. Be sure to continually reach out and work with the relevant national and local authorities, share information and build and maintain relationships key to your project.



Kevin Sabwa, a Farm Africa aquaculture agent shows Winfred Ochango, a trainee, the attributes of cat fish in Ikolomani, Kakamega. Credit: Farm Africa / Mwangi Kirubi

☐ Do you have the necessary research skills within your project team?

To develop a successful wild meat alternative project, you need to gather data to understand more about people's food choices, priorities and current challenges to their livelihoods or food security. Knowing more about people and their behaviour will help you to design a project that works for them and their lives.

Our guide focuses on qualitative research; asking questions about issues that cannot be measured numerically, but instead explore how people think, feel and behave. This does not mean you should not use quantitative methods (those you can analyse numerically). Instead, we encourage you to use the rich and relevant information that these qualitative approaches can provide when designing your wild meat alternative project. In many cases, you will not be able to do large-scale quantitative and qualitative investigations. But as a very minimum, you should gain insights from those communities where you plan to introduce the wild meat alternative project.

To do this, you will need to use social science research methods. We suggest: →

Focus groups

A facilitator guides several group discussions to encourage contributions from all participants and exchanges of opinion.

Involve 6–15 people

Take less than 3 hours

Use 4–12 questions or discussion themes

Run separate groups for people from different backgrounds (gender, ethnicity, age etc).

Interviews

One-to-one interviews allow project staff to:

Gather background information and context

Generate ideas

Gain in depth information for example on individual's views and motivations, and opportunities and barriers for changing consumption

Can be structured, semi-structured or unstructured

Other helpful tools include:

Freelisting:

You ask people to name all the items they think are relevant to answering a specific question. For example, you might ask, 'what animals do you like to eat?'. This approach avoids introducing any bias by using a predefined list. It also helps to make people feel comfortable because it is a relatively easy and participatory exercise with no wrong answers.

Scenarios-based interviews:

You ask participants to consider and assess how desirable and achievable a variety of different future scenarios are. For example, we can use this tool to ask people how their lives and habits may change if different wild meat alternative projects took place in their village. This approach allows you to learn more about locally-preferred options, and how the design of proposed projects could affect both nature and people **before** they are implemented. We outline the tasks for scenarios-based interviews in **Step 4** (page 36).

Seasonal calendars:

This is a participatory way to understand seasonal variation in activities – such as farming, hunting and fishing – or the availability of natural resources such as wild meat alternatives including fish, plants or fungi. You can use these to learn about seasonal variation in household hunting and/or the consumption of wild meat. This is just one tool using a participatory learning and action approach, there are many others available that you could use, see **Resource B.**



Resource B

Participatory Learning and Action (PLA)

PLA describes qualitative and participatory approaches to research with communities to gain an in-depth understanding of an issue.

To learn more about how to use PLA and get ideas for approaches to use during your discussion with communities, read 'Participatory Learning and Action: A trainer's guide' by Jules Pretty, Irene Guijt, John Thompson and Ian Scoones, available at: pubs.iied.org/6021IIED[vii]

A wild meat alternative project team must be able to facilitate interviews and focus group discussions using participatory learning and action methods. If you want to engage in these research methods but do not have the capacity, then consider arranging skills-building training for project staff (and ensure this training is considered in your budget). Alternatively, you could identify possible partners who have the research and analysis capacities (for example, a relevant university department, research institute or NGO with this expertise in the country you work in).

Well done, you have reached the end of Step 1

How did it go? By now you should be able to demonstrate that your project idea for introducing a wild meat alternative is feasible.

Do you meet all five feasibility criteria? Might there be other feasibility criteria relevant to the context you operate in? Discuss these with your project team.

Feasibility checklist



Tick off those you can complete.

- [ ] **Do you have adequate funding and long-term donor commitment?**
- [ ] **Do you have the hands-on support required to support participants across the scope and reach of your project?**
- [ ] **Have you considered how you will support a process for seeking Free, Prior and Informend Consent?**
- [ ] **Have you considered what new partnerships you need for a successful project?**
- [ ] **Do you have the necessary research skills within your project team?**

Take a moment

If you cannot satisfy the feasibility criteria, you must now discuss the key issues with your project team and how you can change your approach to fulfil the criteria.

If you can satisfy all five questions, move on to **Step 2**.



Porcupine meat being sold in rural Laos.
Credit: Emile de Lange

Step 2: Scope priority conservation threats and key stakeholders



In **Step 1** you considered the feasibility of developing a wild meat alternative project. If you are continuing to **Step 2**, you have passed the first checkpoint.

In **Step 2** you will determine whether wild meat consumption is a priority threat and identify the key stakeholders with an interest in it. We will guide you through the key tasks of a situational analysis and a stakeholder analysis. A member of your project team will need to undertake these analyses to understand the existing opportunities and challenges for people and nature in the landscape you are working in. This will help you to understand whether a wild meat alternative project is a suitable and viable response to the threats you identify.

☐ Situational analysis: have you identified wild meat consumption as a priority threat?

A situational analysis is about exploring the key factors – or drivers of change – affecting biodiversity conservation in your landscape. You and your project team need to work together to create a common understanding of the context you are operating in. This includes the relevant environmental, social, economic, political and institutional systems that affect biodiversity conservation. By having a better understanding of the context, you will do a better job when developing project goals, objectives and activities, both for achieving biodiversity conservaton and for improving human wellbeing.

Is local consumption of wild meat a priority threat? Or are there other more prominent issues? A situational analysis will help you answer these questions and understand whether a wild meat alternative project is the appropriate response.

There are two ways to conduct a situational analysis:

1. A broad situational analysis explores all the potential threats (direct and indirect), opportunities and enabling conditions in your landscape. We suggest taking this approach if you have yet to clearly identify wild meat consumption as a key priority threat to wildlife in your landscape (versus other possible threats).
2. You could narrow the focus of your situational analysis to wild meat consumption alone. This approach allows you to take a more in-depth look at the specific issues. We suggest you only take this approach if you have already identified wild meat consumption as one of the possible key threats to wildlife in your landscape (versus other possible threats).

Resource C

There is plenty more guidance available on how to complete a situational analysis:

The International Union for Conservation of Nature (IUCN) (2018) 'Situation analysis – An approach and method for analyzing the context of projects and programme. Global M&E Initiative.' www.alnap.org/help-library/situation-analysis-an-approach-and-method-for-analyzing-the-context-of-projects-and[viii]

World Wide Fund for Nature (WWF) (2005) 'Basic Guidance for Step 1.4 – Situational Analysis. Resources for Implementing the WWF Standards'. www.conservationgateway.org/Documents/7b_situation_analysis_11_08_05.pdf[ix]

The Nature Conservancy (TNC) (date unknown) 'Step 5 - Situation Analysis, Conservation Gateway'. www.conservationgateway.org/ConservationPlanning/ActionPlanning/Guidance/SituationAnalysis/Pages/step-5-situation-analysis.aspx[x]

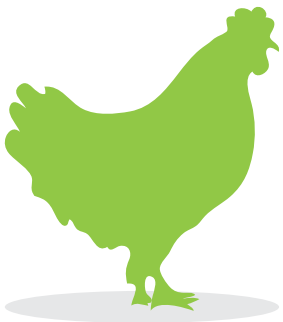
WWF suggests two ways to undertake a situational analysis, either by using a conceptual model (a basic box and arrow diagram) or brainstorming. IUCN also outlines some guiding principles for good practice, such as ensuring it is participatory, outward-looking and considers both people and nature.

In this step, we focus on how to conduct a situational analysis where you have already identified hunting and wild meat consumption as a possible key threat (bullet point 2 above).

HOW TO CARRY OUT A SITUATIONAL ANALYSIS FOR WILD MEAT CONSUMPTION

Task 1. Define the scope of the project

Set the target area covered by the potential project, and therefore the boundaries for this situational analysis. You will have an idea what this is from considering project feasibility in **Step 1**. It is a good idea to assess one level above your potential project area – ward, district or provincial level – so that you can capture dynamics that might influence your project.



Task 2. Research and describe the current state of nature and trends, as well as the pressures and driving forces of those trends

Taking the wild meat-eating area you have defined in **Task 1**, find out how hunting and wild meat consumption is affecting the target area (both ecosystems and people). Explore the following using existing sources of information:

- What is the state of wildlife resource and its habitat?
  - How have environmental conditions changed in recent years?
  - Are any species becoming scarcer?
  - Have there been any attempts to deal with these trends and pressures in the past? How so, and what was achieved?
- What are people eating and does this contribute to any concerns about wildlife resources?
  - Are there any protected species being hunted?
  - Is there any sign of unsustainable legal hunting?
  - Is there any sign of illegal hunting and consumption of wild meat?
  - What do people eat on a regular basis?

If you do not have the data to answer the question about what people are eating, you could use interviews or diaries with community members to understand consumption. See **Table 1** for the different ways to capture this information.

TABLE 1: METHODS FOR COLLECTING DATA ON PEOPLE'S CONSUMPTION PATTERNS

Unit	Method	Benefits ✓	Limitations ✗
1 day	Ask respondent to remember what they ate the previous day.	Good chance of accurate recall; people can more easily remember what they ate the previous day than over a week, for example.	It can introduce a lot of variation. It requires a follow up question to learn whether what the individual consumed that day was perceived as usual or special in some way.
Weeks or months	Ask respondent to complete a daily diary to record everything they ate over the course of weeks or months.	If completed correctly, diaries are very accurate as they remove the need for people to recall what they ate.	Designing the diary and showing people how to complete it requires staff capacity, as does data collection. Participants may find it too time consuming.

Task 3. Research and describe the current situation for people

It is important to build a clear picture of the situation facing those who are consuming wild meat. Instead of focusing on specific aspects of conservation too early, using the scope defined in **Task 1**, explore why people are eating wild meat, other meats and forest foods. Areas to explore using existing data include:

- **Wealth:** What is people's access to income and/or material goods? Has this changed as a result of conflict or the development of new roads, for example? How is this affecting food consumption?
- **Basic needs:** What is people's access to basic needs such as food, water, clothing and shelter? Is this changing as a result of new infrastructure developments, community projects or conflict? And how does this affect the type of food people eat?
- **Health:** Do people have health concerns surrounding their food consumption? How are these concerns changing? How does this affect consumption?
- **Cultural change:** Are there any cultural changes or shifts such as migration that are affecting consumption patterns?

Task 4. Discuss your situational analysis and identify issues requiring attention

Once you have completed **Tasks 1-3** of the situational analysis, answer the following questions to understand whether a wild meat alternative project is a suitable and viable project response:

1. Have you identified illegal or unsustainable hunting and consumption of wild meat?

- **Yes** → **2. Do the identified threats mainly stem from within the community?**
- **No** → If hunting or wild meat consumption is neither illegal nor unsustainable, then a wild meat alternative project is not necessary and the conservation resources would be better allocated to other activities.

2. Do the identified threats mainly stem from within the community?

- **Yes** → **3. Is there a desire from local inhabitants to be involved in such a project?**
- **No** → If the identified threats mainly come from outside the community, a wild meat alternative project within the community is unlikely to be the best solution as it will not effectively tackle external threats.

3. Is there a desire from local inhabitants to be involved in such a project?

- **Yes** → People are interested in working together to develop a possible wild meat alternative project.
- **No** → People have clearly stated that they do not wish to engage in a wild meat alternative project.
- **Not sure** → The project team does not yet know if communities in the area want to participate in a wild meat alternative project.

WHAT NEXT?

If you identified that a wild meat alternative project is not appropriate (questions 1 & 2 above) or supported (question 3), you will no longer be planning such a project and you can leave the guidance here.

If you answered 'no' just to question 3, you may wish to take some time to build relationships in the community to seek Free, Prior and Informed consent (see **Step 1**). If the answer to this question subsequently changes to 'yes', you should continue to the next tasks.

If you answered 'yes' to the above three questions, you have identified a wild meat alternative project as an important tool in your strategy to address key threats to people and conservation. Next, you will need to complete a stakeholder analysis to identify the key groups of people with an interest in – and influence over – hunting and wild meat consumption and a potential wild meat alternative project. This stakeholder analysis is also important if you answered 'not sure' to question 3 above. It will help you to identify which communities and groups of actors within these communities you need to reach out to to seek Free, Prior and Informed consent for your project.

☐ Stakeholder analysis: have you identified the key stakeholders with an interest in wild meat use and consumption?

A stakeholder analysis is a helpful tool to identify individuals (actors) and groups of actors with an interest in and/or influence over a particular issue; in this case hunting and wild meat consumption. We suggest undertaking a stakeholder analysis so you can understand the key actors and groups of actors you need to make contact with during project design. They will be potential collaborators, participants or important people to share information with throughout project design and implementation.

You can do the stakeholder analysis as a project team but we advise seeking input from others working or living in the project target area(s), especially if this is a new area for your work.

HOW TO CONDUCT A STAKEHOLDER ANALYSIS (SEE TEMPLATE ON THE NEXT PAGE)

Task 1. Who are the stakeholders?

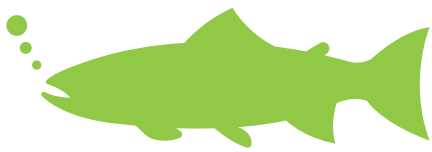
As a team, consider all the possible stakeholder groups who may be either:

a) directly involved in a wild meat alternative project, or

b) directly or indirectly affected by a wild meat alternative project. Stakeholders can be individuals, formal entities, recognised groups, or groups of similarly affected individuals.

Typical actor groups include:

- Communities located within and/or around the protected area/conserved area, which may be represented by existing local leadership arrangements
- Indigenous Peoples organisations
- Community-based organisations, such as farmers' cooperatives and women's associations
- Interest groups such as social groups within communities that have specific common interests related to membership (women's groups, youth groups) and those with resource-based interests, such as fisheries associations
- Marginalised groups within communities that tend to be excluded from decision making, such as some women, ethnic and religious minorities
- NGOs
- Private sector organisations, both for and not-for-profit
- State or parastatal actors, both local and national.



Task 2. What are their interests in hunting and consumption of wild meat?

For each actor or actor group identified, discuss and agree their current level of interest in hunting and wild meat consumption. We define interest here to mean any actor or actor group that could be either:

a) directly involved in the wild meat alternative project, or

b) directly or indirectly affected by the project.

Interest can be judged as high (***), medium (**), low (*) or zero (). If you determine the interest to be zero, then that actor is not a stakeholder and can be removed from the list.

Task 3. What is their power over the decision-making processes affecting hunting and wild meat consumption?

Discuss and agree each actor or actor group's level of power to influence decision making over the hunting and consumption of wild meat. Again, influence can be judged as high (***), medium (**), low (*) or zero (). Consider whether there are uneven power relations between women and men, different Indigenous or non-indigenous groups or between community and state actors, which mean some groups will have less of a voice than others.

Template: Stakeholder analysis

Use this to complete your evaluation, adding more rows if needed.

Stakeholder group	Likely interest	Likely influence
State actors	high (***), medium (**), low (*) or zero ()	high (***), medium (**), low (*) or zero ()
Non-state actors	high (***), medium (**), low (*) or zero ().	high (***), medium (**), low (*) or zero ()

Great work, you have reached the end of Step 2

You have undertaken valuable scoping for the design of your wild meat alternative project.

Step 2 checklist 

Tick off those that are complete.

- [ ] **Situational analysis: have you identified wild meat consumption as a priority threat?**

  This information will help you to define your project's intended impact and long-term outcomes, and will help you build a project theory of change in **Step 5**.

- [ ] **Stakeholder analysis: have you identified the key stakeholders with an interest and decision-making power related to hunting and wild meat consumption?**

  This will help you to consider the planning and resourcing requirements of your project's theory of change. For example, you could reach out to key stakeholders to review your theory of change, or collaborate on your project. It will also help you understand which target communities and groups of people you need to talk to and ask for their input and Free, Prior and Informed consent.

Take a moment

Discuss in your project team what you have learned in **Step 2.** When you are ready, move on to **Step 3**.

Step 3: Explore why people eat wild meat



By **Step 3**, you should know whether a wild meat alternative project is a feasible (**Step 1**) and appropriate response to the key threats to biodiversity and to people identified in the target communities (**Step 2**). If these points are still unclear, please return to **Step 1 or 2** before continuing. If you are moving on to **Step 3**, you have passed the second checkpoint.

In **Step 3**, we outline the best questions to ask related to why people eat wild meat. Exploring people's preferences is important because if people do not like a wild meat alternative they will not move to it willingly.

No one size fits all.

You may think you already know why people choose to eat wild meat; common factors include ease of access and low cost. But this is not always the case or could only be part of the story. Research shows that other factors – taste preferences, health considerations and different traditions – can also play an important role.

They can vary greatly across villages too. We found this to be true in the Dja Faunal Reserve, Cameroon where the reasons for hunting and consumption differed between villages and different groups of people. This shows that what may work in one village, may not be successful in another.

Take a moment

In **Step 3**, you will be carrying out research with people who could be directly involved or affected by a future wild meat alternative project. You may uncover some sensitive information about illegal or unsustainable hunting in the process. Before continuing, ensure you consider the human rights and ethical issues surrounding your research, sharing the results and developing a wild meat alternative project. Put measures in place to protect participants and their communities. Refer again to **Step 1** for a summary of Free, Prior and Informed Consent and ethical issues (page 10).

3.1 CAPTURING INFORMATION: WHY DO PEOPLE EAT WILD MEAT?

We have identified three overarching questions to help you understand why people eat wild meat and to inform the design of wild meat alternative projects.

- ☐ **How much wild meat do people currently eat?**
- ☐ **What are people's 'preferred and avoided' meats?**
- ☐ **What are the reasons for avoidance and preference?**

Taking each question in turn, we detail the key issues to explore. This information is vital for designing a wild meat alternative project that meets the needs and preferences of people in your potential target villages. It may also help you identify priority villages for your project, and key differences between them to help shape your approach.

If you have limited resources, you can use focus groups, running separate discussions for different groups of people (young and old, women and men, Indigenous Peoples, and religious or ethnic minorities). If you have the resources and capacity, you can also use semi-structured interviews. These will allow you to capture information from a large sample of people and understand how differences (for example, age, gender, ethnicity or livelihood) affect people's preferences.

See **Annex 1** of this guide for a template of a semi-structured interview. You can also consult PLA guidance (see **Resource B** on page 14) for more ideas on how to collect this information.

☐ How much wild meat do people currently eat?

Explore the following issues:

Task 1. How regularly are people eating wild meat?

Here you want to understand how often people eat meat – every day, once a week or once a month – as well as how much meat people typically eat during a meal. Exploring the frequency of wild meat consumption will help you understand what type of alternative is viable. For example, a project introducing an alternative that is available to eat just once a week, when a household consumes wild meat four times a week, will not achieve the desired result. People will continue to hunt and eat wild meat so they have enough to eat on the other days. You may have already collected this information in you situational analysis in **Step 2**, or you may have used existing data that you could now complement with further fieldwork research.

Task 2. Are alternatives already available?

You should find out whether legal and sustainable alternatives (from domestic animals, wild meat or other forest foods), are currently available and accepted as possible wild meat alternatives. Developing access to existing alternatives may be simpler than encouraging a shift towards completely new alternatives.

Task 3. If alternatives are available, why are they not already being eaten?

Why is wild meat still being consumed when alternatives are present? What is stopping them taking the place of wild meat? Are the alternatives available all year round, or only during certain times of the year?



Tip

Whichever method you use, think about how you will analyse the data **before** you start. Where you do not have the capacity to analyse a large amount of interview information, opt for focus groups and use flip charts or take notes to capture data you can then discuss as a project team.



RESEARCH

Seasonal variations in Dja Faunal Reserve, Cameroon



People around the Dja Faunal Reserve reported that wild caught fish was a well-liked alternative to wild meat in all villages. However, upon further questioning, we learnt that river fish were only available seasonally because fishing in the river was dangerous during the rainy season. As such, people hunted and consumed more wild meat when fish were not readily available, to make up for the decline in both food and income made from the fish. In cases where alternatives are available seasonally, it may be sufficient for a project to focus on filling existing seasonal gaps driving wild meat consumption.



Weighing a fish catch near the Dja river.
Credit: Neil Maddison

☐ What are the 'preferred and avoided' meats?

It is important to identify people's food preferences because an alternative to wild meat needs to be something that people like to eat. Explore the following issues:

Task 1. What meats or forest foods do people prefer to eat?

Use freelisting to ask people to list all their preferred 'meats'. These may include wild meat, domestic animals, fish, possibly insects or other foods considered a viable 'meat' substitute. By asking this simple question, project staff can further investigate:

a) If any species of conservation concern are being targeted as a preference for food. If so, this species will require specific attention in your wild meat alternative project (see **Step 4** on conditionality).

b) What unprotected species people like to eat. This could provide, for example, legal alternatives to any illegal hunting or consumption for your wild meat alternative project, if produced or hunted sustainably (see **Step 4**).

Freelisting

Freelisting invites people to list all of the items relevant to answering a specific question. For example, when asking 'what animals do you like to eat?' they name all the animals they like to consume. This can be followed by a simple analysis of which animals are mentioned the most, and how important they are (in terms of the ranking). Alternatively, if you have the staff capacity, you can do more in-depth saliency analysis into the importance of each species. For more information, visit: anthrotools.wordpress.com.

There may be a difference between what people eat on a regular basis, as established in **Step 2**, and what they prefer to eat.

RESEARCH

Food preferences in the Dja Faunal Reserve, Cameroon



People around the Dja Faunal Reserve said they preferred to eat pangolin, however none had actually eaten pangolin the previous day. People also regularly said they did not like to eat yellow backed duiker, but they still consumed it when opportunistically hunted.



Pangolin. Credit: Guillaume Colin & Pauline Penot via Flickr, CC BY-NC-ND 2.0

Task 2. **What meats or forest foods do people prefer to avoid?**

This can also be answered by freelisting. Knowing this will ensure your wild meat alternative project does not introduce an alternative that people do not like to eat.

What are the reasons for avoidance and preference?

Task 1. **Why do people prefer or avoid certain meats or forest foods?**

For each animal people list as preferred or avoided, you simply ask why. People may give you detailed responses, or a fairly simple answer that requires follow up questions to further explore what they mean. Engaging in a conversation about people's experiences is a good way to understand what motivates and prevents them from eating the animals or forest foods mentioned.

To make it easier to analyse this data, you can categorise people's responses. Here are the main reasons people gave for preferring or avoiding wild meats, during our research in the Dja Faunal Reserve, Cameroon. You may need to add some categories that reflect your context:

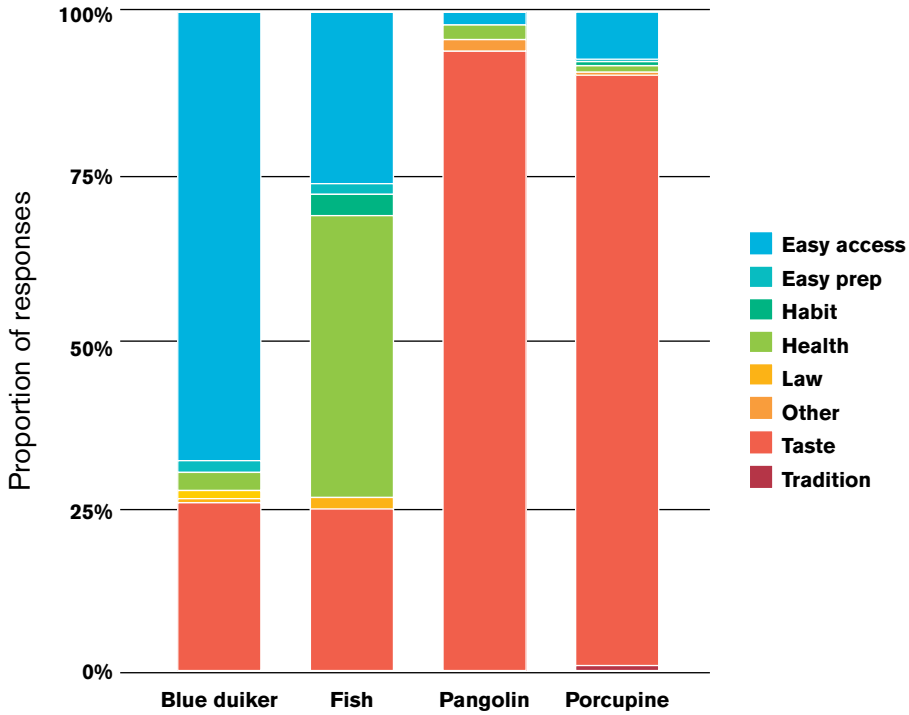
- Appearance (before or after cooking)
- Habit
- Health benefits
- Health concerns
- Legality (some meats are illegally hunted)
- Taboo (related to ethnicity or religion)
- Taste
- Tradition (related to ethnicity or religion)
- Smell

RESEARCH

Food preferences in the Dja Faunal Reserve, Cameroon



Our research found that porcupine, blue duiker, pangolin and fish were some of the most preferred meats across all four villages. Chicken was the second most popular 'non wild-meat' option. Taste, health, and ease of access were all identified as key drivers of meat preference, while tradition played an important role in determining which species people did not like to eat.



Reasons for liking a species

Ease of access

Blue duiker and Peters's duiker are easy to hunt.

Health benefits

I like pangolin and porcupine because they are soft, good for my teeth.

Fish is lighter. When you eat fish, you can still run. Fish is more nourishing than meat.

Taste

Porcupine tastes good and is easy to catch. Pangolin is tasty, but is less easy to hunt. Hog is easy during certain seasons; I love its taste and the fat.

Reasons for avoiding a species

Health concerns

Sitatunga gives me a rash and civet and bay duiker are not food for women, only men can eat those. Especially if you are pregnant – if you eat civet your child will have spots.

Taste

Sitatunga don't have the good taste; yellow back duiker give epilepsy and taste bad.

Tradition

I don't eat leopard and colobus because our parents told us that they give us spots.

Tradition says that the colobus is our totem, it's an important animal for us, like the leopard too.

3.2 ANALYSING INFORMATION – WHAT DO WE KNOW ABOUT WHY PEOPLE EAT WILD MEAT?

☐ Consider, what does the information collected tell us about the design of a wild meat alternative project?

Task 1. **Understand your findings**

Analyse and understand the data captured in **Step 3.1**. You can do this in different ways. If you have limited resources, we suggest you take your notes from the focus group and interview discussions and discuss what they tell you as a project team.

Remember, a good option is to consider partnering with people who do have the capacity, or invest in capacity building for your staff. Spending more time on the analysis may help you to identify interesting patterns that you would otherwise not have noticed, and are valuable to your project design.



Tip

Ask for help with analysis before you start your research. If you wait until after research is completed, the analyst may identify that key data is missing or has not been collected appropriately for the analyses you want to conduct.

Task 2. Summarise your findings

Use **Reporting Template: why people eat wild meat** below to summarise the information you have captured and analysed in **Step 3.1** and **3.2**.

Take a moment

Reflect on the implications that your findings have for designing a wild meat alternative project.

Reporting Template: why people eat wild meat

What is people's use of wild meat?	
How regularly do people eat wild meat (daily, weekly, monthly)?	
Is consumption consistent over time or does it vary (by season, by cultural or religious events or celebrations)?	
Do people consume any species of conservation interest?	
What alternatives to wild meat are available?	
And what is their availability?	
What are the preferred and avoided meats and why?	
What meats do people prefer and why?	
What meats do people avoid and why?	
How do wild meats compare to other meats or alternatives?	
What do people consume regularly?	
What food has actually been consumed, and how does this compare with the meats available (question 1) and those cited as preferred or avoided (question 2)?	
What are the reasons for differences between preferences and actual consumption?	

For the three questions above, also explore the following:	
Are there any important differences between different groups of people – for example, women, men, young, old, Indigenous Peoples and ethnic or religious minorities?	
Are there any important differences between household types – for example, rich and poor or households with different types of livelihoods?	
Are there any important differences between potential target villages? Why might this be?	
Having answered the above questions, what does this tell us about the wild meat project we will design?	
1. What species consumption or hunting is of concern? Consider what species of conservation interest or those important for local food security people are hunting for food or livelihoods.	
2. When is an alternative needed? Consider how frequently people eat wild meat, whether there are any food security issues at certain times of the year, and/or when alternatives are not available.	
3. What are the possible alternatives? Consider what meats and forest foods people consume, what they prefer and what they avoid. Determine whether any existing alternatives are already present.	
4. What are the barriers and opportunities for particular alternatives?	
5. Should your approach target certain groups of individuals? Consider whether certain groups of people hunt or consume conservation interest species more than others or are at a greater risk of food insecurity. If so, project activities may want to focus on these groups of people. But consider the impact that involving some people and excluding others could have on community dynamics.	

Congratulations, you have reached the end of Step 3

You have gathered a wealth of information to help your project team understand why people eat wild meat in your target communities. This will help you define what wild meat alternatives your project might introduce. It will be invaluable for creating scenarios in Step 4, and mapping project activities during the design of a project theory of change in Step 5.

Step 3 checklist



Tick off those that are complete.

3.1 Collecting data – why do people eat wild meat?

- ☐ How much wild meat do people currently eat?
- ☐ What are peoples' 'preferred and avoided' meats?
- ☐ What are the reasons for avoidance and preference?

3.2 Analysing data – what do we know about why people eat wild meat?

- ☐ What does the information collected tell us about the design of a wild meat alternative project?

Take a moment

Do not continue to the next step until you have completed the **Reporting Template: why people eat wild meat** and all the project team are happy with the result. Once that is complete, carry on to **Step 4**.

Step 4: Investigate what types of wild meat alternative project work best



By now, you understand whether the threats to nature identified can be addressed with a wild meat alternative project (**Step 2**). You have explored people's use of wild meat, the foods they like to eat, the alternatives that might be feasible and the reasons why people are not eating them now (**Step 3**). You are now ready to move on to the next checkpoint.

In **Step 4**, you will take the information you collected and analysed about why people eat wild meat to design scenarios-based interviews for possible wild meat alternative projects. Make sure you have your completed template from the end of **Step 3** to hand.

A scenario is a short description of the future. As a project team, you will need to design scenarios that can be described in simple interview scripts with potential project participants. Scenarios-based interviews will help you assess the desirability of different wild meat alternative projects. For example, you can assess interest in different wild meat alternatives, preferences towards different project approaches – such as community level or household projects – and reactions to any rules, sanctions or conditions that your project will enforce.

You can also explore the perceived impact of different wild meat alternative options on hunting and consumption, as well as participant's wellbeing. In essence, this method allows you to learn more about locally-preferred options, and how the design of proposed projects could affect both nature and people before they are implemented.

☐ What types of wild meat alternative could work best?

Task 1. What do you want to know?

Think about the key questions you want to answer using a scenarios-based interview approach. For wild meat alternative projects, these likely include:

a. Does hunting increase, decrease or stay the same, under each of the scenarios offered?

b. Why does the rate of hunting change, or not?

c. Why does consumption change, or not?

d. Whose hunting and consumption changes?

e. What are the causal pathways that link your wild meat alternative project activities to changing consumption?

Task 2. Set out the current situation

Design a simple scenarios-based interview script to describe the current situation (baseline) in each village you will target. You want people to imagine that their lives will not change in any way.

Task 3. Design a set of scenarios-based interview scripts

Use **Reporting Template: what wild meat alternative scenarios work best?** on page 38 to design your scenarios for possible wild meat alternative projects. The scenario projects provided must be realistic, sustainable, culturally relevant and informed by the information you gathered in **Steps 2 and 3** (use **Reporting Template: why people eat wild meat** you completed at the end of **Step 3**).

You should create between two to eight scenarios that each set out a different wild meat alternative project. As in **Task 2**, use a simple scenarios-based interview script to describe the different wild meat alternative projects. Make sure each scenario is clear about the time and effort required by people, the benefits (including their extent and frequency), the scale of the project, and the level of support provided by project staff.



Tip

You can use our scenarios-based interview scripts from our research around the Dja Faunal Reserve, Cameroon in **Annex 2** to help you.

Task 4. Trial the scenario-based interview scripts

Before carrying out the scenarios-based approach, test the scenarios with people of different ages, genders or ethnicities (whatever factors are most likely to affect how each scenario is received). This will allow you to spot any issues early and fix them. Make sure the scenarios are:

a) relevant and well understood; and

b) clearly linked to changes in hunting or consumption (compared to the current situation).

Take a moment

If after trialling the scenarios-based interviews, you find that none of the projects result in any significant decline in hunting or consumption, or that people do not like the projects, stop. Use this as an opportunity to reflect and consider why this may be.

- Is it because some of your early assumptions do not hold true?
- Or that the scenarios were not ambitious enough because too few resources were allocated (**Step 1**)?
- Perhaps the threats to biodiversity are not driven by hunting and consumption within the community (**Step 2**)?
- Is it that some important drivers of wild meat consumption have not been captured in **Step 3**?
- Or were they simply not properly accounted for in **Step 4**?

Refine the scenarios-based interviews and trial again if needed, before moving on to the next task.

Task 5. Carry out scenarios-based interviews

It is important to carry out these scenarios-based interviews with representatives from individual households because hunting and consumption is usually a household-based activity. Interview both women and men as they often have different responsibilities and barriers to participation in such projects. Capture all views to ensure the final project design is as inclusive as possible.

By interviewing different people you can consider the impact of age, ethnicity, household size or wealth on participation in the project. Smaller, poorer or marginalised households may have more to lose from participating in a new project than others, or be less able to take the risk or spare time to participate. The stakeholder analysis from **Step 2** will help you identify key target groups.

Read each scenario script carefully. Then, have a conversation to explore what each person thinks of the project, and how and why they expect their hunting or consumption to change (in response to the questions identified in **Step 1**), if at all, under each scenario. Note their responses and be prepared to ask follow-up questions, especially when someone mentions something you had not considered previously.



Tip

Remember, an example of the scenarios-based approach used in our research, including the follow up questions, is available in **Annex 2**.

Task 6. Analyse the scenario-based interviews

Transcribe recordings or notes to allow for analysis. Where resources are limited, go through the interviews as a team and pull out the key themes that emerged from **Task 5**. With more capacity, you can use various software to code the interviews (for example, an Excel spreadsheet or programmes such as NVivo). Remember to explore the differences in perceptions based on key characteristics of people (particularly those of interest to your project), such as gender, age and livelihood type. You can even carry out quantitative analyses on ethnicity or religion. Use the information you have gathered to complete **Reporting Template: what wild meat alternative scenarios work best?**

Reporting Template: what wild meat alternative scenarios work best?

Summarise the information collected from a scenarios-based interview

How does hunting or consumption change under each scenario?	
What proportion of households report that their hunting would increase, decrease or remain stable under each scenario?	
Why does the rate of hunting change, or not?	
Whose hunting and consumption changes?	
What key factors result in the greatest reduction in wild meat hunting and consumption and why?	
Does the meat or forest food offered affect how hunting or consumption change?	
Does the type of alternative project (alternative food, alternative income or both) affect how hunting or consumption change?	
Does the scale of the project affect how hunting or consumption change?	
Do the conditions attached to participating in the project affect how hunting or consumption change?	
What is the preferred and least preferred project and why?	
Which projects are more or less preferred?	
Why do people prefer a given project?	
Why do people least prefer a given project?	
What are the key reasons provided for changes in hunting or consumption as a result of the preferred projects?	

For the three questions above, also explore the following:	
What are the relevant differences between different groups of people – women, men, young, old, Indigenous Peoples and ethnic or religious minorities?	
What are the relevant differences between households types – rich and poor or households with different types of livelihoods?	
What are the relevant differences between potential target villages? Why might this be?	
Having answered the above questions, what does this tell us about which wild meat project you should take forward?	
1. What is the preferred project according to local people? Consider what species of conservation interest or those important for local food security are being hunted for food or livelihoods.	
2. Does the preferred project also result in a reduction in hunting or consumption? Consider how frequently people eat wild meat, whether there are any food security issues at certain times of the year, and/or when alternatives are not available.	
3. What factors are the key predictors of a successful project? What does the project need to be designed like in order for people to a) want to take part and b) for the project to result in a decline in consumption. For example, if it is clear that people do not like community-scale projects, ensure that the subsequent project is designed to allow individual households to take part.	
4. Does your approach need to vary for different households, groups of individuals, or villages? Are there household or village level differences that predict that project would result in the greatest decline in hunting or consumption? If so, consider whether different projects need to be targeted at different groups of people, and whether this is feasible.	

Tip

We describe our findings from using a scenarios-based interview approach at Dja Faunal Reserve, Cameroon, **in Annex 3**.

You are nearly there! Well done, you have completed Step 4

By now you will have a good idea about what type of wild meat alternative project could work in your target villages.

Step 4 checklist

Tick off those that are complete.

- [ ] **What types of wild meat alternative could work best?**

  The information you have captured in this step will help you to build a project theory of change in **Step 5**. In particular, it will help you complete the tasks to map the activities and outputs of your proposed wild meat alternative project.

Take a moment

Before you move to the final step, make sure you have completed **Reporting Template: what wild meat alternative scenarios work best?** and the whole project team is happy with the result.

Step 5: Refine your wild meat alternative project



You have reached the final step of this project design guidance and can move on to the next checkpoint. By now you have:

- Considered the resources and partnerships needed to properly design and implement a wild meat alternative project (**Step 1**)
- Carried out a situational and stakeholder analysis (**Step 2**)
- Explored what people like to eat and why (**Step 3**)
- Investigated different wild meat alternative project designs (**Step 4**)

Now, in **Step 5** you will refine your project design using a theory of change tool, begin thinking about how to monitor and evaluate your project and seek feedback on your project design.

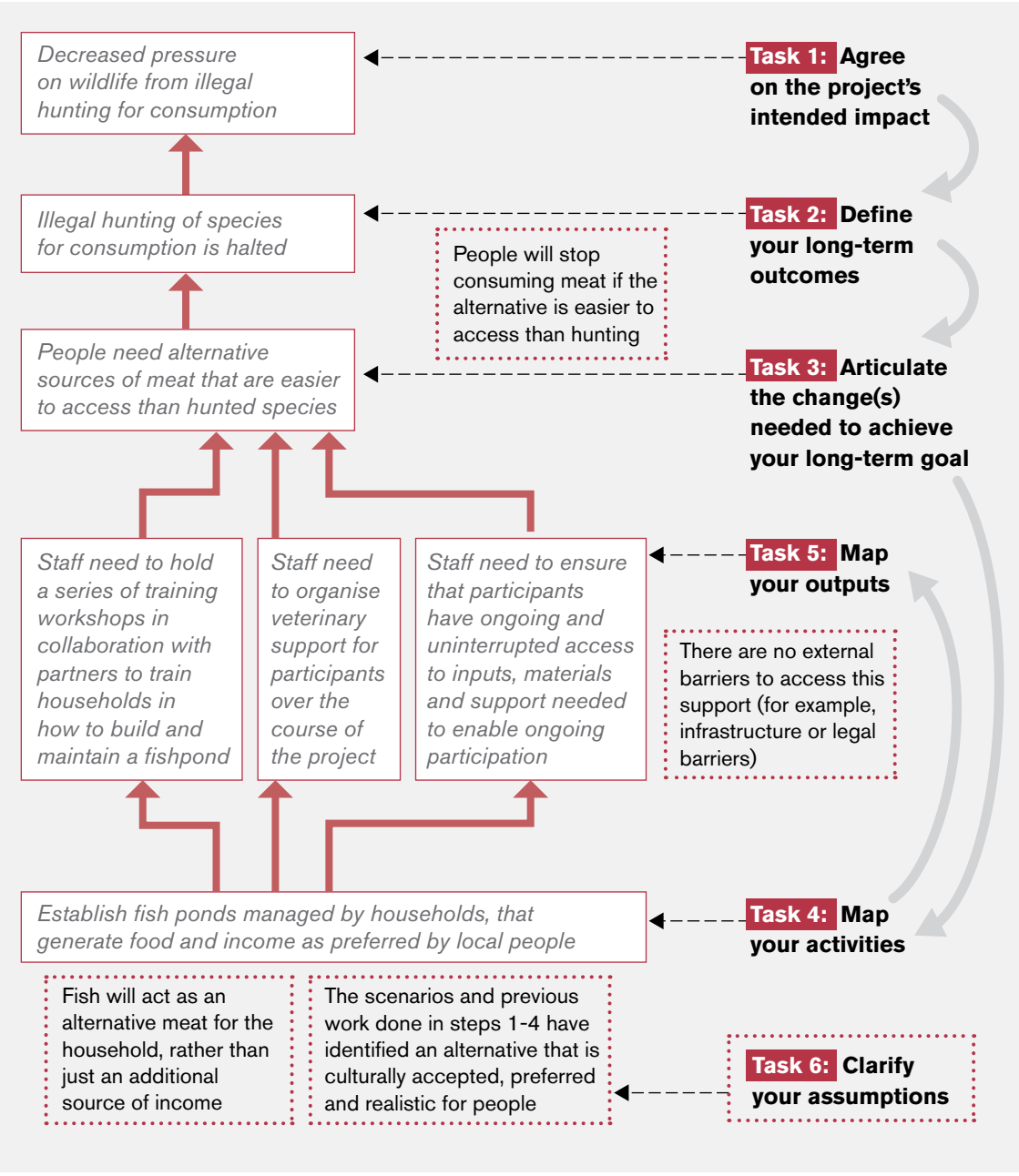
By the end of this step, you will have completed the project design phase and should be well prepared to move on to project implementation.

What is the theory of change for your project?

What is a theory of change?

A theory of change is a project planning tool that maps out the link between project activites and outputs, your long-term goals and the desired project impact.

This mapping process helps project teams identify and interrogate the assumptions they are making about a project and their participants, and improves project planning. You will use the information captured in **Steps 2-4** to design your theory of change. See our illustrative example below.



Before starting your theory of change, think carefully about why you are doing it and how you will go about it. Consider the following:

- **Who will use the theory of change and why?** A theory of change is a useful way for project staff to test their assumptions about how project activities will achieve the intended outcomes and desired impact. It is also useful for engaging funders with your project design.
- **What is the best way to draft a theory of change?** You have two options. One is to organise a meeting or workshop for project staff to work together to create the theory of change. Another is to ask one member of staff to write a draft, which can be reviewed and edited by colleagues in a meeting or workshop.
- **Who will lead the work?** Having an external professional to run a theory of change development workshop can be helpful, as it allows all project staff to participate in the process. If this is not possible, ask a member of staff to facilitate.
- **Will you facilitate stakeholder involvement?** Wider participation with stakeholders is optional, but can be useful. You can use your stakeholder analysis (**Step 2**) to identify key actors to invite to take part in a meeting or workshop to develop a theory of change. Or, you could design a theory of change as a project team and then reach out to different actors for their review.
- **How will you allow for iterative design?** Creating a theory of change can be iterative, meaning you can regularly revisit it to make changes and improvements. For example, you may start with a grand vision, but then need to reconsider your budget and capacity and re-scale it accordingly. We suggest regularly checking in with your theory of change as a team as you design the project, as well as building partnerships and seeking feedback from other stakeholders and funders.

You will know when you have a good theory of change when it is credible, achievable and supported by the stakeholders, in particular those who will be directly involved in the project.

Here we outline the basic tasks for developing a theory of change:

Task 1. Agree on the project's intended impact

Your impact is the starting point for your theory of change, the goal you are trying to achieve. Your impact statement should clearly describe the broad or long-term difference you want to see. Consider a simple headline to help funders or others understand when the project has achieved its goal. Use the information from **Step 2**'s situational analysis to help you define the project's impact.

> For example, *'Decreased pressure on wildlife from illegal hunting for consumption'.*

Task 2. Define your long-term outcomes

Next, working backwards from your intended impact, consider what changes need to happen to achieve it. You may be able to identify these by thinking about the causes of the main issue you are trying to address (identified in **Steps 2 and 3**). Make sure your long-term outcomes are measurable (see next section on M&E). Again, you can use the information from **Step 2**'s situational analysis to help you articulate the long-term outcomes.

For example, *in order to contribute to the stated long-term impact, illegal hunting of species for consumption needs to be stopped or reduced.*

Task 3. Articulate the change(s) needed to achieve your long-term goal

Consider what changes must happen before your long-term outcomes can occur. There may be some information from your situational analysis in **Step 2** that can help you with this task, but also refer back to what you learnt in **Step 3** about why people eat wild meat.

For example, *people need alternative sources of meat that are easier to access than hunted species.*

Task 4. Map your activities

Think about what activity(ies) will help to bring about the change needed to reach your intended outcomes. Here it is helpful to plot the activities from the preferred project as identified in **Step 4**. This is a good chance to discuss how well your activities will deliver the anticipated outcomes and may lead to some revisions of what you do, and how you do it.

For example, *to achieve the intermediate outcomes, you may wish to establish household-managed fish ponds, that generate food and income and are preferred by local people.*

Task 5. Map your outputs

Having planned your activities, consider some of the outputs produced as a result.

For example, *in order to establish household-managed fish ponds, that generate food and income and are preferred by local people:*

- *Staff need to hold XXX workshops in collaboration with partners to train households in how to build and maintain a fishpond*
- *Staff, partners and participants need to build XXX ponds with XXX participating households*
- *Staff need to organise veterinary support to visit the villages every XX months over the course of the project*
- *Staff need to ensure that participants have ongoing and uninterrupted access to inputs, materials and support needed to enable ongoing participation.*

Task 6. Clarify assumptions

Document any assumptions you may have made as you write your theory of change. It is important to identify your assumptions because:

- They will help you identify the factors that will affect the success of your work, which you may need to monitor (see section on M&E)
- They will help shape how you deliver your project for maximise impact.

Task 7. Establish timelines and plan resources

Create timelines with milestones for when you expect to see the activities and outputs happen. This should shape expectations of what you can monitor and when. Openly discuss the resources or skills necessary and available to you for delivering the project. You will have considered these points more broadly in **Step 1**, but revisit the following with your project staff, now that you have identified the project you intend to implement:

- Project support (staffing)
- Leading technical training, workshops and demonstration projects
- Providing high quality and affordable inputs
- Providing veterinary care and technical support for animal husbandry
- Creating ways to support people to sell their produce (either through creating new markets or helping them to access existing markets) and providing market information to project participants
- Monitoring and evaluating project progress and impact (whether the project changed the situation, how, and by how much).

You could use your stakeholder analysis from **Step 2** to identify potential collaborations that would be helpful to your project.

☐ How you will monitor and evaluate your project?

It is never too early to start thinking about how you will monitor and evaluate your wild meat alternative project, including its progress, performance, and impact on intended conservation and human wellbeing outcomes. Monitoring and evaluation (M&E) is sometimes overlooked, but it will help you understand what is and is not working, and the impact of your efforts.

Resource D

We recommend the guidance on M&E from the Conservation Evaluation initiative, which designed *prism*, a toolkit for evaluating the outcomes and impacts of small and medium-sized conservation projects. Go to: www.conservationevaluation.org/[xi]

Here we outline the key considerations for M&E for your project.

1. What do you need to know?

For a wild meat alternative project you may want to know:

- What is the current situation (the baseline)?
- Has the project resulted in environmental benefits, such as a decline in illegal hunting or a reduction in hunting of target species?
- Has the project resulted in changes in wellbeing, food security or livelihoods?
- Has the project appropriately planned for all activities in terms of funding, staff and time?

2. What data do you need to collect?

Think about what variables you will monitor; this depends on the programme's objectives and core questions. For example, to know if the rate of hunting has changed over time you need to:

a) know what the rate of hunting was before the project started (the baseline) and

b) gather data on the rate of hunting throughout the course of the project.

The variables you need to monitor will determine the design and expense of the programme, so consider these early on and think about whether monitoring them is feasible with the time and resources you have.

3. What methods will you use?

Having determined what you need to monitor, you must choose the most suitable methods to do so. There is an array of different ecological and social methods[xii] to choose from.

4. Monitoring for adaptive management

Establishing a process for robust monitoring and evaluation allows you to test and improve your project through a process of adaptive management. This enables you to inform future decisions, both within the project and beyond. Sharing evaluation results helps to promote transparency and create an evidence base for learning. Remember that negative outcomes or impacts are just as important to identify and report on as the positive ones.

☐ What do communities think about the wild meat alternative project?

Now is the time to share your proposed wild meat alternative project and capture feedback from your target communities. You can do this in a community meeting of potential project participants, as well as wider community members so the whole community can be well informed about your project.

Task 1. Share the information you captured from fieldwork with communities

You will need to summarise information in the appropriate formats for community members including:

1. Findings from interviews on why people eat wild meat (**Step 3**),

2. Findings from scenarios-based interviews about different wild meat alternative project designs (**Step 4**)

3. How the project team has used this information to create a project description and theory of change.

Task 2. Seek feedback from communities

Give time for communities to share their feedback on the project description and theory of change. It is a good idea to check whether communities agree with some of the key assumptions outlined in your theory of change, such as:

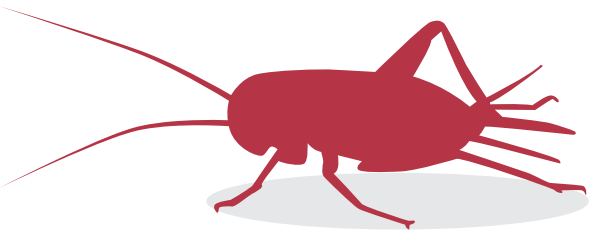
- The links between project activities and the outcomes they are expected to produce. Will the activities provide an alternative as intended? Or will they act as an additional income generator (people sell the food source and continue to hunt for food)?
- The contextual or environmental factors that may influence whether you achieve your outcomes. Are there any important barriers to participation and benefit sharing? For example, local corruption could pose a real threat to the success of a project, by preventing the people who are meant to benefit from doing so. Such barriers must be identified and dealt with quickly to prevent participants from dropping out.

Task 3. Continue your process of seeking Free, Prior and Informed consent

Seek consent to proceed with the project (subject to funding). You must be clear about both the benefits and the possible costs and risks of project participation. Project staff should seek Free, Prior and Informed Consent to move from project design to project implementation.

One way to do this is to create a written agreement, which clearly and simply explains what project staff and participating communities have agreed. This should clearly state:

- The expectations from both sides: what participating communities can expect from project staff, and what project staff can expect from communities (including any conditions, rules or sanctions)
- How any information gathered from the project will be used
- The schedule for project engagement
- The processes for seeking and responding to community feedback throughout project implementation.



Congratulations. You have made it to the end of the guidance

You have now completed the project design phase for your wild meat alternative project. By the end of Step 5 you should have designed your theory of change, started planning for monitoring and evaluation and gathered feedback and consent from your target communities.

Step 5 checklist

Tick off those that are complete.

- [ ] **What is the theory of change for your project?**
- [ ] **How you will monitor and evaluate your project?**
- [ ] **What do communities think about the wild meat alternative project?**

Take a moment

Discuss your plans with your project team. If you need to make changes as a result of community feedback, do so before continuing. If you are satisfied that your design takes into account each of the five steps outlined, you are ready to begin implementing your project.

Annexes



A poultry farmer taking care of her birds.
Credit: Minette Lontsie via Wikimedia Commons, CC BY-SA 4.0

Annex 1. Household survey: Understanding the drivers of wild meat as a food choice

Here is an example of the semi-structured interview tool we used for **Step 3** of this guidance in our research around the Dja Faunal Reserve, Cameroon.

1. Interview preparation		
1.1	Interviewer	
1.2	Date	
1.3	Village	1☐ 2 ☐ 3 ☐ 4 ☐
1.4	Household number	
1.5	Responder number	
2. Socioeconomics		
2.1	Gender	male ☐ female ☐
2.2	Age	
2.3	Education	primary ☐ secondary ☐ further ☐ none ☐
2.4	Ethnicity	Makaa ☐ Badjoue ☐ Nzime ☐ Baka ☐ Fang ☐ Bulu☐ Other (please state) ☐ _____
2.5	Occupation(s): [select all that apply]	farmer ☐ hunter ☐ fisher ☐ timber ☐ commerce ☐ Other (please state) ☐ _____
2.6	Which is your primary occupation? [Select one]	farmer ☐ hunter ☐ fisher ☐ timber ☐ commerce ☐ Other (please state) ☐ _____
3. Wealth assessment (Please note – these indicators were developed and used in Cameroon. Other indicators will apply in different contexts).		
3.1	Is your roof metal or rattan?	Metal ☐ Rattan ☐
3.2	Do you have a concrete floor?	Yes ☐ No ☐
3.3	Do you have a mode of transport?	Yes ☐ No ☐
3.4	Do you own a mobile phone?	Yes ☐ No ☐
3.5	Do you have a farm that produces an income? If yes, how large is it?	Yes ☐ No ☐ If yes: approximate size in ha:
3.6	How stable is your income generation throughout the year?	I have no income ☐ Some income throughout the year ☐ Sufficient income all year ☐
3.7	Do you think your household is one of the poorer, wealthier, or of average wealth compared to other households in their village?	poorest ☐ poor ☐ average ☐ wealthy ☐ wealthiest ☐

4. How much wild meat do people currently eat, and what proportion of their diet?		
4.1	Do you eat meat? [select one]	yes ☐ no ☐
4.2	If no, why? [open question]	
4.3	How often do you eat wild meat? [select one]	every day ☐ every other day ☐ once a week ☐ twice a month ☐ once a month ☐ a few times a year ☐ never ☐
4.4	Do you eat wild meat regularly all year round, or are there times where you eat more or less? [select one]	same all year round ☐ it depends ☐
4.5	If 'it depends', when do you eat more/less and why? [open question]	
4.6	Do you have any other sources of protein (eg keeping livestock, fishing, buying meat from market, forest foods)? [select one]	yes ☐ no ☐
4.7	If yes, what are these alternatives? [open question]	
4.8	If yes, are the alternatives available all year round, or just during certain months? [select one for each alternative mentioned]	same all year round ☐ certain months ☐
4.9	(If certain months) When do you have access to other sources and why only then? (Specify months or seasons and reasons)	
4.10	Do you feel that you have enough protein for you and your family? [select one]	always ☐ mostly ☐ rarely ☐ never ☐
4.11	Is this true all year round? [select one]	yes ☐ no ☐

4.12	Why? If no - why? When does it vary, and why? (Specify months and reasons)	
4.13	If yes – why is it constant/or always rare?	
5. Food preferences (I want to understand your meat preferences and what motivates you to eat that meat)		
5.1	What did you eat yesterday? [Open question]	
5.2	Is this typical throughout the year?	yes ☐ no ☐
5.3	What type of meat do you eat the most often? [select one]	wild meat ☐ livestock ☐ fish ☐ other ☐
5.4	If other, please state	
5.5	Why do you eat this the most often? [select those that apply]	Taste ☐ Tradition ☐ Religion ☐ Health ☐ Ease of preparation ☐ Money ☐ Legal ☐ Ease of access ☐ Other (please state) ☐ _____
5.6	Please elaborate, can you tell me more about these reasons? [Open question]	
5.7	When/if you have access to other protein, do you prefer to eat wild meat, or the alternative protein? [select one]	wild meat ☐ alternative ☐
5.8	Why do you choose to eat that type of meat? [open question]	

Preferred meats		
5.9	What meats do you like to eat? [list all in order]	
5.10	For each species cited in 5.9, why do you prefer it? [select those that apply for each of the species cited]	Taste ☐ Tradition ☐ Religion ☐ Health ☐ Ease of preparation ☐ Money ☐ Legal ☐ Ease of access ☐ other ☐
5.11	Please elaborate, can you tell me more about these reasons? [Open question]	
Avoided meats		
5.12	Are there any meats you don't like to eat? Can you list them all? [list all in order]	
5.13	For each species cited in 5.12, why don't you like it? [select those that apply]	Taste ☐ Tradition ☐ Religion ☐ Health ☐ Ease of preparation ☐ Money ☐ Legal ☐ Ease of access ☐ other ☐
5.14	Please elaborate, can you tell me more about these reasons? [Open question]	
6. End of survey		
6.1	Do you have anything else you want to share about what we have discussed? [open]	
6.2	Interview end time	
THANK YOU – END SURVEY		

Annex 2. Scenarios-based interview

Here is an example of the scenarios-based interview we used for **Step 4** of this guidance in our research around the Dja Faunal Reserve, Cameroon.

SCENARIOS INTERVIEW
SETUP
Date:
Interviewer:
Recording number:
Participant name:
Household name/number:

CURRENT SITUATION: There are no current wild meat alternative projects. Some families have chickens reserved for special occasions/lean times. Cacao is a major cash crop for many in the village, although access to market is difficult. Some fish during dry season mostly.

Scenario 1: Current situation
Imagine that the current situation stays the same for the next 5 years. The average prices for cocoa remain at a stable level, ecoguard patrols don't change and the effort and time needed to hunt bushmeat does not change. No projects bringing alternatives or livelihoods would come to the village. With this in mind:

Q1: How do you think rates of wild meat hunting within your household would change over the next 5 years, if at all? Why/How/When/For how long/By who?	Follow up questions/probes: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):
Q2: How do you think rates of wild meat consumption within your household would change over the next 5 years, if at all? Why/How/When/For how long/By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):

CHANGES TO CURRENT SITUATION: In each of the following examples, all financial and technical support from project staff (eg NGO or other) would stop after 5 years, so please consider how sustainable the project is and whether you would be able to continue after 5 years, having become self-sufficient. Please also consider the time you would have to spend taking part in these projects, how realistically they could work for you and your household and whether you would benefit, and why.

Scenario 2: Household level food only scenarios: Fish ponds

Imagine there was a fishing project in the village that worked with individual households who wanted to take part. Each household would be supplied with training and support in how to create and maintain fish ponds, plus the fish (cat fish or tilapia for example) required to start the pond. Your pond would produce enough fish for your household to eat fish 3 times a week, but there would not be enough to sell. Ongoing technical and financial support would be given on condition that no one in your household hunted in the reserve, or hunted any protected species anywhere in the forest. Your household would receive a poster to help you correctly identify the species that you are legally allowed to hunt, so you are less likely to accidentally hunt protected species.

Remember when answering the following questions that everything else will stay the same, you will not have more time than you do now to work on the ponds or more people in your household. Think realistically about how this scenario will fit in with your current jobs and tasks and why certain changes may happen. With this in mind:

Q3: How do you think this project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):
Q4: How do you think this project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):

Scenario 3: Household level food only scenarios: Chicken farming
Imagine there was a project in the village that worked with individual households who wanted to take part. Each household would be supplied with training and support in how to create and maintain chicken coops, plus the chicken required to start. Your coop would produce enough chicken for your household to eat chicken 3 times a week, but there would not be enough to sell. Ongoing technical and financial support would be given on condition that no one in your household hunted in the reserve, or hunted any protected species anywhere in the forest. Your household would receive a poster to help you correctly identify the species that you are legally allowed to hunt, so you are less likely to accidentally hunt protected species.

Remember when answering the following questions that everything else will stay the same, you will not have more time than you do now to work on the coops or more people in your household. Think realistically about how this scenario will fit in with your current jobs and tasks and why certain changes may happen. With this in mind:

Q5: How do you think this household level chicken project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):
Q6: How do you think the chicken project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):

Scenario 4: Household level food & income scenarios: Fish ponds
Now imagine that the same fish pond project came along as previously explained (scenario 2), but rather than just having enough to eat, you were also able to produce enough to sell so that you could pay for one child in your household to go to school for 1 year. In order to do this, all members of the household must take an active part in the maintenance and upkeep of the pond. As before, ongoing technical and financial support would be given on condition that no one in your household hunted in the reserve or hunted any protected species anywhere in the forest. Your household would receive a poster to help you correctly identify the species that you are legally allowed to hunt, so you don't accidentally hunt illegal species.

With this in mind and again considering how this activity would fit in with your current household activities and tasks:

Q7: How do you think the fish pond food and income project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):
Q8: How do you think the fish pond food and income project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):

Scenario 5: Household level food & income scenarios: Chicken farming
Now imagine the same chicken coop scenario as the one we have just explained (scenario 3), but rather than just having enough to eat, you were also able to produce enough to sell so that you could pay for one child in your household to go to school for 1 year. In order to do this, all members of the household must take an active part in the maintenance and upkeep of the coop. As before, ongoing technical and financial support would be given on condition that no one in your household hunted in the reserve or hunted any protected species anywhere in the forest. Your household would receive a poster to help you correctly identify the species that you are legally allowed to hunt, so you don't accidentally hunt illegal species.

With this in mind and again considering how this activity would fit in with your current household activities and tasks:

Q9: How do you think the chicken farming food and income project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):
Q10: How do you think the chicken farming food and income project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐	Notes (why):

Scenario 6: Village level benefit scenarios: Fish pond Imagine that rather than each household getting their own project, large ponds were established to be cared for and shared by the village. Everyone in the village would receive training in how to build and maintain the pond and expected to contribute time to the maintenance and upkeep of the pond. There would be enough fish to allow for each household to eat fish 3 times a week. The money from the sales would go into a village fund for community development activities. A project committee would be elected by the village to manage the community fund. The village would have to hold a meeting where you all decided how best the money could be spent. For example, it may be decided at the meeting that everyone contributes some of the money to help pay for road improvements, or building equipment. Continuing support for the project would be given on condition that all village hunting in the reserve stopped and that no protected species were hunted from anywhere in the forest by anyone in the village. With this in mind and again considering the time you have available to work on this project:		
Q11: How do you think a shared village fishing project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐ Why: Please can you describe your response to this project based on whether others in the village stopped hunting, and if they didn't stop hunting. Would your engagement with the project change if others in the village were not adhering to the rules? How and why?	Notes (why):

Q12: How do you think a shared village fishing project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐ Please can you describe your response to this project based on whether others in the village stopped consumption, and if they didn't stop consumption. Would your engagement with the project change if others in the village were not adhering to the rules? How and why?	Notes (why):
Scenario 7: Village level benefit scenarios: Chicken farming Now imagine the same scenario as the one we have just explained, but rather than a village-shared fish pond there is a project to establish chicken pens and farming that generates both food and income. Again, decisions about how to spend the money must be made as a village and the care of the chickens must be shared by all participants.		
Q13: How do you think a shared village chicken farming project would affect rates of wild meat hunting within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household hunting go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐ Please can you describe your response to this project based on whether others in the village stopped hunting, and if they didn't stop hunting. Would your engagement with the project change if others in the village were not adhering to the rules? How and why?	Notes (why):

Q14: How do you think a shared village chicken farming project would affect rates of wild meat consumption within your household over the next 5 years, if at all? Why/How/When/For how long/ By who?	Follow ups: Would your household consumption go up, down, or stay the same over 5 years? Up ☐ Down ☐ Same ☐ Please can you describe your response to this project based on whether others in the village stopped consumption, and if they didn't stop consumption. Would your engagement with the project change if others in the village were not adhering to the rules? How and why?	Notes (why):
Q15: Of the 7 scenarios presented (remind them of all), which do you think would bring the greatest benefits for your household and why?		
Q16: Of the 7 scenarios presented (remind them of all), which do you think would work the worst for your household and why?		
Q17: Of the scenarios presented, which do you think would result in the biggest reduction of hunting in your household?		
Q18: Of the scenarios presented, which do you think would result in the biggest reduction of wild meat consumption in your household?		
Q19: Do you have any other comments or suggestions you would like to make?		
THANK YOU		

Annex 3. Scenarios-based interview findings, Dja Faunal Reserve, Cameroon

During our research, people most often cited fish and chicken as their preferred non-wild meats. Because river fish is only available seasonally, we considered **fish ponds** a possible option for the scenarios to:

a) ensure an alternative was available all year round and

b) ensure that getting fish was easier than going into the forest to hunt, thereby reducing the motivation to hunt as an easy option.

People also said chicken was tasty. So we also offered well-maintained **chicken coops** as an alternative in our scenarios.

Using these two options, we introduced seven different scenarios to participants in every household to explore their project design preferences (including the current situation as scenario 1 – see Annex 2 for full details on the scenarios).

Scenario 1. The current situation

Scenario 2. Fish ponds for food only at the household level

Scenario 3. Chicken coops for food only at the household level

Scenario 4. Fish ponds for food and income at the household level

Scenario 5. Chicken coops for food and income at the household level

Scenario 6. Fish ponds for food and income at the community level

Scenario 7. Chicken coops for food and income at the community level

Scenario 4 was the most popular option and resulted in the greatest number of people stating that hunting and consumption in their household would reduce as a result. This was because fish was overall a more popular alternative than chicken, and people preferred household level projects.

While household level chicken projects were also popular, chicken coop projects resulted in less of a predicted reduction in hunting and consumption compared to the fish projects. This is because people felt they could not eat chicken frequently as it was usually saved for special occasions. In contrast, fish was already liked and eaten regularly when available.

Our results showed that people predicted the rate of hunting and consumption to stay the same with community-scale projects (**scenarios 6** and **7**). They said community-scale projects would be less successful than household level projects, because of existing power imbalances within the community; with some taking more than their fair share.

Scenarios 2 and **3** resulted in some predicted reductions in consumption – but not in hunting – because these projects did not account for the important livelihood benefits of hunting, particularly at certain times of year. We found a strong preference for projects that provide both food and income, which in turn translated to a greater predicted decline in hunting and consumption.

What did this tell us about design of a wild meat alternative project?

Using a scenarios-based approach, we were able to build an understanding of which projects were preferred, why and for whom. We were able to isolate different aspects of project design to explore what would work for people, and what would alienate people. The open nature of the questions also allowed participants to share in detail their reasons for their answers. This identified several barriers to success that we had not previously considered.

Glossary

Freelisting	An interview approach that asks people to list all the things they associate with a question or concept
Project participants/ participant communities	Those people that the wild meat alternative project seeks to involve and benefit through project activities
Project team/staff	Those people designing and implementing the wild meat alternative project
Qualitative research	The collection of non-numerical data to help you understand people's opinions, experiences and feelings.
Scenarios-based interviews	A method that asks participants to assess how desirable and achievable a variety of different future scenarios are
Situational analysis	A process of understanding the context you are operating in, including the relevant environmental, social, economic, political and institutional systems that affect biodiversity conservation
Stakeholder analysis	A process of exploring all the possible people and groups affected by and with an interest in your project
Theory of change	A project planning tool that maps out the link between project activities and outputs, and your long-term goals and the desired project impact



Endnotes

i. We have also drawn on lessons from colleagues' work including:

- Wicander S & Coad L (2015) Learning our lessons: a review of alternative livelihood projects in Central Africa. IUCN.
- Wicander S & Coad L (2018) Can the Provision of Alternative Livelihoods Reduce the Impact of Wild Meat Hunting in West and Central Africa?. Conservation and Society, 16(4): pp. 441-458.
- Wright J (2017) The role of livelihood interventions within complex social-ecological systems. A thesis submitted for the degree of Doctor of Philosophy, Imperial College London, Department of Life Sciences Zoological Society of London, Institute of Zoology.

ii. Wicander S & Coad L (2018) Can the Provision of Alternative Livelihoods Reduce the Impact of Wild Meat Hunting in West and Central Africa?. Conservation and Society, 16(4): pp. 441-458.

iii. Wieland M, et al. (2019) Final Project Report to the Darwin Initiative: Guinea-pigs as guinea -pigs, reducing bushmeat hunting while improving communities' well-being. Available online (pdf): www.darwininitiative.org.uk/documents/23015/24549/23-015%20FR%20edited.pdf

iv. Forest Peoples Programme (2020) Website Page: Resources on Free Prior and Informed Consent (FPIC). Available online: www.forestpeoples.org/en/lands-forests-territories-law-policy-global-finance-trade/training-tool/2017/resources-free-prior

v. Brittain S, Ibbett H, de Lange E, Dorward L, Hoyte S, Marino A, et al (2020). Ethical considerations when conservation research involves people. Conservation Biology, vol 34 (4), pp.925-933.

vi. Farm Africa (year unknown) Kenya Market-led Aquaculture Programme. Farm Africa Project FactSheet. Available online: www.farmafrica.org/downloads/fact-sheets/kmap-with-project-achievements.pdf and van Vark (year unknown) Aquaculture for smallholder farmers. A UK parliamentary briefing on behalf of the All-Party Parliamentary Group on Agriculture and Food for Development. Available online: www.appg-agdev.co.uk/images/APPG_Aquaculture.pdf

vii. Pretty JN, Gujit I, Thompson J and I Scoones (1995) Participatory Learning and Action: A trainer's guide. IIED, London. Available online: pubs.iied.org/6021IIED

viii. The International Union for Conservation of Nature (IUCN) (2018) Situation analysis – An approach and method for analyzing the context of projects and programme. IUCN Global M&E Initiative. Available online: www.alnap.org/help-library/situation-analysis-an-approach-and-method-for-analyzing-the-context-of-projects-and

ix. WWF (2005) Basic Guidance for Step 1.4: Situational Analysis. Resources for Implementing the WWF Standards prepared by Foundations for Success. WWF Standards of Conservation Project and Programme Management. Available online (pdf): www.conservationgateway.org/Documents/7b_situation_analysis_11_08_05.pdf

x. TNC (2020) Website page: Step 5 Situational Analysis – Coaches' Resources. Available online: www.conservationgateway.org/ConservationPlanning/ActionPlanning/Guidance/SituationAnalysis/Pages/step-5-situation-analysis.aspx

xi. Dickson IM, Butchart SHM, Dauncey C, et al. (2019) PRISM: Toolkit for evaluating the outcomes and impacts of small/medium sized conservation projects. A toolkit developed by BirdLife International, Fauna and Flora International, UNEP WCMC, RSPB, BBTO, Tropical Biology Association, WWF, Conservation Evidence and the University of Cambridge. Available online: www.conservationevaluation.org

xii. For comprehensive guidance evaluating the impacts of conservation outcomes on human wellbeing, IIED have guidance for practitioner available online: Woodhouse E, de Lange E and Milner Gulland EJ (2016) Evaluating the impacts of conservation on human wellbeing: Guidance for practitioners. IIED Toolkit. Available online: pubs.iied.org/14667IIED/

Knowledge Products

Toolkit

October 2020

Biodiversity; Natural Resource Management

Keywords:
wild meat, bushmeat, conservation, protected areas, alternative livelihoods

This guide provides practical advice for conservation experts on how to design projects to reduce the consumption of wild meat by promoting alternative sources of protein. In five comprehensive steps, it explains how practitioners can develop the right project for the community in which they work. There is no one size fits all approach to successful project design. The guidance starts with assessing your project's feasibility, runs through how to complete situational and stakeholder analyses and carry out in-depth interviews on why people eat wild meat and the desirability of different alternatives, and culminates in creating a theory of change for your project. By completing the five steps in this guide, your project team will be ready to implement a wild meat alternative project that works.

iied

The International Institute for Environment and Development (IIED) promotes sustainable development, linking local priorities to global challenges. We support some of the world's most vulnerable people to strengthen their voice in decision making.

International Institute for Environment and Development
80-86 Gray's Inn Road, London WC1X 8NH, UK
Tel: +44 (0)20 3463 7399
Fax: +44 (0)20 3514 9055
www.iied.org
Facebook: www.facebook.com/theIIED
Twitter: @iied
LinkedIn: www.linkedin.com/company/iied/
Download more publications at pubs.iied.org

DARWIN INITIATIVE

This guidance has been produced as part of the project 'Why eat wild meat? Developing effective alternatives to wild meat consumption' with funding from the UK Government's Darwin Initiative. The views expressed do not necessarily reflect the views of the UK Government.