

**Using
situational
crime prevention
to address
illegal wildlife
trade: *a toolkit***



Using situational crime prevention to address illegal wildlife trade: a toolkit

This toolkit has been developed by Fauna & Flora, under its Wildlife Trade Initiative.

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This toolkit is provided to help organisations improve their responses to illegal wildlife trade. It is intended as a general guide and does not claim to be suitable for every organisation in every situation. While we endeavour to keep the toolkit up to date and correct, and we hope organisations will use and benefit from it, it is not intended to be relied on, in particular as advice on ways to avoid legal liability or losses, or as any authoritative statement of any laws or legal position. Users of this toolkit should consider and mitigate against any safety, ethical and legal risks to both the participant and interviewer throughout the collection, processing, storage and sharing of information. Users should inform themselves of the legal framework in relevant jurisdictions which may affect their projects and operations.

In working with named individuals and organisations on this toolkit, Fauna & Flora neither makes nor implies any endorsement of the work or statements or opinions of such individuals and organisations outside the context of this toolkit.

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Introduction

Purpose of this toolkit

This toolkit aims to help conservation practitioners develop an illegal wildlife trade (IWT) prevention strategy¹ to reduce opportunities for illegal activity e.g. illegal harvest, transportation or sale. It harnesses situational crime prevention (SCP), one of several evidence-based approaches used by criminologists to prevent specific illegal activities. It does not directly seek to implement social reform or address root causes of illegal activity e.g. poverty or inequality.

Applying this toolkit will help you to:



Why use this toolkit

Most efforts to address IWT in conservation have focused on strengthening law enforcement and criminal justice responses, such as having more frequent ranger patrols and longer prison sentences. These approaches are often reactive, relying on the criminal justice system to change behaviour and compel compliance, which in turn requires well-resourced, well-governed and non-corrupt law enforcement systems. While these approaches aim to deter illegal activity, research suggests that harsher sentencing can be ineffective, and sometimes counter-productive². Moreover, these approaches tend to take place after the crime has been committed and the impacts on biodiversity become irreparable.

IWT is a complex, context-specific and highly varied product of human behaviour. Addressing this problem effectively therefore requires interdisciplinary approaches, including drawing on learning and evidence from criminology. Broadly speaking, SCP is a proactive approach that aims, through careful analysis of the unique context of the problem, to prevent the illegal activity from taking place. In the case of illegal hunting or harvest of wildlife species, this means focusing on preventing biodiversity damage altogether, rather than detecting and punishing the harm caused.

1. For global project design resources to support project planning more broadly, see: <https://conservationstandards.org/>. If you are in the process of developing (or reviewing) a project-level theory of change, we suggest you use this toolkit to inform this wider planning when a key component of your project focuses on preventing and reducing illegal activity. For information about theory of changes, see Measuring Impact. 2016. Conservation Enterprises: Using a Theory of Change Approach to Examine Evidence for Biodiversity Conservation. USAID Office of Forestry and Biodiversity/Bureau for Economic Growth, Education, and Environment. <https://fosonline.org/library/conservation-enterprises-using-theory-change-approach-examine-evidence-biodiversity-conservation/>.

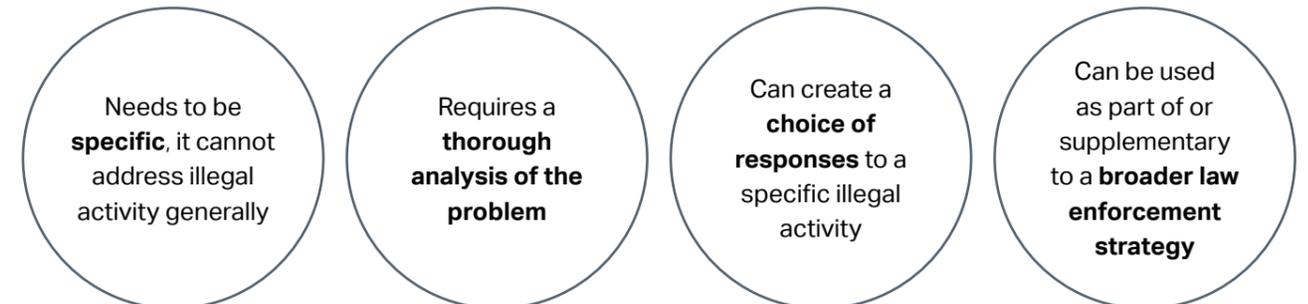
2. Wilson, L. and Boratto, R. (2020). Conservation, wildlife crime, and tough-on-crime policies: Lessons from the criminological literature. *Biological Conservation*, 251, 108810. <http://dx.doi.org/10.1016/j.biocon.2020.108810>

The crucial role of Indigenous Peoples and Local Communities (IPLCs) who live close to wildlife in addressing IWT is increasingly recognised. However, IPLCs can sometimes be negatively affected by heavy-handed, militarised approaches to tackling IWT, which seldom distinguish between illegal actions driven by large scale profits and those driven by poverty³. As such, moving beyond reactive law enforcement towards more holistic approaches like SCP, has the potential to not only to help us be more effective in curbing IWT, but to move towards more inclusive and socially just approaches.

What is situational crime prevention

SCP⁴ focuses on the immediate environment, recognising the possibility that any individual is theoretically capable of participating in illegal activity given the opportunity. SCP acknowledges that an individual is influenced by their immediate environment and will make decisions depending on how difficult, risky, rewarding, provoking or excusable the conditions are. SCP interventions to reduce the likelihood of a motivated individual engaging in the illegal activity are informed by a comprehensive breakdown of how exactly illegal activity occurs in order to find targeted and creative solutions. They do not aim to profile particular individuals, but to better understand the situation so as to design targeted interventions.

Generally, situational crime prevention:



SCP has been applied effectively to a range of crimes globally, including violent crime, property crime, drug trafficking, international terrorism, maritime piracy, and even legal, unwanted behaviours such as suicide. Evidence for its effectiveness is substantial^{5,6}, and, as such, SCP also offers potential to reduce or halt illegal wildlife trade.

3. Roe, D. (2015). Beyond enforcement: engaging communities in tackling wildlife crime. *IIED*. <https://pubs.iied.org/17293iied>

4. Cornish, D. B. & Clarke, R.V. (2003). Opportunities, precipitators and criminal decisions: A reply to Wortley's critique of situational crime prevention. *Crime Prevention Studies*, 16, 41–96. https://live-cpop.ws.asu.edu/sites/default/files/Responses/crime_prevention/PDFs/Cornish&Clarke.pdf

5. Eck J.E. & Clarke R.V. (2019). Situational Crime Prevention: Theory, Practice and Evidence. In: Krohn M., Hendrix N., Penly Hall G., Lizotte A. (eds) *Handbook on Crime and Deviance*. Handbooks of Sociology and Social Research. Springer, Cham. https://doi.org/10.1007/978-3-030-20779-3_18

6. Guerette, R.T. & Bowers, K.J. (2009). Assessing the extent of crime displacement and diffusion of benefits: a review of situational crime prevention evaluations. *Criminology*, 47(4), 1331-1368. https://www.researchgate.net/publication/229732660_Assessing_the_extent_of_crime_displacement_and_diffusion_of_benefits_A_review_of_situational_crime_prevention_evaluations

Examples of situational crime prevention success stories

Violent crime⁷

Between 1983-1993, Jersey city in the US was experiencing an increase in reported violent crime, including robberies, street fights and drug market violence. In response, violent crime places were identified and analysed to better understand the problem by speaking with community members and reviewing official data.

Collaboration with community members was crucial in designing and evaluating the effectiveness of interventions. 28 different types of strategic interventions were carried out in targeted violent crime places and focused on improving the social disorder of a place, such as by cleaning up the environment physically (e.g. litter picking, fixing holes in fences, improving lighting), adding signs explaining rules, or through official maintenance orders (e.g. foot patrols, dispersing groups of loiters).

Interventions were assessed by regularly speaking with community members and adapting them if they were ineffective or the nature of the crime problem changed (noting that physical and social observation data were considered more reliable and valid assessments than official data).

After 6 months, 91% of interventions were effective in reducing violent crime, with little evidence that they were displaced into other areas.

Drug trafficking⁸

The consumption of ecstasy has been a global trafficking problem since the 1990s, with much of the production coming from a select few countries, including the Netherlands, which was producing 42% of worldwide seizures in 2008.

Pills from the Netherlands were more profitable to smuggle due to their reported higher quality, lower production costs and higher street value in other countries. In this instance, an anti-drug initiative analysed the structures of the illicit networks, particularly those that were facilitating the production of ecstasy. Recognising the need for specialised tools in ecstasy production, notably flasks and glass mantles, the police in the Netherlands initiated a campaign to raise awareness amongst glassblowers. Although trade of glasswork wasn't illegal, glassblowing companies didn't realise that their glassware was being used by synthetic drug producers and that they were liable according to the Dutch penal code. Through this initiative, glassblowers were trained to recognise signs of purchases for illegal activity and how they could report suspicious behaviour to protect themselves from being criminally liable. This effectively disrupted access to facilitators and the tools needed for the production of synthetic drugs, with one example of a large glass trader refusing to trade with suspected drug producers.

Due to the success of this initiative, it was further replicated by police in other countries to raise awareness among international companies and their liability under Dutch laws, and is reflective of applying SCP techniques at a local level to target large-scale transboundary trafficking.

Designing an IWT prevention strategy



Collaborative

We suggest involving a range of key stakeholders and have developed resources to help you to facilitate this process. These can be found in the [Extra tools](#) section. If you do not have the resources to carry out all of the research required to fully understand the context of an illegal wildlife trade activity, this process can be shared with a research partner who could help you carry out Steps 1-3.

7. Braga, A., D. Weisburd, E. Waring, L. Mazerolle, W. Spelman and F. Gajewski. (1999). Problem-Oriented Policing in Violent Crime Places: A Randomized Controlled Experiment. *Criminology* 37(3):541-580. https://popcenter.asu.edu/sites/default/files/30-braga_et_al-problem-oriented_policing_in_violent_crime_pl_0.pdf

8. Kleemans, E.R., Soudjin, M. R. J. & Weenink, A. (2010). Situational crime prevention and cross-border crime. In Clarke, R. & Tilley, N. (Eds.). (2010). *Situational Prevention of Organised Crimes* (1st ed.). Willan. <https://doi.org/10.4324/9781843929727> / https://www.researchgate.net/publication/260495302_Situational_crime_prevention_and_cross-border_crime

Understanding the illegal activity



Iterative

Steps 1-3 should be an iterative process, where additional information and lessons learned along the way are fed back in to refine earlier steps. For example, after completing Step 3 you may need to revise your crime script (Step 2) and more clearly define the illegal activity you are focusing on (Step 1).

Step 1: Define the target illegal activity

An effective IWT prevention strategy should target a **specific illegal activity** involving **specific species** or **products**⁹. The more detailed your understanding of the illegal activity, the better you can tailor your interventions. The more specific your interventions, the more likely they are to succeed in preventing the activity targeted.



When considering which illegal activity to focus on, it is useful to understand the local and international legal frameworks and which element of the activity is illegal. For example, it may be legal to hunt a certain species, but only with permits, in which case your illegal activity may focus more on document forgery. You should also consider the situational context behind the creation of the relevant legislation and regulations, such as whether customary rights have been or should have been included, or whether they need to be updated.

You may find that your target illegal activity will remain fairly broad at this initial stage and become more specific when you begin describing the situation in the next stage. For instance, to begin with, your objective may broadly be 'Reduced illegal trade of Steppe tortoise in Central Asia', and later uncover the different types of trades, consumers and traders, e.g. 'Illegal pet trade in Steppe tortoise from Kazakhstan to Russia' and 'Poaching of Steppe tortoise eggs for use by local healers in Kyrgyzstan' and 'Poaching Steppe tortoise for consumption of meat by Chinese construction workers living in Tajikistan'. Each of these activities will likely involve different steps, people and places. As such, each of these specific activities will require separate targeted interventions.



If the illegal trade activity you are focusing on is carried out by different actors who have different motivations (e.g. if the same species is targeted by local hunters for provincial restaurants and also external professional hunters for transboundary trafficking), or if the various actors involved in removing the target species use different methods, then you may need to do a separate analysis for each, or choose which to focus on. It is therefore important to decide which specific illegal activity you will be focusing on and define your target activity accordingly. You may also need to revisit your defined target illegal activity once you have completed Steps 2 and 3, as this may allow you to further refine your focus.

For the purposes of this toolkit, we will be drawing on the example: **Reducing illegal snare hunting by outside professional hunters in protected areas in the Annamite Mountains in Vietnam, by project end.**¹⁰

Define your target illegal activity here:

Our target illegal activity is:

To reduce illegal snare hunting by outside professional hunters in protected areas in the Annamite Mountains in Vietnam by the project end.

Note:
Example case study reference

9. For a breakdown of motivations behind use, see: Thomas-Walters et al. (2019). Motivations for the use and consumption of wildlife products. Conservation Practice and Policy, 35(2), 483-491. <https://doi.org/10.1111/cobi.13578>

10. Adapted from Viollaz, J., Long, B., Trung, C.T. et al. (2021) Using crime script analysis to understand wildlife poaching in Vietnam. Ambio 50, 1378-1393. <https://doi.org/10.1007/s13280-020-01498-3>

Step 2: Describe the current situation

To develop an IWT prevention strategy we first need to fully understand the current situation, including understanding 1) the steps, people, places and times involved in the target illegal activity and 2) current interventions that are in place.

Crime scripting

To understand the target illegal activity, we first need to understand the chain of events and individual choices made *before, during* and *after*. This helps us to identify points to reduce opportunities to engage in the illegal activity along this chain of events. One way to do this is to develop a crime script.

A crime script¹¹ is a step-by-step account of the actions and decision-making processes involved in carrying out an illegal activity, including all the people, places and times involved (**Table 1**). Crime scripting should cover the entire sequence of actions from preparation (e.g. recruitment, researching locations, procuring tools, financing) and pre-activity (e.g. travelling to site, laying snares, bribing individuals), to undertaking the illegal activity (e.g. shooting or snaring target) and post-activity (e.g. removing pelt, escaping the scene, processing, sale, laundering money)¹².

Table 1: Crime script

| ▶ Stage | ▶ Steps | ▶ Where/Place | ▶ When/Time | ▶ Who/People | ▶ Source |
|------------------|--|--|---|---|---|
| Preparation | ❶ The steps taken to prepare for the target illegal activity e.g. recruitment | ❶ The physical or virtual locations where the steps in the target illegal activity happen | ❶ The times in the day, month, year or season when the steps in the target illegal activity happen | ❶ The general typologies of people and genders , based on their roles in the target illegal activity | ❶ How your information was collected (e.g. interviews) |
| Pre-activity | ❶ The steps taken immediately before the target illegal activity e.g. entering a protected area | | | | |
| Illegal activity | ❶ The target illegal activity e.g. shooting/killing a species | | | | |
| Post activity | ❶ The steps taken after the target illegal activity until it is concluded e.g. leaving the site and selling species to a trader | | | | |

Documenting your sources of information (e.g. SMART data, journal articles, ranger interviews, village focus groups etc.) at each stage will help you to design ways of monitoring and evaluating your chosen intervention, building on data that is already being collected.

You can find examples of completed crime scripts in the [Poaching Diaries](#)¹³ and the [Further Reading](#) section.

11. Cornish, D.B. (1994). The procedural analysis of offending and its relevance for situational prevention. *Crime Prevention Studies*, 3, 151–196. https://www.popcenter.org/sites/default/files/library/crimeprevention/volume_03/06_cornish-2.pdf

12. Tompson, L., & Chainey, S. (2011). Profiling illegal waste activity: Using crime scripts as a data collection and analytical strategy. *European Journal of Criminal Policy and Research*, 17(3), 179–201. <https://doi.org/10.1007/s10610-011-9146-y>

13. Lemieux, A.M. (2020). The poaching diaries: Crime scripting for wilderness problems. Volume 1. https://popcenter.asu.edu/sites/default/files/the_poaching_diaries_vol_1_crime_scripting_for_wilderness_problems_lemieux_2020.pdf

Background information

It is useful to familiarise yourself with how illegal activity, or crime, can happen. In general, crime needs the convergence across time and space¹⁴ of a motivated individual (e.g. professional outside hunter), a suitable target (e.g. civet), and the absence of a capable guardian of the target (i.e. species guardian), of the place (i.e. place manager) or of the motivated individual (i.e. influential individual or handler) (Figure 1). These places of convergence can be mapped to show hotspots¹⁵ of where illegal activity is concentrated, and the places that facilitate the planning, equipping and recruitment outside of the illegal activity itself¹⁶. It is assumed that the motivated individual is generally rational and makes their decisions based on an analysis of the costs and benefits, as well as is influenced or prompted by their immediate environment¹⁷. In turn, this means that crime can be prevented by steering motivated offenders away from making decisions that lead them to harvest, trade or sell suitable targets at certain points in time and in key physical or virtual places, or in the places that facilitate this. This can be done, for example, by implementing interventions that increase their (perceived) risk of being caught.

Figure 1. Problem analysis triangle¹⁸



14. Cohen, L. E., and Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, 588–608. <http://faculty.washington.edu/matsueda/courses/587/readings/Cohen%20and%20Felson%201979%20Routine%20Activities.pdf>

15. Eck, J. E., and Weisburd, D. (Eds.) (1995). *Crime and place*. Crime Prevention Studies, Vol. 4. Monsey, NY: Criminal Justice Press. https://www.researchgate.net/publication/245815360_Crime_Places_in_Crime_Theory

16. Madensen, T.D., Herold, M., Hammer, M.G. and Christenson, B. (2017). Place-based investigations to disrupt crime place networks. *The Police Chief*. [https://www.theiacp.org/sites/default/files/Research%20Center/RIB-Place-Based-Investigations-to-Disrupt-Crime-Place-Networks%20\(1\)%20\(1\).pdf](https://www.theiacp.org/sites/default/files/Research%20Center/RIB-Place-Based-Investigations-to-Disrupt-Crime-Place-Networks%20(1)%20(1).pdf)

17. Wortley, R. K. (2008). Situational precipitators of crime. In R. Wortley & L. Mazerolle (Eds.), *Environmental criminology and crime analysis* (pp. 48–69). Portland, OR: Willan Publishing. <https://discovery.ucl.ac.uk/id/eprint/1530193/1/Wortley%202017%20Situational%20Precipitators.pdf>

18. Adapted from Clarke, R. V. and Eck J. E. (2005). *Crime Analysis for Problem Solvers in 60 Small Steps*. Washington DC: Office of Community Oriented Policing Services. <https://cops.usdoj.gov/RIC/Publications/cops-w0047-pub.pdf>

Who to involve

To create the crime script, we suggest working with key stakeholders who know about different steps involved in the target illegal activity from beginning to end. This might include, for example, rangers, guides, Indigenous Peoples and Local Communities (IPLCs), market traders, local citizens, researchers, law enforcement personnel, judicial courts, correctional agencies and known individuals that are (or have been in the past) involved in the target illegal activity.

For some stakeholder groups, it might be appropriate to do this in a workshop setting; **Tool 1: How to develop targeted interventions: facilitator notes** and accompanying **PowerPoint** can help you run this workshop. Alternatively, it might be more appropriate to interview stakeholders individually or in small groups, and then draw on this information following the **Tool 1** workshop activities in a smaller, strategic project team. **Tool 2: How to describe the current situation: guidance on research approaches** provides guidance on what type of information needs to be collected when speaking to stakeholders.



It might be useful to complete a stakeholder analysis to identify key individuals (women and men) and organisations who might have an interest in and be positively or negatively impacted by the target illegal activity and the interventions proposed, and are involved in any existing interventions that are in place. Remember to consider appropriate language to use with each stakeholder group, particularly around the framing of the illegal activity.

Developing your crime script

To complete your crime script, you will need to gather existing information. It is likely that you may also need to undertake research to verify and address gaps in your understanding. Using a combination of sources of information will help you to triangulate information and build understanding of the chain of events around the target illegal activity.

Specifically, you are seeking to answer the following questions:

- Who is involved at each of the stages¹⁹? What factors influence their ability to be involved? Do roles differ based on gender?
- What occurs at each stage? What specific stages are necessary for the illegal trade to be successful? What is needed in order for the stage to occur (e.g. funding, resources, etc.)?
- When are specific activities likely to occur (e.g. time of day, season, etc.)?
- What current interventions address the illegal activity at specific stages, and by which stakeholders?

Useful information gathering approaches include:

- Interviewing primary sources, e.g. rangers, guides, market traders, local citizens, researchers, law enforcement personnel, active/past offenders.
- Reviewing secondary sources such as police reports, court records, crime analyses, biological monitoring data, academic and grey literature.

19. For useful typologies, see Phelps, J., Biggs, F. and Webb, E. (2016). Tools and terms for understanding illegal wildlife trade. *Frontiers in Ecology and the Environment*, 14(9). https://www.researchgate.net/publication/308487277_Tools_and_terms_for_understanding_illegal_wildlife_trade

Useful approaches for analysis of the data collected include²⁰:

- Mapping data geographically to help understand key places involved.
- Coding qualitative data (e.g. from interviews) to identify the people, places and times involved.
- '80/20 analysis'²¹ to help identify the people, places and times involved in the majority of the target illegal activity.



Remember to ensure that data is collected, shared, and managed according to the country's data protection laws and regulations, and in a manner that minimizes risk of harm to those linked to any data that may be sensitive.

Remember to think about the different roles of men and women, and ensure that gender is recorded and considered in data collection and analysis.

20. Borrión, H. (2013). Quality assurance in crime scripting. *Crime Science*, 2(1), 6. <https://crimesciencejournal.biomedcentral.com/articles/10.1186/2193-7680-2-6>

21. Clarke, R. V. and Eck J. E. (2005). *Crime Analysis for Problem Solvers in 60 Small Steps*. Washington DC: Office of Community Oriented Policing Services. <https://cops.usdoj.gov/RIC/Publications/cops-w0047-pub.pdf>

Table 2: Script of the chain events before, during and after the target illegal activity

| ▶ Stage | ▶ Steps | ▶ Where/Place | ▶ When/Time | ▶ Who/People | ▶ Source |
|--------------|--|--|---|--|---|
| Preparation | <ul style="list-style-type: none"> Find group of 4+ people that know each other Travel by motorbike, coach, train from other provinces When near protected area, evaluate conditions and buy supplies locally (if possible) Get info on species locations from regional male logisticians and male buyers Avoid conflict with local male hunters so not reported to authorities | <ul style="list-style-type: none"> Home provinces Villages outside the protected area Supply store in community | Unknown | <ul style="list-style-type: none"> Outside professional male hunters Local male and female supply store sellers Regional male logisticians Male buyers Local male hunters | <p>Focus groups with male and female researchers and practitioners who work with communities</p> <p>Interviews with local male rangers</p> <p>Interviews with male and female community members</p> |
| Pre-activity | <ul style="list-style-type: none"> Travel at night to avoid local hunters, locals, and rangers Enter the protected area at night or evening so they are not recognised or seen by villagers or rangers Stay 3-6 months Use plastic sheets and waterproof supplies to build camp Build strong, more waterproof shelters that require a lot of time and effort to build Use excellent forest navigation skills and move camp regularly to avoid detection or when run out of wildlife to catch | Protected area | <ul style="list-style-type: none"> Evening/night time 3-6 months duration | <ul style="list-style-type: none"> Outside professional male hunters | <p>Focus groups with male and female researchers and practitioners who work with communities</p> <p>Interviews with local male rangers</p> <p>Interviews with male and female community members</p> |

Note:
Example case study reference

Table 2: Continued

| ▶ Stage | ▶ Steps | ▶ Where/Place | ▶ When/Time | ▶ Who/People | ▶ Source |
|------------------|---|---|-------------|--|---|
| Illegal activity | <ul style="list-style-type: none"> Set many and sophisticated snares far from camp Stay in the protected area until run out of rice or have a lot of product 1-2 people may exit while still camping in the park to sell products to regional male logisticians to make money to buy rice and salt from villagers Exit the protected area | <ul style="list-style-type: none"> Protected area Village market Supply store in community | Unknown | <ul style="list-style-type: none"> Outside professional male hunters Regional male logisticians Male and female villagers Local male and female supply store sellers | <p>Focus groups with male and female researchers and practitioners who work with communities</p> <p>Interviews with local male rangers</p> <p>Interviews with male and female community members</p> |
| Post activity | <ul style="list-style-type: none"> Make appointment with regional male logisticians to pick up products from a secret location Sell everything to regional male logisticians, part of their large network Keep only small, processed and high value items for themselves | Secret location | Unknown | <ul style="list-style-type: none"> Outside professional male hunters Regional male logisticians | <p>Focus groups with male and female researchers and practitioners who work with communities</p> <p>Interviews with local male rangers</p> <p>Interviews with male and female community members</p> |

Note:
Example case study reference

Review your understanding

Once you have completed your crime script table, review whether any knowledge gaps remain, and whether further research is needed (**Table 3**). SCP interventions need to be **specific** and be based on a thorough analysis of the illegal activity. Based on your completed crime script, assess if you know enough about the situation to proceed to using SCP to develop targeted interventions.

As illegal activity is dynamic and changes over time, your crime script should be reviewed as part of routine adaptive project management. By recording your sources of information, these updates can be made systematically.

Table 3: Assessment of existing knowledge in chain of events around illegal activity

| Stage | Steps | Where/Place | When/Time | Who/People | Source | Knowledge gaps |
|------------------|-------|-------------|-----------|------------|--------|--|
| Preparation | | | | | | <p>When and where is the outside professional male hunter group created and how are people chosen?</p> <p>When do the outside professional male hunters travel to the protected area and how? Where do they stay when they arrive but before entering the protected area?</p> <p>Where are the regional male logisticians and male buyers from? Where do they meet with outside professional male hunters?</p> |
| Pre-activity | | | | | | <p>Where do they enter the protected area and why? How do they pick these locations?</p> <p>What time of the year do they enter and stay in the protected area?</p> <p>Where do they set up camp and why do they pick those locations?</p> <p>When do they decide to move and how do they select their next site?</p> <p>Where and when do they lay snares? How do they decide where to do so?</p> |
| Illegal activity | | | | | | <p>Where and when do the outside professional male hunters buy rice and salt?</p> <p>When do they meet with the regional male logisticians? How do they set up these meetings and where do they meet?</p> <p>When do the outside professional male hunters leave the protected area and meet with the regional male logisticians? How do they pick meeting locations?</p> |
| Post activity | | | | | | <p>How do outside professional male hunters make contact with the regional male logisticians? Is it pre-arranged?</p> <p>Where is the secret location? How is it selected?</p> <p>How do the regional male logistician transport the goods to their next destination?</p> <p>What sorts of items do the outside professional male hunters keep and why? How do they conceal them for travel back home?</p> |

Note:
Example case study reference

Understanding current interventions

Once your crime script is complete, you can then document current interventions for the target illegal activity against it. Be clear about which stages of the crime script, and which people, places and times, the interventions aim to influence.

To ensure you capture all relevant interventions we suggest first listing all stakeholders and then each of the activities they are doing (**Table 4**).



Where sensitive operational information is shared, this should follow strict data management protocols.

Table 4: List of current interventions

| Stakeholder | Current interventions |
|------------------------------|---|
| e.g. Ranger patrol team | e.g. Monitoring existing trails (old hunter trails) near streams |
| e.g. Vietnamese youth groups | e.g. Identify local hunters and their families, and support them in their daily household needs while telling them about their passion for conservation, with the intent to dissuade hunters from hunting |

Designing interventions

Step 4
Develop
and refine
interventions

Step 5
Prioritise
interventions

Step 4: Develop targeted interventions

Now you have a comprehensive understanding of the situation, you can start to develop your IWT prevention strategy to reduce opportunities for motivated individuals to take part in the target illegal activity. This first involves refining current interventions and developing new interventions, providing a range of possible responses. This is then followed by strategic prioritisation using SCP to select the most impactful interventions and also taking into account strategic fit with your organisation.

Who to involve

We suggest working collaboratively with key stakeholders who have a knowledge of the situation and/or role in implementing the IWT prevention strategy. This might include the stakeholders identified in **Table 4**, such as rangers, law enforcement personnel, local government officials, conservancy and NGO staff, and local civil society groups. We suggest that you do this in a workshop setting, or however most appropriate given the relationships and dynamics within and between stakeholder groups; **Tool 3: How to develop targeted interventions: facilitator notes** and accompanying **PowerPoint** can help you run this workshop.

Review and refine current interventions against current understanding

The first step is to review and refine the current interventions against the completed crime script. For each separate stakeholder activity listed in **Table 4** (i.e. current interventions), assess and record which stage/s of the crime script is addressed (i.e. preparation, pre-activity, illegal activity and/or post-activity) by ticking the relevant boxes in the "crime script stage" column of **Table 5** below. In the same column, list which people, places and times those interventions are targeting. Discuss how appropriate *current* interventions are to your target illegal activity, and how they might be extended, adapted or better targeted (e.g. to place, time and people). Where possible and available, record if there is any evidence showing the effectiveness of each current intervention. Document ways in which current interventions could be refined based on the crime script (i.e. knowledge of the situation), into the final column of **Table 5**.

Note:
Example
case study
reference

Table 5: Analysis of current interventions against the illegal activity

| Stakeholder | Current interventions | Crime script stage | Suggested refined interventions (and why) |
|-------------------------------------|--|---|--|
| <i>e.g. Vietnamese youth groups</i> | <i>e.g. Identify local hunters and their families, and support them in their daily household needs while telling them about their passion for conservation, with the intent to dissuade hunters from hunting</i> | <input checked="" type="checkbox"/> Preparation <i>People: local hunters</i> <i>Places: local community outside of protected area</i> <i>Times:</i> <input type="checkbox"/> Pre-activity <i>People:</i> <i>Places:</i> <i>Times:</i> <input type="checkbox"/> Illegal activity <i>People:</i> <i>Places:</i> <i>Times:</i> <input type="checkbox"/> Post activity <i>People:</i> <i>Places:</i> <i>Times:</i> | <i>e.g. Identify local market sellers and their families, and support them in their daily household needs while telling them about their passion for conservation, with the intent to dissuade locals from supporting outside hunters (Crime script identified that outside hunters would purchase rice and salt from local markets. Refinement removes indirect facilitation by local actors who enabled outside hunters to remain in the protected area for an extended period of time.)</i> |
| <i>e.g. Ranger patrol team</i> | <i>e.g. Monitoring existing trails (old hunter trails) near streams</i> | <input type="checkbox"/> Preparation <i>People:</i> <i>Places:</i> <i>Times:</i> <input type="checkbox"/> Pre-activity <i>People:</i> <i>Places:</i> <i>Times:</i> <input checked="" type="checkbox"/> Illegal activity <i>People: all hunters</i> <i>Places: protected area</i> <i>Times:</i> <input type="checkbox"/> Post activity <i>People:</i> <i>Places:</i> <i>Times:</i> | <i>e.g. Monitoring the periphery of the protected area and key entry/exit points (Crime script showed that outside professional hunters are experienced navigators, frequently on the move inside the protected area, hunting far from their camps. Refinement helps to focus patrol effort to maximise encounters with outside hunters as they enter and exit the protected area.)</i> |

Next, identify if there are any areas in the crime script where interventions are missing, and make a note of them below. You can then focus on the people, places and crime script stages that aren't currently being targeted when designing your SCP interventions.

Note:
Example
case study
reference

Table 6: Stages of your crime script that are missing interventions

| Which stage(s) of the crime script are NOT addressed by current interventions? | | | | |
|--|--|--|--|---|
| | People | Pre-activity | Illegal activity | Post activity |
| Tick stage(s) that are NOT currently targeted: | X | □ | □ | X |
| List all the people, places and times under each stage NOT targeted by current interventions: | | | | |
| People | <ul style="list-style-type: none"> • Shop owners • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • Bia hoi (bar) owners • • • |
| Places | <ul style="list-style-type: none"> • Places that sell snaring supplies • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • Bia hois (bars) • • • |
| Time | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • • • • | <ul style="list-style-type: none"> • • • • |

Understand the 25 techniques of situational crime prevention

Before moving on to the next step, you will need to familiarise yourself with the 25 techniques²² of situational crime prevention (Table 7). These 25 techniques, categorised across five columns, aim to **reduce opportunities** for an individual to engage in illegal activity. When techniques from each column are used collectively (i.e. from every column), individuals motivated to engage in illegal activity will find it:

- more difficult
- more risky
- less rewarding
- less provoking, and
- less excusable

22. Cornish, D., and Clarke, R. (2003). Opportunities, precipitators, and criminal decisions: A reply to Wortley's critique of situational crime prevention. In M. Smith and D. Cornish (Eds.), Theory for practice in situational crime prevention, 41-96. Monsey, NY: Criminal Justice. https://popcenter.asu.edu/sites/default/files/Responses/crime_prevention/PDFs/Cornish&Clarke.pdf

Table 7: The 25 techniques of Situational Crime Prevention*

| A. Increase effort required for individuals to engage in illegal activity | B. Increase risks for individuals to engage in illegal activity | C. Reduce rewards for individuals to engage in illegal activity | D. Reduce provocations for individuals to engage in illegal activity | E. Remove excuses for individuals to engage in illegal activity |
|---|--|---|--|--|
| 1. Make it harder to remove or damage target species <i>e.g. managing access to stockpiles, collars that allow escape from metal snares</i> | 6. Increase the actual or perceived presence of guardians <i>e.g. community stewardship, GPS collars, 'neighbourhood watch' to promote citizen vigilance and reporting resources, pro-conservation Youth Councils</i> | 11. Conceal target species <i>e.g. avoid providing location data to potential offenders, keep stockpile locations confidential</i> | 16. Find ways to remove immediate stressors that lead to illegal activity <i>e.g. provide ID cards to community members who have/should have access to PAs so they don't get stopped by rangers, provide crop insurance scheme</i> | 21. Set rules for sustainable use of target species <i>e.g. Mous, update wildlife regulations, establish enforceable rights - including land tenure - for local people to sustainability use, manage and benefit from wildlife</i> |
| 2. Control access to places with target species <i>e.g. fencing, permits and screening entrances to protected areas, secure access to stockpiles, docking protocols at ports</i> | 7. Make it harder for individuals to feel unnoticed <i>e.g. tourist routes across known hotspots, signage for reporting hotline/app, support whistleblowers</i> | 12. Remove targeted species, parts or derivatives <i>e.g. rhino dehorning, stockpile destruction, improve confiscation management, translocation, ex-situ conservation</i> | 17. Avoid conflicts that trigger illegal behaviour <i>e.g. electric fences, corrals, trenches, early warning systems and rapid response, trained communities on HWC mitigation, wildlife-friendly land use and infrastructure development, regular communication between park leaders and communities</i> | 22. Post instructions so individuals are aware of the rules <i>e.g. signs, public awareness campaigns, billboards</i> |
| 3. Screen exits leading away from target species <i>e.g. sniffer dogs/screening at borders, departure protocols at ports, checkpoints around protected areas</i> | 8. Make individuals more identifiable <i>e.g. automatic license plate readers on park roads, CCTV/cameras enabling facial recognition</i> | 13. Assist identification of target species <i>e.g. DNA testing, facilitate citizen identification of target species, database of tiger images, improved labelling of legally sourced products</i> | 18. Reduce temptation to use target species <i>e.g. accessible alternative proteins or reliable income sources, educate about zoonotic disease transmission and health risks, fencing</i> | 23. Alert conscience at key places and times <i>e.g. requiring declarations to be made at customs, alerts and text messages in airports, agree to rules when enter protected areas, messaging in physical and virtual marketplaces</i> |
| 4. Deflect or divert individuals away from the target species <i>e.g. mobile road checkpoints, street closures, automated customs checks</i> | 9. Partner with people who manage or control specific, strategic places <i>e.g. engage transport handlers, landowners/companies, market associations/trade managers, wild meat market associations, banks, captive breeding facilities</i> | 14. Disrupt physical and virtual markets for target species <i>e.g. monitor advertising and sales in physical and online marketplaces, targeted visits to hunter households, marketplace confiscations, trade ban of endangered species</i> | 19. Neutralise or harness peer pressure <i>e.g. eco clubs, social behaviour change communications, corruption prevention measures, engage religious leaders</i> | 24. Make it easier for individuals to follow the rules <i>e.g. allow regulated hunting, legalise sustainable use, build on traditional institutions/rules, promote sustainable alternatives</i> |
| 5. Control tools and weapons used for illegal activity <i>e.g. limit public sale/possession of hunting tools, gun licencing, regulate machinery used in processing wildlife parts</i> | 10. Strengthen formal law enforcement <i>e.g. gunshot detectors, joint community patrols, financial investigation units, IWT trained customs officials, checks by health inspectors, ranger patrols</i> | 15. Prevent individuals from benefiting from illegal activity <i>e.g. dying rhino horn, confiscation, financial investigations to seize assets/disrupt financial flows/counter corruption</i> | 20. Discourage imitation of poachers, traffickers or consumers <i>e.g. no profit sharing with communities with poachers, media reporting of successful convictions, blocking social media users who promote illegal wildlife use on their accounts, removing information of the trade value of species in articles</i> | 25. Control drugs and alcohol (where they facilitate the problem) <i>e.g. limiting the supply of tramadol for illegal loggers so they can't work continuously cutting trees</i> |

*The 25 techniques have been adapted from their original wording for the illegal wildlife trade context and to make it more accessible.

Review current interventions against the 25 techniques of SCP

The goal of this next exercise is to understand which of the 25 techniques of SCP are used by the interventions you listed in **Table 4**.

Begin by reviewing and ensuring that you understand **Table 7**. Next, using **Table 8**, map out where the interventions you listed in **Table 4** fit within the 25 techniques of SCP (X). Where applicable, repeat this exercise to also include the refined versions (X) of interventions. Some interventions may use more than one technique (e.g. training border force personnel to identify the target illegal product deploys techniques **3(A)**, **Screen exits leading away from target species** and **9(B)**, **Partner with people who manage strategic places**). Where this might be the case, try to decide which technique most closely matches the intervention. You may want to use **Tool 4: How to develop targeted interventions: review checklist** to help you decide which interventions fall under which of the 25 techniques.

Finally, review the table and identify if there are any gaps. For example, did you only find ways to increase effort and risk? If so, challenge yourself to think about ways to reduce rewards or provocations. Here you want to analyse if current interventions are heavily reliant on and applying the same techniques, for example interventions only falling under **10(B)**. Strengthen formal law enforcement within the column **INCREASE RISKS**. Record where other stakeholders might already be working in these gaps, if not identified in **Table 4**.

Table 8: Mapping current interventions against the 25 techniques of SCP

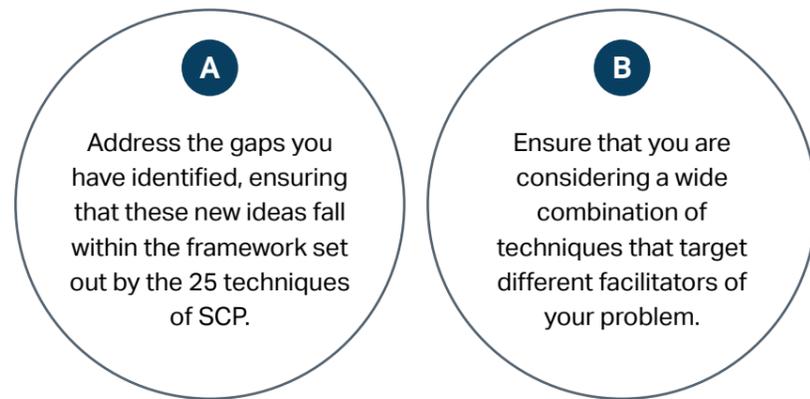
| A. Increase effort | B. Increase risks | C. Reduce rewards | D. Reduce provocations | E. Remove excuses |
|--|--|--|--|--|
| 1. <input type="checkbox"/> | 6. <input checked="" type="checkbox"/> | 11. <input type="checkbox"/> | 16. <input type="checkbox"/> | 21. <input type="checkbox"/> |
| 2. <input checked="" type="checkbox"/> | 7. <input type="checkbox"/> | 12. <input type="checkbox"/> | 17. <input type="checkbox"/> | 22. <input type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> | 8. <input type="checkbox"/> | 13. <input type="checkbox"/> | 18. <input type="checkbox"/> | 23. <input type="checkbox"/> |
| 4. <input type="checkbox"/> | 9. <input checked="" type="checkbox"/> | 14. <input type="checkbox"/> | 19. <input type="checkbox"/> | 24. <input type="checkbox"/> |
| 5. <input checked="" type="checkbox"/> | 10. <input type="checkbox"/> | 15. <input type="checkbox"/> | 20. <input type="checkbox"/> | 25. <input type="checkbox"/> |
| Which columns are NOT targeted by current interventions? | | | | |
| A. <input checked="" type="checkbox"/> | B. <input type="checkbox"/> | C. <input checked="" type="checkbox"/> | D. <input checked="" type="checkbox"/> | E. <input checked="" type="checkbox"/> |

Generate ideas of possible new interventions

Let's take a moment to review progress. So far, you have:

- Clearly defined the illegal activity you wish to address using SCP.
- Developed a detailed crime script (**Table 2**) and identified any knowledge gaps (**Table 3**).
- Listed current interventions (**Table 4**) and refined these by comparing them against your crime script (**Table 5**).
- Identified areas of your crime script that do not currently have any interventions (**Table 6**).
- Mapped current interventions against the 25 techniques of SCP to see how comprehensive and broad-ranging these interventions are, and compared this with suggested refined interventions (**Table 8**).
- Identified which of the 25 techniques, and columns, of SCP are not currently used by current interventions (**Table 8**).

Your next goal is to think creatively of ideas for interventions to:



Looking at **Table 8** and the 25 techniques of SCP, are there any techniques that aren't being used for current interventions? If so, add these to **Table 9**. Can you think of possible interventions for each of the techniques not yet being used? To help you with this, follow the prompts below. As ideas for new interventions emerge from your discussions, add these under the relevant technique headings in **Table 9**. At this stage, add everything you can think of.

 **Remember to be specific about particular people, places and times that should be targeted by the interventions – your interventions should always be tailored to your target illegal activity.**

Idea prompts:

- Thinking about all the people, places and times involved in the illegal activity (as identified in your crime script in **Table 2**), how might you use the techniques in **Table 9** to target them?
- For each stage you have outlined in your crime script, can you think of any interventions that might target them, focusing particularly on SCP techniques that have not yet been used in any current interventions.
- Try thinking from the perspective of the different people identified in your crime script and outlined in the crime triangle (Figure 1). Using the snaring example from Vietnam, this might include thinking from the perspective of the outside professional hunter, local hunter, regional logistician, local supply store salt seller, ranger, youth group member etc.

For example, if looking under the column **REDUCE REWARDS** at technique **13(C). Assist identification of target species**, you might want to think about:

- What would make it harder for the *outside professional hunter* to conceal the identity of the target species?
 - What would make it harder for the *regional logistician* to ignore that the species is protected and therefore choose not to trade it?
 - What would make it possible for the *local supply store seller* to recognise the target species and report it?
- Consider examples of interventions used in a related illegal activity. Would these work in this context? Or could they work if they were refined?

Note:
Example case study reference

Table 9: Ideas for new interventions

| List your ideas here: | |
|--|---|
| 8. Make individuals more identifiable | 14. Disrupt physical and virtual markets for target species |
| <i>Require records to be kept of who buys what, where, and in what quantity for materials that can be used to make snares.</i> | <i>Have rangers randomly and regularly visit and monitor Bia hois (bars) to discourage owners from selling and letting customers consume wild meat on the premises.</i> |
| <i>(Insert technique heading)</i> | <i>(Insert technique heading)</i> |
| ... | ... |
| <i>(Insert technique heading)</i> | <i>(Insert technique heading)</i> |
| ... | ... |

Step 5: Prioritise interventions

Once you have a list of interventions that have been proposed against the 25 techniques, you will need to prioritise. To do this you need to:

- Rank interventions based on feasibility and likelihood of achieving their intended impact;
- Prioritise interventions that are most strategic and appropriate for your organisation to deliver (or to support others to deliver).



Take into consideration the level of risk of each intervention (e.g. ethical risk, institutional risk, etc.), cultural appropriateness, and potential unintended consequences associated with interventions (e.g. potential backlash, displacement of illegal activity)



Review whether these interventions are already being implemented by stakeholders in the landscape to avoid duplication of efforts. You will also want to start thinking about the resources and partnerships required for ongoing or future operations.



To help prioritise the most strategic fit for your organisation, you might find it useful to refer to a project SWOC analysis at this point (i.e. a review of organisational Strengths and Weaknesses, and external Opportunities and Constraints), or to complete one before starting this exercise.

Ranking interventions

Implementing a range of techniques within the five columns of SCP increases the likelihood that your IWT prevention strategy will have an impact. As such, you should aim for your strategy to include a range of interventions that avoid reusing the same techniques.

To rank interventions, discuss how well each intervention might work, which SCP techniques it applies, and how individuals involved in the target illegal activity might adapt their behaviour. To help with this, it might be useful to refer to the checklist in **Tool 4**, asking yourself whether each intervention will:



For example, while **10(B). Strengthen formal law enforcement** might be part of your response to illegal snare hunting by professional hunters, your interventions should ideally not only fall under that one technique, and should also address techniques in other columns.

Referring to **Table 6**, challenge yourself to see if you can find appropriate techniques under all five columns. Consider how they might impact decision-making and any possible unintended consequences. Record your highest ranked interventions. These will form part of your IWT prevention strategy.

Prioritising by strategic fit

You will also need to prioritise those interventions that are most strategic for your organisation to deliver, or to support others to deliver. Looking at your ranked interventions, prioritise those that make most strategic sense for your organisation to take forward. Remember, try to include techniques across all five columns and as wide a range of the 25 techniques possible (noting that not all of the techniques will be equally relevant to your target illegal activity). You should consider:



Final review

Record your prioritised SCP interventions in **Table 10**, ensuring they are specific about the people, places, times and crime script stages they address.

Table 10: Strategic interventions

| Stage | Strategic interventions | | | | |
|------------------|-------------------------|-------------|-----------|------------|--------|
| | Steps | Where/Place | When/Time | Who/People | Source |
| Preparation | | | | | |
| Pre-activity | | | | | |
| Illegal activity | | | | | |
| Post activity | | | | | |

23. See guidance on completing a SWOC/SWOT analysis: <https://www.cipd.co.uk/knowledge/strategy/organisational-development/swot-analysis-factsheet>

Delivering your interventions

Step 6
Integrate interventions into work plans

Step 7
Share lessons learned

Step 6: Integrate interventions into work plans

Now that you have finalised your IWT prevention strategy, you will need to incorporate this into existing project work, fundraising and monitoring plans (or, if a new project, use it to form the basis of these plans). Some interventions might be possible to implement straight away with the resources you have, others may need to be built into fundraising plans to secure additional funds. As you make your work plans, remember to include how you will monitor, evaluate and learn from your interventions, and capture any costs required to implement them.

Monitoring, Evaluation and Learning

A clear monitoring, evaluation and learning (MEL) plan developed at the start of your project will help to assess whether your interventions are effective and having the desired outcome. Your desired outcome is your target illegal activity as defined in **Step 1**. The direct results of your interventions are your outputs and relate to the different Stages and Steps in your crime script (detailed in **Step 2**). The interventions themselves, as prioritised in **Step 5**, are your activities. Your MEL plan will need to monitor across all these levels.

| MEL terminology ²⁴ | SCP toolkit step | What should you monitor (Indicators*) | What you should evaluate | Example case study reference |
|-------------------------------|---|---|--|--|
| Impact | N/A When defining your target illegal activity in Step 1, this will be linked to a broader biodiversity goal | Changes in species population numbers, ecosystem functioning or general biodiversity levels | | Species in the Annamite Mountains have a thriving population due to a reduced threat from snare hunting and are contributing to a healthy ecosystem. |
| Outcome | Step 1: Define the target illegal activity | Changes in the level of your specific target illegal activity | The outcome – did the intervention have the desired effect? | A reduction in illegal snare hunting by outside professional hunters in protected areas in the Annamite Mountains in Vietnam. |
| Output | Step 2: Describe the current situation | Changes in the targeted stages and steps in your crime script | | Reduction of motorbikes being parked at the boundary of the protected area, linked to snaring. [Pre-activity] *** |
| Activity | Step 5: Prioritise your interventions | Process, cost and level of success in delivering your prioritised intervention/s** | The process – was the intervention carried out as planned | Rangers patrol the park boundary and clamp or remove motorcycles that would otherwise be used to transport snared meat. [A5. Control tool] |

*Use SMART indicators, established as baselines at the start of your project and measured on an ongoing basis or occasionally throughout.

**Keep a written record of costs, activities, changes and rationale.

***You may choose to implement multiple interventions (for example written as Output 1, Output 2 etc.). Each will require their own Indicators and Activities (e.g. Activity 1.1, Activity 1.2, Activity 2.1 etc.).

Indicators

To do this, you will need to identify indicators that will demonstrate gradual change and give a sign that you are on the right path to reduce your target illegal activity. Measure your chosen indicators at the start of your project to establish baselines, which can be used to measure the progress and overall success of your interventions.

24. Common terminology used by donors funding IWT projects, such as by the UK government's Illegal Wildlife Trade (Biodiversity) Challenge Fund <https://iwt.challengefund.org.uk/>



It is helpful to form an indicator by asking, "I will know [that my target illegal activity or specific behaviour has changed] when I see [.....]". Remember that indicators measure changes in your target illegal activity, not the effort you put into the intervention.

Your indicators should be SMART (specific, measurable, achievable, relevant and time bound). Identifying your indicators should be an iterative process and developed with a broad range of stakeholders to ensure that they are robust and sensitive to the context. Reflect on if any indicators are missing, if it is feasible to get the information you need and which 2-3 indicators should be prioritised.



If possible, it can also be useful to monitor illegal activity from nearby areas to measure any effects of displacement (where the illegal activity moves to another area, time, individual, modus operandi or target species) or diffusion of benefits (where the impact of the intervention extends beyond the targeted time, place or species)²⁵. Both of these can be an indication of success, as your intervention created a change. However, be mindful that your intervention success may be restricted²⁶, as it may partially reduce your target illegal activity (e.g. individuals may be less frequently involved in illegal activity, or involved at a lower scale) or your target illegal activity may only appear to be reduced (e.g. individuals may have changed their behaviours to avoid detection, such as moving to another location). Capturing some of this information can help evaluate how your intervention is working and how to adapt it in response to these changes.

Table 11: indicators

| Stage | Indicators |
|------------------|---|
| Preparation | |
| Pre-activity | |
| Illegal activity | <p>OUTCOME-level:</p> <ul style="list-style-type: none"> • Number and frequency of snares recovered by patrol teams*, compared to baseline. • Percentage of hunters reporting a decrease in frequency of setting snares and/or the number of snares laid per hunting trip, compared to baseline. • Percentage of community members reporting a decrease in presence of professional outside snare hunters, compared to baseline. • Number of snaring materials purchased in local shops, reduced compared to baseline. |
| Post activity | <p>OUTPUT-level</p> <ul style="list-style-type: none"> • Number of motorcycles parked at the park boundary during the night or evening is reduced, compared to baseline. |

25. ASU Center for Problem-Oriented Policing. Assessing Displacement. <https://popcenter.asu.edu/content/tool-guides-analyzing-crime-displacement-and-diffusion-page-7>

26. You can read an example of restricted deterrence in Gore, M. L., Escouffaire, L. and Wieland, M. (2021). Sanction Avoidance and the Illegal Wildlife Trade: A Case Study of an Urban Wild Meat Supply Chain. *Journal of Illicit Economies and Development* 3(1):118-131. <https://doi.org/10.31389/jied.88>

Note:
Example
case study
reference

*e.g. In Vietnam, existing project activities monitor the number of snares recovered by patrol teams as an indicator of the scale of the target illegal activity. This could be used as the baseline (where patroller effectiveness to detect snares remains high and steady as measured by Patrol Law Enforcement Assessments (PLEA)) to monitor whether SCP interventions are working to deter and prevent the laying of snares. PLEA is one means of testing patroller effectiveness, by setting pseudo snares into an area prior to a patrol, and gauging how effective rangers are in detecting them. To account for patrol effort, a high percentage of the coverage area would need to be patrolled and the PLEA score measured monthly over a year period. In this scenario, if both the PLEA and percentage coverage conditions are met, and the number of snares recovered decreases, that would be an indicator of effectiveness of the intervention. Without this control, snare numbers might initially increase due to increased enforcement effort before they decrease as the illegal activity is reduced.

When selecting how you will measure your indicators, ask if they are balanced (i.e. being light touch while providing meaningful information), efficient, and appropriate to the context. To help with this, it may be useful to refer to the sources of information recorded in your crime script. You can consider gathering data from primary sources (i.e. collecting this yourself) and secondary sources (i.e. data that already exists and might be accessible, such as census surveys, police records, government departmental data). The data that you collect can be:

- **Qualitative** – providing open ended information and insight into people’s judgements and perceptions (e.g. stories of change, key informant interviews, focus group discussions, participatory videos or timelines)
- **Quantitative** – providing numerical or spatial information (e.g. questionnaires, SMART²⁷ patrols, maps, habitat/ species surveys, camera traps)



Proxy indicators can be used to provide alternative data when it is difficult to measure something directly, such as if it is too sensitive, too expensive or the data is not available. Proxy indicators can include data from interviews with individuals directly or indirectly involved in the target illegal activity, such as hunters or restaurant owners, or data linked to the target illegal activity, such as sale records of snare materials.

Remember to engage both women and men and understand the impacts on both when monitoring your interventions. To do this you need to collect and analyse sex disaggregated data. This means collecting and analysing data separately for females and males, rather than for people, participants or community members more generally. You can do this by asking questions beginning with "Who" and "How". For example: "Who is involved in each stage of the illegal activity?", "How are women and men differently involved?"

27. A tool for collecting and managing data from the field, see: <https://smartconservationtools.org/>

The importance of gender and collecting sex disaggregated data

Gender is the term used to describe the socially given attributes, roles and responsibilities associated with being female or male. Women and men may interact with and use biodiversity and natural resources in different ways according to their socially assigned gender roles, and thus have different knowledge, needs and perspectives. They can also be differently impacted by conservation interventions, including those addressing illegal activity. Many approaches to addressing IWT are 'gender blind'. No distinction is made between the sexes, or differences are acknowledged but not adequately analysed and acted upon. Research shows that gender dynamics can be highly relevant to IWT and efforts to address it, and that women and men both participate in all aspects of IWT although usually in different ways.

Evaluation

Your interventions could be evaluated in two ways^{28,29}:

- **Process evaluation** – how did the implementation of the intervention go?
- **Outcome evaluation** – what effects did the intervention have on the target individual/illegal activity/biodiversity target?

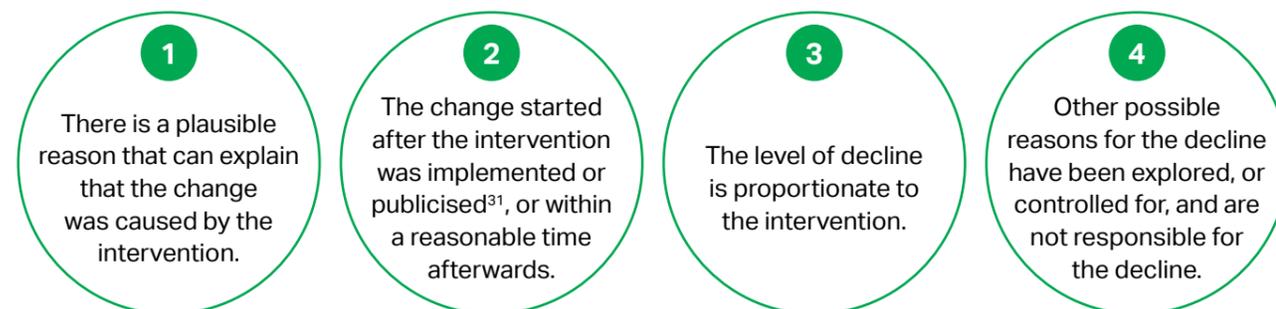
Process evaluation

Keep a record of your thoughts about different activities, including when they happened, if they went to plan, how challenges were dealt with, and how activities were adapted. Ideally, this information should be recorded throughout the implementation of the intervention but can also be captured at a midpoint or at the end of the implementation period by pausing to reflect³⁰.

Refer to the **Process evaluation** section of the Case Study Template in **Step 7** for example questions to use when evaluating on implementation, financial costs and adaptive management.

Outcome evaluation

By the end of your intervention, you should be able to show whether the target illegal activity in your objective declined, the speed of the decline accelerated, or a historic increase in the target illegal activity slowed or stopped. Additionally, if you want to know whether your interventions caused that change, you need to show that:



Remember that your evaluation will focus on the impact on your specific target illegal activity, and likely will not be generalisable to the problem as a whole.

28. Better Evaluation, "What is Evaluation?". <https://www.betterevaluation.org/getting-started/what-evaluation>

29. Section 5 of Lemieux, A.M., Pickles, R.S.A., & Weekers, D. (2022). Problem Analysis for Wildlife Protection in 55 Steps. Phoenix, AZ: Center for Problem-Oriented Policing, Arizona State University. https://popcenter.asu.edu/sites/default/files/problem_analysis_for_wildlife_protection_in_55_steps.pdf

30. Better Evaluation, "After Action Review". <https://www.betterevaluation.org/methods-approaches/methods/after-action-review>

31. Please note that if there is a lot of publicity around an intervention before it is implemented, then a decline might be seen before the intervention begins. For further considerations around this, see Johnson, S.D. and Bowers, K.J. (2003) Opportunity Is In the Eye of the Beholder: The Role of Publicity in Crime Prevention. *Criminology & Public Policy*; 2(3) 497-523. <https://www.ojp.gov/ncjrs/virtual-library/abstracts/opportunity-eye-beholder-role-publicity-crime-prevention>

Refer to the **Outcome evaluation** section of the Case Study Template in **Step 7** for example questions to use when evaluating on the results, costs and benefits, and unintended consequences of your interventions.

You can choose from several different approaches to evaluate your outcomes³². Some options include:

- **Before, during and after:** This involves collecting data on the target illegal activity and indicators before your intervention is implemented, periodically throughout implementation³³ and after the intervention has been implemented to make comparisons.
- **Action and control**³⁴: This involves comparing the data collected where the intervention is being implemented and comparing it to data collected in a similar group or area that has not received the intervention. There are a number of ways that you can create a control group, the most robust is using Randomized Controlled Trials (RCTs)³⁵.

Understand the social impacts of your intervention

It is important to have a good understanding of the local context and monitor the social impacts of your intervention, so that you can avoid and mitigate any negative impacts, particularly to marginalised or vulnerable groups. Your intervention will impact peoples' relationships, resource-use, their livelihoods, and diverse local conceptions of human wellbeing. It can be positive and negative, intended and unintended. It is possible that any negative impacts might overshadow or negate any positive impacts produced by your intervention.

You can monitor these social impacts by engaging with a diverse range of community members and ensuring that their perspectives are recognised, including those that are less powerful and influential members of communities. For example, using approaches to elicit participation separately from women and men, people from different ethnic groups, and users of different resources³⁶. This will help you to plan a more effective intervention that brings both conservation and social benefits, bolsters support for your work, and maximises on the diffusion of benefits³⁷.

Record learning in the **Process and Outcome evaluation** sections of the Case Study Template in **Step 7**.

For further support on monitoring and evaluating your project, see the **Further Reading** section. You might also consider collaborating with research institutions and academia to help with the evaluation of your SCP interventions.

Developing work and fundraising plans

Develop (if this is a new project) or integrate (if this is an existing project) your prioritised interventions into work and fundraising plans. If additional funding needs to be secured or new partnerships need to be developed, then proposal bids can be drafted and new relationships pursued as part of these plans

32. For more evaluation approaches, you can refer to Bond's Choosing Evaluation Methods tool <https://www.bond.org.uk/resources/evaluation-methods-tool/> and the UK Government's Magenta book https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879438/HMT_Magenta_Book.pdf

33. Wauchope, H.S. et al. (2021) Evaluating Impact Using Time-Series Data. *Trends in Ecology & Evolution*, 36(3): 196-205 <https://www.sciencedirect.com/science/article/pii/S0169534720303347#:~:text=Time%20series%20are%20often%20used,elicit%20a%20change%20in%20trend>

34. Better Evaluation, Control Group. <https://www.betterevaluation.org/methods-approaches/methods/control-group>

35. UNICEF (2014) Randomized Control Trials (RCTs), YouTube. <https://www.youtube.com/watch?v=Wy7qpJezec>

36. You may choose to use a Participatory Impact Assessment (PIA), which uses ranking and scoring tools to better understand the real or perceived effects that the intervention has had on women, men, people from different ethnic groups and users of different resources. See further guidance in Fauna & Flora. (2022) Guidance on Conducting a Participatory Impact Assessment (PIA). https://www.fauna-flora.org/app/uploads/2022/09/FFL_2022_Guidance-on-conducting-a-participatory-impact-assessment.pdf

37. ASU Center for Problem-Oriented Policing, Assessing Displacement. <https://popcenter.asu.edu/content/tool-guides-analyzing-crime-displacement-and-diffusion-page-7>

Step 7: Share lessons learned

To help keep this toolkit useful, we would appreciate your feedback so that we can continue to refine it and share general learning from the application of SCP in IWT. You can record your experiences of using this toolkit and implementing your SCP interventions using the template below, sending feedback via the website www.fauna-flora.org/approaches/situational-crime-prevention. Once you have monitored and evaluated your SCP interventions, you can also update the template with your final outcomes. Thank you.

Context

Target illegal activity

What species, trade, geography and modus operandi were you targeting?

Problem description

What did your crime script and other research show? Summarise your crime script in narrative form here, and attach your fully completed crime script table. What contextual circumstances and broader social, economic, political and other factors affected the situation?

Toolkit process

Toolkit use

How was your experience following the toolkit? Which stakeholders did you involve in the process? What proportion were men and women? How receptive and engaged were they with this process? What feedback did you receive?

Crime script

How did you complete the crime script? What methods did you use to gather information for the crime script? Please include details such as timeframes, participants involved (number, gender, organisational representation etc.), what tools you used, how you did the analysis etc. Was this the first time you used crime scripting? Did members of your organisation find crime scripting useful?

SCP interventions

What were your chosen situational crime prevention intervention/s? Why did you select them? How did they target the illegal activity, people, places and times involved? How did you plan to monitor them and what indicators and baselines did you have? What other useful interventions were suggested but not prioritised for your IWT prevention strategy? Why weren't they prioritised?

Process evaluation

Implementation

How did you implement your SCP intervention/s? Did they go to plan? What opportunities and challenges did you face? How did you engage with or resolve them?

Financial

How much did the SCP intervention/s cost to implement? What were the resources needed to implement each one?

Adaptive management

What improvements were made to the management of the intervention/s, if any? What improvements could be made?

Outcome evaluation

Results

What are the outcomes of your SCP intervention/s? What evidence do you have to show this? How do they compare to your baselines? How have they impacted your target illegal activity, people, places and times? Did they impact men and women differently? What external factors could have impacted your results?

Costs and benefits

What are the financial benefits of your intervention/s, if any? What were your final financial costs to implement the intervention/s?

Unintended consequences

Were there any unintended consequences from your intervention/s, whether positive or negative? Did the problem move or change because of your intervention?

Further reading

Crime scripts

For more examples of the crime script process to analyse wildlife crime, see:

- Lemieux, A.M. and Bruschi, N. (2019). The production of jaguar paste in Suriname: a product-based crime script. *Crime Science* 8, 6. <https://doi.org/10.1186/s40163-019-0101-4>
- Skidmore, A. (2021). Using crime script analysis to elucidate the details of Amur tiger poaching in the Russian Far East. *Crime Science* 10, 16. <https://doi.org/10.1186/s40163-021-00150-z>
- Sosnowski, M.C., Weis, J.S. and Petrossian, G.A. (2020). Using crime script analysis to understand the illegal harvesting of live corals: case studies from Indonesia and Fiji. *Journal of Contemporary Criminal Justice* 36(3): 384-402. https://www.researchgate.net/publication/339953571_Using_Crime_Script_Analysis_to_Understand_the_Illegal_Harvesting_of_Live_Corals_Case_Studies_From_Indonesia_and_Fiji
- Viollaz, J., Graham, J. and Lantsman, L. (2018). Using script analysis to understand the financial crimes involved in wildlife trafficking. *Crime, Law and Social Change* 69: 595-614. <https://doi.org/10.1007/s10611-017-9725-z>

Place networks

To learn more about crime places, see:

- Madensen, T.D. and Eck, J.E. (2012). Crime places and place management. *The Oxford Handbook of Criminological Theory*. Oxford University Press <https://doi.org/10.1093/oxfordhb/9780199747238.013.0029>

To better understand place-based interventions, see:

- Hammer, M., Christenson, B. and Madensen, T.D. (2017). Place-based Investigations of Violent Offender Territories (P.I.V.O.T.). <https://popcenter.asu.edu/sites/default/files/17-15.pdf>

Situational crime prevention

To help you *think like an offender*, see:

- Lemieux, A.M. and Pickles, R.S.A. (2020). Problem-Oriented Wildlife Protection. https://popcenter.asu.edu/sites/default/files/problem-oriented_wildlife_protection_lemieux_pickles_2020.pdf

To better understand the development of situational crime prevention, see:

- Freilich, J.D. and Newman, G.R. (2017). Situational Crime Prevention. *Criminology and Criminal Justice*. <https://doi.org/10.1093/acrefore/9780190264079.013.3>

For proposed extensions and adaptations of the 25 techniques of SCP, see:

- Freilich, J. D. and Newman, G. R. (2014). Providing opportunities: A sixth column for the techniques of situational crime prevention. In S. Caneppele and F. Calderoni (Eds.), *Organized crime, corruption, and crime prevention*: 33–42. New York: Springer. https://doi.org/10.1007/978-3-319-01839-3_5 / https://www.researchgate.net/publication/286528420_Providing_Opportunities_A_Sixth_Column_for_the_Techniques_of_Situational_Crime_Prevention
- Kahler, J.S. (2018). The situational prevention of wildlife poaching in Bukit Barisan Selatan National Park, Sumatra, Indonesia. Dissertation submitted Michigan State University, pp. 1-190. <https://www.proquest.com/docview/2041965479>

For methods to involve local communities in counter-wildlife crime initiatives, see:

- Skinner, D., Dublin, H., Niskanen, L., Roe, D. and Vishwanath, A. (2018). Local communities: First Line of Defence against illegal wildlife trade (FLoD). Guidance for implementing the FLoD methodology. IIED and IUCN, London and Gland. <https://pubs.iied.org/14672iied>

For examples of how SCP has been applied to wildlife crime, see:

- Gore, M.L., Hübschle, A., Botha, A.J et al. (2020). A conservation criminology-based desk assessment of vulture poisoning in the Great Limpopo Transfrontier Conservation Area. *Global Ecology and Conservation* 23: e01076. <https://doi.org/10.1016/j.gecco.2020.e01076>
- Petrossian, G.A. (2015). Preventing illegal, unreported and unregulated (IUU) fishing: A situational approach. *Biological Conservation* 189: 39-48. <https://doi.org/10.1016/j.biocon.2014.09.005>

Project management

For resources on planning and managing conservation projects, see:

- Capacity for Conservation. <https://capacityforconservation.org/>
- Conservation Leadership Programme. (2014). The Conservation Project Manual. <https://www.conservationleadershipprogramme.org/media/2014/09/ConservationProjectManual.pdf>
- Conservation Standards. <https://conservationstandards.org/>
- Foundations of Success. <https://fosonline.org/libraries/guidance/>

Monitoring, evaluation and learning

For resources to monitor and evaluate your interventions, see:

- Better Evaluation. (2013) Rainbow Framework. <https://www.betterevaluation.org/frameworks-guides/rainbow-framework> and related guidance <https://www.betterevaluation.org/getting-started/using-betterevaluation-material>
- EUCPN. (2021) Towards Evidence Based Crime Prevention in the EU. <https://eucpn.org/document/towards-evidence-based-crime-prevention-in-the-eu>
- Johnson, S.D., Tilley, N. and Bowers, K.J. (2015). Introducing EMMIE: an evidence rating scale to encourage mixed-method crime prevention synthesis reviews. *Journal of Experimental Criminology*, 11: 459-473. <http://link.springer.com/10.1007/s11292-015-9238-7>
- Lemieux, A.M., Weekers, D. and Pickles, R.S.A. (2022). Problem Analysis for Wildlife Protection in 55 Steps. https://popcenter.asu.edu/sites/default/files/problem_analysis_for_wildlife_protection_in_55_steps.pdf
- Tilley, N. (2000). Realistic Evaluation: An Overview. https://www.researchgate.net/publication/252160435_Realistic_Evaluation_An_Overview
- 5is Framework <https://crimeframeworks.com/5is-intelligence-intervention-implementation-involvement-impact/>

For a database of evaluated situational crime prevention strategies, see:

- ASU Center for Problem-Oriented Policing. Situational Crime Prevention Evaluation Database. <https://popcenter.asu.edu/content/situational-crime-prevention-database-home>

For evaluation of situational crime prevention strategies, see:

- EUCPN. (2016). Criteria for the evaluation of crime prevention practices. https://eucpn.org/sites/default/files/document/files/2016_10_04_eucpn_evaluation_crime_prevention_practices_final_0.pdf
- Kapos, V. et al. (2008). Calibrating conservation: new tools for measuring success. *Conservation Letters*, 1(4): 155-164. <https://doi.org/10.1111/j.1755-263X.2008.00025.x>
- Morgan, A. and Homel, P. (2013). Evaluating crime prevention: Lessons from large-scale community crime prevention programs. *Trends & issues in crime and criminal justice series*. <https://core.ac.uk/reader/143853192>
- USAID. (2017). Measuring efforts to combat wildlife crime: a toolkit for improving action and accountability. Washington, DC. https://pdf.usaid.gov/pdf_docs/PA00KQR6.pdf

Extra tools

Tool 1 – How to develop a crime script: facilitator notes

These facilitator notes are intended to complement the PowerPoint slides found www.fauna-flora.org/approaches/situational-crime-prevention. These slides present a structure for a multi-stakeholder one-day workshop to complete a crime script in preparation for the development of situational crime prevention interventions. Please adapt this resource as needed.

The notes within the Powerpoint slides include suggestions for facilitation, a list of equipment needed, and an approximation of the time required, though this will of course vary depending on your participants. This is also summarised in the table below.

Before you start the workshop, you will need to compile relevant information and summarise this for participants (see Slide 18).

For remote workshops, you will need to copy and rename the Jamboard template '[Describing the current situation](#)', set editing permissions, review and adapt the Jamboard slides as appropriate.

Suggested outline for **in-person workshops**:

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|---|-------------------------------|-----------------------|---|
| Welcome and housekeeping | Presentation | | 5 minutes |
| Icebreaker/introductions | Discussion | | 10 minutes |
| Introduction to session | Presentation | | 5 minutes |
| Introduction to situational crime prevention | Presentation + Open questions | | 10 minutes |
| Outline of the process of developing an illegal wildlife trade strategy | Presentation | | 5 minutes |
| Step 1: Define the target illegal activity | Presentation + Activity | Flipchart paper, pens | 20 minutes (5 + 15 minutes) |
| Step 2: Describe the current situation Introduction to crime scripting | Presentation | | 15 minutes |
| Step 2: Describe the current situation Summary of research (optional) | Presentation | | Depends on amount of information and presenter |
| BREAK 15 MINUTES | | | |

Cont.

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|--|-----------------------------|---|---|
| Step 2: Describe the current situation Crime script timeline | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 1 hour |
| Step 2: Describe the current situation Crime script table | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 1 hour |
| Step 2: Describe the current situation Knowledge gaps | Activity | Flipchart paper, pens | 15 minutes |
| LUNCH 1 HOUR | | | |
| Step 2: Describe the current situation Stakeholders and current interventions | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 45 minutes |
| Step 2: Describe the current situation Stakeholder timeline | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 30 minutes |
| Step 2: Describe the current situation Map current interventions against crime script | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 45 minutes |
| Step 2: Describe the current situation Refine interventions | Activity | Flipchart paper, pens, post-its or small cards and blue tac | 15 minutes |
| BREAK 15 MINUTES | | | |
| Step 3: Improve understanding of the situation | Presentation and discussion | Flipchart paper, pens | 15 minutes |
| Wrap up and next steps | Presentation and discussion | | 10 minutes |

Suggested outline for **virtual workshops** (using your preferred online conferencing software e.g. Zoom, Microsoft Teams, Skype, GoToMeeting etc.):

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|---|-------------------------------|---|---|
| Welcome and housekeeping | Presentation | | 5 minutes |
| Icebreaker/introductions | Discussion | | 10 minutes |
| Introduction to session | Presentation | | 5 minutes |
| Introduction to situational crime prevention | Presentation + Open questions | | 10 minutes |
| Outline of the process of developing an illegal wildlife trade strategy | Presentation | | 5 minutes |
| Step 1: Define the target illegal activity | Presentation + Activity | Pre-assigned breakout rooms (if needed) | 20 minutes (5 + 15 minutes) |
| Step 2: Describe the current situation Introduction to crime scripting | Presentation | | 15 minutes |
| Step 2: Describe the current situation Summary of research (optional) | Presentation | | Depends on amount of information and presenter |
| BREAK 15 MINUTES | | | |
| Step 2: Describe the current situation Crime script timeline | Activity | Pre-assigned breakout rooms (if needed), Jamboard slide 1 (copy from template ' Describing the current situation '). | 20 minutes (5 + 15 minutes) |
| Step 2: Describe the current situation Crime script table | Activity | Pre-assigned breakout rooms (if needed), Jamboard slides 2-5 (copy from template ' Describing the current situation '). | 15 minutes |
| Step 2: Describe the current situation Knowledge gaps | Activity | Pre-assigned breakout rooms (if needed), Jamboard slides 2-5 (copy from template ' Describing the current situation '). | Depends on amount of information and presenter |
| LUNCH 1 HOUR | | | |

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|--|-----------------------------|---|---|
| Step 2: Describe the current situation Stakeholders and current interventions | Activity | Pre-assigned breakout rooms (if needed), Jamboard slides 6-7 (copy from template ' Describing the current situation '). | 45 minutes |
| Step 2: Describe the current situation Stakeholder timeline | Activity | Pre-assigned breakout rooms (if needed), Jamboard duplicate of completed slide 1 and referring to slides 6-7 (copy from template ' Describing the current situation '). | 30 minutes |
| Step 2: Describe the current situation Map current interventions against crime script | Activity | Pre-assigned breakout rooms (if needed), Jamboard (copy from template ' Describing the current situation '). | 45 minutes |
| Step 2: Describe the current situation Refine interventions | Activity | Pre-assigned breakout rooms (if needed) | 15 minutes |
| BREAK 20 MINUTES | | | |
| Step 3: Improve understanding of the situation | Presentation and discussion | | 15 minutes |
| Wrap up and next steps | Presentation and discussion | | 10 minutes |

Tool 2 – How to describe the current situation: guidance on research approaches

Choosing the most appropriate research methods

To address gaps in your understanding, it is likely that you will need to undertake research. This will probably involve interviewing primary sources such as rangers, guides, market traders, local citizens, researchers, law enforcement personnel, or active/past offenders. When a topic of investigation is sensitive (e.g. about compliance with rules and illegal activity), particular care is required in selecting and designing research methods, and in approaching research participants.

In general, structured questionnaires can be particularly susceptible to two forms of bias, including social desirability bias (i.e. answers that appear more socially acceptable) and non-response bias (i.e. not answering the question at all). This may be particularly the case in remote, rural communities, where levels of literacy may be low, power-relations prevalent and distrust of outsiders, foreigners and authorities high.

However, in most instances, more informal, low-key, unstructured methods such as participant observation, focus groups or semi-structured interviews are less threatening. If carefully designed, and sensitively delivered, these approaches can be more fruitful when topics are sensitive. Moreover, the qualitative data generated can be extremely valuable in providing a more in-depth understanding of behaviours of interest.

Moreover, strong social skills are key, as is effort to build trust and rapport with research participants, and familiarising yourself with local language, idiom and culture. Questions should be framed and ordered carefully so as to not be leading, threatening or overcomplicated. For example, respondents might be more comfortable talking about illicit activity in the third person.



Remember to consider and mitigate against any safety, ethical and legal risks to both the participant and interviewer throughout the collection, processing, storage and sharing of information.

Recommended further practical guidance on applying social science research approaches:



38. https://www.researchgate.net/publication/37420150_Research_Methods_in_Anthropology_Quantitative_and_Quantitative_Approaches
 39. <https://www.britsoccrim.org/ethics/>
 40. <https://ktpu.kpi.ua/wp-content/uploads/2014/02/social-research-methods-alan-bryman.pdf>
 41. https://www.researchgate.net/publication/287855522_Conducting_research_in_conservation_Social_science_methods_and_practice

Obtaining informed consent

You must obtain the research participant's prior and informed consent. A suggested outline is provided below.

The purpose of this research is *[insert name of study]*. This research is being conducted by *[insert name of researchers/organisation]*. You are invited to participate in this research project because you are *[insert inclusion criteria]*. The purpose of the research is *[insert brief and clear summary of research objectives]*.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate, you may withdraw at any time. Your responses will be anonymous and will not include any information that will personally identify you. Your confidential information will be *[describe how confidentiality will be secured, maintained and how data will be disposed of, e.g. data will be stored in a password protected electronic format]*. If you have questions about this research, you may contact *[insert names and contact details]*.

By proceeding, you are indicating that you are at least 18 years old, have understood the terms of consent, and agree to participate in this research.

Questions to explore

To address gaps in your understanding, you may choose to explore the following themes and questions, adapting them as necessary and appropriate to your setting.

- The sequence of events around your target illegal activity, (e.g. setting snares in the protected area) – i.e. how does someone go about the target illegal activity, from preparation through to benefiting from the activity (what happens before, during and after the illegal activity). It might be useful to create a timeline using Figure 2 as a visual prompt, and using the suggested questions below to probe for further details related to timing, location and those involved.

Figure 2: Visual prompt



- Additional prompts to the timeline can include-

| | | | |
|---|---|---|---|
|  <p>Questions on locations:</p> <ul style="list-style-type: none"> - Where does the target illegal activity take place? - Where does the target illegal activity get planned? - Where are people approached to take part in the target illegal activity? |  <p>Questions on timing:</p> <ul style="list-style-type: none"> - When does the target illegal activity take place (during the day, week, month or year/season)? - When is it planned (during the day, week, month or year/season)? - When are people approached (during the day, week, month or year/season)? |  <p>Questions on people:</p> <ul style="list-style-type: none"> - Who is involved with the target illegal activity? - Who is involved or facilitates the planning of the target illegal activity? - What roles do men and women play? - Who approaches people to get involved in the target illegal activity? |  <p>Questions on target species:</p> <ul style="list-style-type: none"> - How are the target species chosen? Are any features more desirable? - How are the target species captured, taken, killed or processed? - How are the target species concealed, transported and sold? - How are the target species used? |
|---|---|---|---|

- In order to carry out the target illegal activity, what particular tools, transport, funding or information is needed?
 - How do they access these things?
 - Who would facilitate this?
 - What places are important in this process?
 - What factors are considered in choosing the location for, and timing of, the target illegal activity? How are these factors decided, where and by whom?
 - In order to benefit from the target illegal activity, what contacts/network, transport, or information does an individual need?
 - How do they access these things?
 - Who is needed to facilitate this?
 - What places are important in this process?
 - What do you think influences the individual's decision to engage in the target illegal activity?
 - What factors deter an individual from engaging in the target illegal activity?
 - What activities (led by your own institution or by others) are already taking place that prevent an individual preparing, undertaking or benefiting from the target illegal activity? Think beyond formal law enforcement responses and traditional interventions to other societal or economic activities (e.g. activities by governments, businesses, the transport sector, the finance sector, online platforms, communities. These could include activities around environmental education or sustainable livelihoods.
8. **[FOR ORGANISATIONS ONLY]** What factors have influenced/impacted existing strategies led by your own organisation or by others?
- What factors have helped bolster the effectiveness of these strategies?
 - What factors may negatively impact these strategies?

Tool 3 – How to design targeted interventions: facilitator notes

These facilitator notes are intended to complement the PowerPoint slides found on www.fauna-flora.org/approaches/situational-crime-prevention. These slides outline the theory and practical examples of the 25 techniques of situational crime prevention to accompany a multi-stakeholder one-day workshop to develop targeted SCP interventions. Please adapt this resource as needed.

The notes within the PowerPoint slides include suggestions for facilitation, a list of equipment needed, and an approximation of the time required, though this will of course vary depending on your participants. This is also summarised in the table below.

Before you start the workshop, you will need to compile relevant information and summarise this for participants (see Slides 6, 7, 28, 34).

For remote workshops, you will need to copy and rename the following Jamboard templates ('SCP 25 techniques bingo'; 'SCP 25 techniques blank'; 'Generating SCP technique ideas'; 'SWOC analysis'), set editing permissions, review and adapt the slides as appropriate.

Suggested outline for **in-person workshops:**

| Content | Format | Equipment needed | Approx. timing <small>(this will depend on the project and the number of participants)</small> |
|--|---------------------|---|---|
| Welcome and housekeeping | Presentation | | 5 minutes |
| Icebreaker/introductions (optional) | Discussion | | 10 minutes |
| Introduction to session and summary of what we know | Presentation | | 10 minutes |
| Crime prevention | Presentation | | 5 minutes |
| Crime prevention question | Discussion | | 10 minutes |
| Benefits of situational crime prevention | Presentation + Poll | | 5 minutes |
| Introduction to situational crime prevention | Presentation | | 10 minutes |
| Situational crime prevention: 25 techniques | Activity | Pre-prepared bingo sheets and sticky notes/ flashcards, paper, pens | 10-15 minutes |
| BREAK 15 MINUTES | | | |

Suggested outline for **in-person workshops** (continued):

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|--|-----------------------------|---|---|
| Step 4: Develop and refine intervention <i>Summary of current interventions and their analysis</i> | Presentation | | 15-20 minutes |
| Step 4: Develop and refine intervention <i>Review against 25 techniques</i> | Activity | Flipchart paper or sticky tarpaulin with flashcards, pens | 40 minutes– 1 hour |
| Step 4: Develop and refine intervention <i>Review current interventions</i> | Activity | Flipchart paper or sticky tarpaulin with flashcards, pens | 10-15 minutes |
| Step 4: Develop and refine intervention <i>Generate new ideas</i> | Activity | Flipchart paper or sticky tarpaulin with flashcards, pens | 40 minutes |
| LUNCH 1 HOUR | | | |
| Step 5: Prioritise interventions <i>Rank interventions</i> | Activity | Flipchart paper or sticky notes, pens | 1 hour |
| Step 5: Prioritise interventions <i>SWOC analysis (optional)</i> | Activity or Presentation | Flipchart paper, sticky notes, pens | 1 hour or 10 minutes |
| BREAK 15 MINUTES | | | |
| Step 5: Prioritise interventions <i>Strategic interventions</i> | Activity | Pens or sticky dots | 20-30 minutes |
| Step 6: Integrate interventions into work plans <i>Monitoring and evaluation (optional)</i> | Activity | | At least 1 hour |
| Step 6: Integrate interventions into work plans <i>Integrate into work plans (optional)</i> | Activity | | At least 1 hour |
| Wrap up and next steps | Presentation and discussion | | 10 minutes |

Suggested outline for **virtual workshops** (using your preferred online conferencing software e.g. Zoom, Microsoft Teams, Skype, GoToMeeting etc.):

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|---|---------------------|--|---|
| Welcome and housekeeping | Presentation | | 5 minutes |
| Icebreaker/introductions (optional) | Discussion | | 10 minutes |
| Introduction to session and summary of what we know | Presentation | | 10 minutes |
| Crime prevention | Presentation | | 5 minutes |
| Crime prevention question | Discussion | | 10 minutes |
| Benefits of situational crime prevention | Presentation + Poll | Pre-prepare polls (poll questions in slide notes) | 5 minutes |
| Introduction to situational crime prevention | Presentation | | 10 minutes |
| Situational crime prevention: 25 techniques | Activity | Pre-assigned breakout rooms (if needed), Jamboard slide (copy from template ' SCP 25 techniques bingo ') Answers are available from ' SCP 25 techniques bingo answers '. | 10-15 minutes |
| Step 4: Develop and refine intervention <i>Summary of current interventions and their analysis</i> | Presentation | | 15-20 minutes |
| Step 4: Develop and refine intervention <i>Review against 25 techniques</i> | Activity | Pre-assigned breakout rooms (if needed), Jamboard slide (copy from template ' SCP 25 techniques blank ') and pre-prepare sticky notes with the current and refined interventions) | 35-45 minutes |
| Step 4: Develop and refine intervention <i>Review current interventions</i> | Activity | | 10-15 minutes |
| BREAK 20 MINUTES | | | |
| <i>Facilitator: Input missing SCP techniques into Jamboard slides from 'generating SCP technique ideas' into the same format as the examples shown.</i> | | | |

Suggested outline for **virtual workshops** (using your preferred online conferencing software e.g. Zoom, Microsoft Teams, Skype, GoToMeeting etc.), (continued):

| Content | Format | Equipment needed | Approx. timing <i>(this will depend on the project and the number of participants)</i> |
|--|-----------------------------|--|---|
| Step 4: Develop and refine intervention Generate new ideas | Activity | Jamboard slides (copy from template ' <u>Generating SCP technique ideas</u> ' and pre-prepare missing SCP techniques during the break) | 45 minutes– 1 hour |
| LUNCH 1 HOUR | | | |
| <i>Facilitator: Divide current, refined and new interventions between paired participants and input into blank slides on Jamboard. Add new interventions into SCP 25 techniques slide alongside the current and refined interventions.</i> | | | |
| Step 5: Prioritise interventions Rank interventions | Activity | Flipchart paper or sticky notes, pens | 30 minutes |
| Step 5: Prioritise interventions SWOC analysis (optional) | Activity or Presentation | Jamboard slide/s (copy from template ' <u>SWOC analysis</u> ') Depending on the number of participants, choose between using one slide or four to complete this exercise and prepare in advance. | 30 minutes or 10 minutes |
| Step 5: Prioritise interventions Strategic interventions | Activity | Jamboard slide (using earlier completed slide copied from template ' <u>SCP 25 techniques blank</u> ') | 20 minutes |
| 20 MINUTES | | | |
| Step 6: Integrate interventions into work plans Monitoring and evaluation (optional) | Activity | | At least 1 hour |
| Step 6: Integrate interventions into work plans Integrate into work plans (optional) | Activity | | At least 1 hour |
| Wrap up and next steps | Presentation and discussion | | 10 minutes |

Tool 4 – How to develop targeted interventions: review checklist

Below you will find questions to ask workshop attendees/stakeholder interviewees to determine whether suggested interventions have their intended impact. You may wish to review these alongside **Table 7**.

Questions 1-25 relate to each one of the 25 techniques of SCP and are subsets to questions A-E. These questions should help to understand the decision-making process of individuals engaging in illegal activity, recognising that your surroundings influence your choices (NB: surroundings include your natural environment, the people around you, the conditions of the place you're in etc.). The key here is to ask people to try to **think from the perspective of the motivated individual who is involved in the target illegal activity**.

| | |
|---|--|
| A. Will this intervention make it harder for the motivated individuals to engage in the target illegal activity? | <ol style="list-style-type: none"> 1. Will this intervention make it harder for the motivated individuals to remove or damage the target species? 2. Will this intervention better control access to where the target species is found? 3. Will this intervention screen exits leading away from where the target species is found? 4. Will this intervention deflect or divert the motivated individuals away from the target species? 5. Will this intervention control the tools or weapons used by the motivated individuals to harvest, transport or sell the target species? |
| B. Will this intervention increase the risk for the motivated individuals to engage in the target illegal activity? | <ol style="list-style-type: none"> 6. Will this intervention increase the actual or perceived presence of guardians for the targeted species? 7. Will this intervention make it harder for the motivated individuals feel unnoticed when engaged in the illegal activity? 8. Will this intervention make the motivated individuals more identifiable? 9. Will this intervention partner with people who manage or control specific, strategic places where the target species can be found? 10. Will this intervention strengthen formal law enforcement against the illegal activity? |
| C. Will this intervention reduce the benefits for the motivated individuals to engage in the target illegal activity? | <ol style="list-style-type: none"> 11. Will this intervention conceal the target species? 12. Will this intervention remove the targeted species, parts or derivatives? 13. Will this intervention make the target species identifiable by capable guardians or others as having been illegally obtained? 14. Will this intervention disrupt the physical and/or virtual markets for the target species? 15. Will this intervention prevent the motivated individuals from benefiting from the illegal activity? |
| D. Will this intervention reduce known provocations of the motivated individuals to engage in the target illegal activity? | <ol style="list-style-type: none"> 16. Will this intervention remove immediate stressors that influence the motivated individual to engage in illegal activity? 17. Will this intervention avoid conflict that triggers illegal behaviour by the motivated individuals? 18. Will this intervention reduce temptation for motivated individuals to use the target species? 19. Will this intervention neutralise negative peer pressure or harness positive peer pressure on the motivated individuals? 20. Will this intervention discourage the motivated individuals from imitating poachers, traffickers or consumers? |
| E. Will this intervention remove excuses for the motivated individuals to engage in the target illegal activity? | <ol style="list-style-type: none"> 21. Will this intervention set rules for the sustainable use of the target species? 22. Will this intervention post instructions so that motivated individuals are aware of the rules? 23. Will this intervention alert the conscience of motivated individuals at key places and times listed in the crime script? 24. Will this intervention make it easier for motivated individuals to follow the rules? 25. Will this intervention control drugs and alcohol use by the motivated individuals (if they enhance their engagement in the illegal activity)? |

Tool 5 – Templates

Complete designed targeted interventions table (Tables 2, 3, 5, 10 and 11)

| ▶ Stage | ▶ Steps | ▶ Where/ Place | ▶ When/ Time | ▶ Who/ People | ▶ Source | ▶ Knowledge gaps | ▶ Current interventions | ▶ Suggested refined interventions | ▶ Strategic interventions | ▶ Indicators |
|---------------------|---------|-------------------|-----------------|------------------|----------|---------------------|----------------------------|---|------------------------------|--------------|
| Preparation | | | | | | | | | | |
| Pre-activity | | | | | | | | | | |
| Illegal activity | | | | | | | | | | |
| Post activity | | | | | | | | | | |

Define your target illegal activity

Define your target illegal activity here:

Our target illegal activity is:

List and analysis of current interventions against the illegal activity (Tables 4 and 5)

| Stakeholder | Current interventions | Crime script stage | Suggested refined interventions <i>(and why)</i> |
|-------------|-----------------------|---|--|
| | | <p>Preparation People: Places: Times:</p> <p>Pre-activity People: Places: Times:</p> <p>Illegal activity People: Places: Times:</p> <p>Post activity People: Places: Times:</p> | |
| | | <p>Preparation People: Places: Times:</p> <p>Pre-activity People: Places: Times:</p> <p>Illegal activity People: Places: Times:</p> <p>Post activity People: Places: Times:</p> | |

Stages of your crime script that are missing interventions (Table 6):

| Which stage(s) of the crime script are NOT addressed by current interventions? | | | | |
|---|--|--------------|------------------|---------------|
| Tick stage(s) that are NOT currently targeted: | People | Pre-activity | Illegal activity | Post activity |
| | List all the people, places and times under each stage NOT targeted by current interventions: | | | |
| People | | | | |
| Places | | | | |
| Time | | | | |

Mapping current interventions against the 25 techniques of SCP (Table 8):

| A. Increase effort required for individuals to engage in illegal activity | B. Increase risks for individuals to engage in illegal activity | C. Reduce rewards for individuals to engage in illegal activity | D. Reduce provocations for individuals to engage in illegal activity | E. Remove excuses for individuals to engage in illegal activity |
|---|---|---|---|---|
| 1. Make it harder to remove or damage target species | 6. Increase the actual or perceived presence of guardians | 11. Conceal target species | 16. Find ways to remove immediate stressors that lead to illegal activity | 21. Set rules for sustainable use of target species |
| 2. Control access to places with target species | 7. Make it harder for individuals to feel unnoticed | 12. Remove targeted species, parts or derivativeness | 17. Avoid conflicts that trigger illegal behaviour | 22. Post instructions so individuals are aware of the rules |
| 3. Screen exits leading away from target species | 8. Make individuals more identifiable | 13. Assist identification of target species | 18. Reduce temptation to use target species | 23. Alert conscience at key places and times |
| 4. Deflect or divert individuals away from the target species | 9. Partner with people who manage or control specific, strategic places | 14. Disrupt physical and virtual markets for target species | 19. Neutralise or harness peer pressure | 24. Make it easier for individuals to follow the rules |
| 5. Control tools and weapons used for illegal activity | 10. Strengthen formal law enforcement | 15. Prevent individuals from benefiting from illegal activity | 20. Discourage imitation of poachers, traffickers or consumers | 25. Control drugs and alcohol (where they facilitate the problem) |
| Which columns are NOT targeted by current interventions? | | | | |
| A. | B. | C. | D. | E. |

Ideas for new interventions (Table 9):

List your ideas here:

| | |
|--|--|
| | |
|--|--|

Continued

List your ideas here:

| | |
|--|--|
| | |
|--|--|

Step 7: Share lessons learned

To help keep this toolkit useful, we would appreciate your feedback so that we can continue to refine it and share general learning from the application of SCP in IWT. You can record your experiences of using this toolkit and implementing your SCP interventions using the template below, sending feedback via the website www.fauna-flora.org/approaches/situational-crime-prevention. Once you have monitored and evaluated your SCP interventions, you can also update the template with your final outcomes. Thank you.

Context

Target illegal activity

What species, trade, geography and modus operandi were you targeting?

Problem description

What did your crime script and other research show? Summarise your crime script in narrative form here, and attach your fully completed crime script table. What contextual circumstances and broader social, economic, political and other factors affected the situation?

Toolkit process

Toolkit use

How was your experience following the toolkit? Which stakeholders did you involve in the process? What proportion were men and women? How receptive and engaged were they with this process? What feedback did you receive?

Crime script

How did you complete the crime script? What methods did you use to gather information for the crime script? Please include details such as timeframes, participants involved (number, gender, organisational representation etc.), what tools you used, how you did the analysis etc. Was this the first time you used crime scripting? Did members of your organisation find crime scripting useful?

SCP interventions

What were your chosen situational crime prevention intervention/s? Why did you select them? How did they target the illegal activity, people, places and times involved? How did you plan to monitor them and what indicators and baselines did you have? What other useful interventions were suggested but not prioritised for your IWT prevention strategy? Why weren't they prioritised?

Process evaluation

Implementation

How did you implement your SCP intervention/s? Did they go to plan? What opportunities and challenges did you face? How did you engage with or resolve them?

Financial

How much did the SCP intervention/s cost to implement? What were the resources needed to implement each one?

Adaptive management

What improvements were made to the management of the intervention/s, if any? What improvements could be made?

Outcome evaluation

Results

What are the outcomes of your SCP intervention/s? What evidence do you have to show this? How do they compare to your baselines? How have they impacted your target illegal activity, people, places and times? Did they impact men and women differently? What external factors could have impacted your results?

Costs and benefits

What are the financial benefits of your intervention/s, if any? What were your final financial costs to implement the intervention/s?

Unintended consequences

Were there any unintended consequences from your intervention/s, whether positive or negative? Did the problem move or change because of your intervention?

**Using situational crime
prevention to address
illegal wildlife trade:
*a toolkit***

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