

**IMET COACH TRAINING**

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| Dates & Duration | March 15th – April 21st , 2021 (6weeks) |
| Format | Virtual. 3 synchronous meetings per week (Mon, We, Thur) |
| Training overview | This training aims to equip protected area (PA) professionals with capacities to be IMET coaches. It reviews important concepts related to PA management and conservation that are fundamental to management effectiveness. The training explores all the questions and terminology used in the IMET and provides a discussion forum for an in-depth understanding and share of real-world cases. In addition to that, the training aims at the adoption of a set of principles and practices to be a coach, a person that fosters collaboration, discussion, critical thinking, and assessment-based planning for PA teams. |
| General objective | At the end of the training, participants will have sufficient knowledge and skills to conduct an IMET assessment in a protected area, analyze IMET results and produce a management analysis report. |
| Learning objectives | At the end of the training, participants will be able to:   * Demonstrate a strong understanding of key concepts: PA management, management effectiveness, governance and equity, ecosystem services. * Independently conduct a field IMET assessment in respect of the PA procedures and internal culture and by creating an environment conducive to critical thinking and open discussions. * Analyze IMET results through using different analytical tools and approaches. * Relate IMET process and results to other initiatives: social and governance assessments, Green List. |
| Participants | Approx. 20 representatives from government agencies, civil society organizations, universities, financial and technical partners working in protected area administration and management that:   * have had an introduction with IMET (Kigali workshop, on site) * are willing and able to conduct IMET in a few PAs in their own country |
| Training methods | Due to the global pandemic, the training will be delivered online via Teams. To make the best use of time and allow greater interaction, participants will be assigned readings and exercises before each session and will be asked to share, discuss, and challenge during virtual meetings.  Virtual learning sessions will cover theories and key concepts and a detailed run-through of the IMET. Case studies will be used to complete an IMET assessment. All the training exercises will integrate coaching techniques. Participants will be asked to keep a journal during the training and will present it at the end. It will include a roadmap of implementing IMET in her/his country.  To complement this online learning, participants in the training will support at least one IMET assessment conducted by a senior coach to build their experience of implementing the IMET assessment in a real-life situation. Alternatively, trainee coaches can invite an experienced coach to support them in their first IMET assessment(s). The current call for STGAs[[1]](#footnote-1) may provide an opportunity to gain this practical experience. |
| Content (30hrs) | * Introduction – 2hrs * Review of key concepts – 4 hrs * IMET in details – 10 hrs * Analysis & Planning – 6 hrs * Other initiatives – 2 hrs * Journal presentation & discussion – 4 hrs * End of training – 2 hrs |

**IMET COACH TRAINING - SYLLABUS**

**Schedule** : Mon, Wed,Thur,  – 2 hours each – 2-4 PM (East African Time) **Location :** Teams

**SCHEDULE OF TOPICS AND EXERCISES**

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| Week | Dates | Topics | IN-CLASS ACTIVITIES | ASSIGNMENTS before each session |
| 1 | 15.03 | **Introduction**  Opening remarks  Presentation of participants / trainers  Training objectives and overview  IMET coach  Training requirements | Presentations  Identify case studies and volunteers | *Readings*  Syllabus  COMIT (coach) |
|  | 17.03 | **Review of key concepts (1)**   * Protected Area Management Effectiveness (PAME) * Gaps and shortfalls of evaluation, especially in ESA region | Presentations  Group discussions | *Assignement and readings*  Visit [RRH](https://biopama-rris.rcmrd.org/pame/management_plans) and pick one PA management plan from another country than yours  Geldman (2015) *Changes in PAME overtime*  [SOPACA (2019)](https://portals.iucn.org/library/node/49133)  *Suggested readings*  Worboys (2015), *Managing PAs,* p210-213  Hockings (2006), *PAME evaluation framework*, p1-9  Leverington (2008), *Management evaluation in Pas, a global study,* p6-10  Protected Planet (2018) [Chapter 5](https://livereport.protectedplanet.net/chapter-5) |
|  | 18.03 | **Review of key concepts (2)**   * PAME Framework * Governance and Equity (PAGE) * Ecosystem services * Landscape approach | Group discussions  IMET group distributions | Hockings (2006), p11-30  COMIT  Borrini M (2010) [Gouvernance des AP](https://portals.iucn.org/library/node/29138) p10-12  Schreckenberg, K., et.al. (2016): [Unpacking Equity for Protected Area Conservation](https://parksjournal.com/wp-content/uploads/2016/11/PARKS-22.2-Schreckenberg-et-al-10.2305IUCN.CH_.2016.PARKS-22-2KS.en_.pdf), PARKS Journal.  Ervin et al. (2010) Making PA relevant |
| 2 | 22.03 | **IMET in details**  **Context of intervention**   * Review of : (1) General information ; (2) Surface area, limits and shape, control of PA ; (3) Human, financial and material resources ; (4) Key important aspects | IMET run-through | *Assignements*  Pre-fill IMET  *Suggested Readings*  CMP : Identifying conservation targets (1p)  Online short article : [Design of a PA](https://science.jrank.org/pages/5532/Protected-Area-Design-protected-areas.html) |
|  | 24.03 | **Cont’d**   * (5) Pressures and threats, (6) Climate change, (7) Ecosystem services and dependence of local communities | Group discussions : Participants share their experience on perception of threats | *Assignements*  Pre-fill IMET  *Suggested readings*  Threats calculator (Salafsky, 2008)  COMIT |
|  | 25.03 | **Discussions**   * Importance of Context of intervention and links to management * Coaching skills * Dealing with data * How to write objectives in IMET | Plenary and group discussions  Participants and trainers share websites and repositories on different topics (for themselves and others) | *Suggested readings*  Coach chart |
| 3 | 29.03 | **Management effectiveness**  Terminology, scales, how to fill and how to interpret results   * Management context * Planning * Intrants | IMET run-through (in group)  Case study discussion | *Assignements*  Pre-fill IMET  *Suggested readings*  COMIT  Hockings (2006), *PAME evaluation framework*  Closing the gap (2019) |
|  | 31.03 | * Process * Outputs and outcomes : differences, links * Group report * Discussions of difficulties | IMET run-through (in group)  Group presentation  Plenar discussions | COMIT  Hockings (2006), *PAME evaluation framework* |
|  | 01.04 | **No course**  *As a mid-term evaluation, participant will send the 1st version of their journal.* | | |
| 4 | 05.04 | **No course – Easter monday** | | |
|  | 07.04 | **Analysis (1)**   * Data analysis and how to use data for informing decision-making, planning * Interpreting IMET results * Critical thinking techniques : Using IMET analysis report * Planning and monitoring module IMET | Discussions  Matrix presentation | *Assignement*: A double checking matrix for IMET  *Suggested readings*  Kisite analysis report  [Critical thinking and evaluating information](https://courses.lumenlearning.com/austincc-learningframeworks/chapter/chapter-7-critical-thinking-and-evaluating-information/) |
|  | 08.04 | **Analysis (2)**   * Critical analysis * Analysis report * Scaling up analysis : below/equal and above 5 PAs | Group exercises | Maxwell et al. (2019), [*Area-based conservation in the 21st century*](https://www.nature.com/articles/s41586-020-2773-z) |
| 5 | 12.04 | **Planning and decision-making**   * Using IMET results – Case studies * What are good recommendations ? * Consensus vs. Best options | Group presentations  Plenary discussions | Hockings (2006), *PAME evaluation framework*, p48-49  [Story map of Burundi](https://storymaps.arcgis.com/stories/4f0a8bea531f4274b49ff1c77550fb5b)  [Bertille’s success story](https://biopama.org/wp-content/uploads/2021/02/SS-Bertile-EN-ONLINE-1.pdf) |
|  | 14.04 | **Trainers respond to mid-term evaluation and open discussions**  **Participants share their experience** | Journal discussion/ feedback |  |
|  | 15.04 | **Other important initiatives & resources**   * Regional Resource Hub / Information flow * Discussions : data policy, GD-PAME * OECM * Green List * SAPA, GAPA, PAGE * Participants can share other tools that are widely used in their country | Guest speakers | *Suggested readings*  Websites  Green List Manual  GAPA/ SAPA Handbook  Comparison of GAPA and SAPA flyer |
|  |  |  |  | **Journals are due on 18.04** |
| 6 | 19.04 | **Journal presentation**  Each participant will make a 3min presentation : key learnings, reflections and roadmap |  | See instructions |
|  | 21.04 | **Final session**  Final conclusions  IMET opportunities and plans  A community of practice  Training final evaluation  Closing remarks | Discussions  Poll | Summary of coaches’ roadmaps |

1. Small Technical Grants for Assessments [↑](#footnote-ref-1)