IUCN

Coach Observatory Mission Information Toolkit (COMIT)

A toolkit to support coaching missions to improve protected area management and develop the information system of the Biodiversity and Protected Areas Management (BIOPAMA) Programme

Carlo Paolini, Domoina Rakotobe and Donald Jomha Djossi

Version 2015

BIOPAMA (BIODIVERSITY AND PROTECTED AREAS MANAGEMENT PROGRAMME) – WEST AND CENTRAL AFRICA

BIOPAMA

About BIOPAMA

The Biodiversity and Protected Areas Management (BIOPAMA) programme aims to address threats to biodiversity in African, Caribbean and Pacific (ACP) countries, while reducing poverty in communities in and around protected areas. It is an initiative of the ACP Group financially supported by the European Union's 10th European Development Fund (EDF). BIOPAMA combines improving data availability with capacity development to strengthen protected area management. It has two main components: one concerning protected areas, jointly implemented by the International Union for Conservation of Nature (IUCN) and the EC's Joint Research Centre (JRC), and another dealing with access and benefit sharing (ABS), implemented by the Multi-Donor ABS Capacity Development Initiative managed by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

www.biopama.org

About the Africa, Caribbean and Pacific Group

The African, Caribbean and Pacific Group of States (ACP) is the largest trans-national intergovernmental organisation of developing countries in the international system, with 79 member countries from Africa, the Caribbean and the Pacific. Today, the main goal of the Group is to drive South-South solidarity and North-South cooperation for the sustainable development of ACP countries and their successful integration into the world economy.

www.acp.int

About the European Union

The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

europa.eu

About IUCN

IUCN is a membership Union uniquely composed of both government and civil society organisations. It provides public, private and non-governmental organisations with the knowledge and tools that enable human progress, economic development and nature conservation to take place together.

Created in 1948, IUCN is now the world's largest and most diverse environmental network, harnessing the knowledge, resources and reach of more than 1,300 Member organisations and some 16,000 experts. It is a leading provider of conservation data, assessments and analysis. Its broad membership enables IUCN to fill the role of incubator and trusted repository of best practices, tools and international standards.

www.iucn.org

About the European Commission and the Joint Research Centre

The European Commission (EC) is the executive body of the European Union (EU), which is the world's largest donor of official development assistance. As the in-house science service of the EC, the Joint Research Centre (JRC) provides EU policies with independent, evidence-based scientific and technical support, including policies and programmes at global level and specifically those focusing on the African, Caribbean and Pacific Group of States (ACP).

ec.europa.eu/dgs/jrc/index.cfm

About the Observatory for Central African Forests (OFAC)

OFAC is a specialised unit of the COMIFAC (Commission of Central African Forests) in charge of coordinating the forests observatory, the relations with national offices and collaboration with all partners that produce and diffuse information about the forests and ecosystems of Central Africa. OFAC contributes to managing and broadcasting information within the Congo Basin Forest Partnership (CBFP).

www.observatoire-comifac.net

About the Commission of Central African Forests (COMIFAC)

COMIFAC is the authority responsible for political and technical orientation, coordination, harmonisation and decision-making regarding conservation and sustainable management of forest and savannah ecosystems in Central Africa. It ensures the follow-up of the Yaoundé Declaration and the implementation of international conventions and forest development initiatives in Central Africa.

www.comifac.org

About the West Africa Economic and Monetary Union (UEMOA)

Founded on 10 January 1994 in Dakar, the West African Economic and Monetary Union (UEMOA) groups together eight member States: Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal and Togo. UEMOA's main objective is to create a harmonised and unified economic area in West Africa, within which there is full freedom of movement of people, capital, goods, services, and production factors, as well as the right to practice professions, and the right of residency for citizens across the entire territory of the union.

www.uemoa.int

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LIST OF ABBREVIATIONS

ACP	African, Caribbean and Pacific
BIOPAMA	Biodiversity and Protected Areas Management Programme
CARPE	Central Africa Regional Program for the Environment
COMIT	Coach Observatory Mission Information Toolkit
DOPA	Digital Observatory for Protected Areas
DSS	Decision Support System
EoH	Enhancing Our Heritage (UNESCO)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IBA	Important Bird Areas
ICCN	Congolese Institute for Nature Conservation (Institut congolais pour la conservation de la nature)
IUCN	International Union for Conservation of Nature
JRC	Joint Research Centre (EU)
LAB	Anti-poaching activities (Lutte anti-braconnage)
MAB	Man and Biosphere
METT	Management Effectiveness Tracking Tool
OBAPAC	Observatory for protected areas in the Congo Basin (Observatoire des aires protégées du bassin du Congo)
OFAC	Observatory for Central African Forests (Observatoire des forêts d'Afrique central)
PA	Protected Area
PACO	Central and West Africa Programme (Programme Afrique centrale et occidentale)
PAME	Protected Area Management Effectiveness
PAMETT	Protected Area Management Effectiveness Tracking Tool
RAMPAO	Regional Network of Marine Protected Areas in West Africa (Réseau régional d'aires marines protégées en Afrique de l'Ouest)
RAPAC	The Central African Protected Areas Network (Réseau des aires protégées d'Afrique centrale)
RAPPAM	Rapid Assessment & Prioritization of Protected Area Management
RRIS	Regional Reference Information System
WCPA	World Commission on Protected Areas
WWF	World Wild Fund for Nature

INTRODUCTION

The Biodiversity and Protected Areas Management (BIOPAMA) Programme aims to address threats to biodiversity in African, Caribbean and Pacific (ACP) countries, while reducing poverty in communities in and around protected areas. More specifically, the programme aims to improve access to available scientific knowledge in order to consolidate the work of institutions and existing networks, and develop the capacities of policymakers and administrators in terms of biodiversity conservation, protected areas management and access and benefit sharing.

BIOPAMA's capacity-development strategy in Central and West Africa aims to encourage the managers and administrators of the protected areas (PA) to use the regional information system, or Regional Observatory for Protected Areas and Biodiversity. For 2015-2016, it calls for the training of "BIOPAMA coaches for protected areas" (hereby referred to as "coaches") to incite PA field managers, as a matter of priority, and then the managers at the national and regional levels, to understand and use the Decision Support System (DSS) for the analysis, planning, monitoring and evaluation of biodiversity and PA management and governance.

The present document (Coach Observatory Mission Information Toolkit (COMIT) of the Biodiversity and Protected Areas Management (BIOPAMA) programme) is a pedagogical support tool aimed at helping coaches to carry out their training/support assignments. The toolkit includes the present printed document as well as a USB key containing the offline version of the Decision Support System's Form (the online version is available on the OFAC site at http://www.observatoire-comifac.net/admin/home.php) as well as electronic user support files. It is meant to be a reference document for coaches that can be adapted to different situations and types of conservation and natural resource management.

The COMIT can also benefit a broader category of user, with varying degrees of suitability depending on the objectives. For example: managers in charge of the planning and monitoring/evaluation of a PA or network of PAs can use COMIT to train themselves to use the Decision Support System; professional or academic instructors in areas relating to PA management can find useful elements concerning the evaluation and improvement of management effectiveness that can be incorporated into their programmes; and lastly, all Conservators wishing to use the Decision Support System.

The COMIT is divided into five parts:
- PART 1: How to talk about the decision support system?
- PART 2: How to organise the coaching?
- PART 3: How to use the Decision Support System?
- PART 4: Inputting data into the IMET Form
- PART 5: Quality control

Each part includes:
- An explanatory note;
- Text boxes enabling quick reading of essential points;
- A section entitled "Resources for coaches" containing a list of documents and websites for further reading on the subject, as well as contact details if difficulties are encountered;
- Tips for the coaches using the following codes:

Code/symbol

: Notes for coaches providing the fundamental principles of a specific theme

: Tips to go faster, or to be used as a reference or call attention to a specific point during the coaching

: Examples of questions to ask a PA manager

: Suggested coaching techniques

The COMIT also includes practical exercises based on real cases of use of the management effectiveness evaluation form!

List of documents in the USB key:

Dossier	Fichiers
0-Reference documents	0-1Biopama_fact_sheet_fr_version 0-2Biopama_presentation_ppt__fr_ 0-3 Système d'information DSS 0-4 C-EVAL1 0-5 C-EVAL2 0-6 C-EVAL3 0-7 Rapport Mission Parc 0-8 Liste Participants Annexe 1 0-8 Rapport financier mission & budget
1-PA management and governance	Catégories UICN de gestion des AP Lignes directrices pour la législation des AP No.08 Sustainable tourism in PAs No.10 Lignes directrices pour la planification de la gestion des AP No.15 Identification et analyse des lacunes des Zones clés pour la biodiversité No.16 Sites naturels sacrés No.18 Restauration écologique des AP No.20 Gouvernance des AP Triplet (2009) Manuel de gestion des AP francophones
2-Management effectiveness	2-1 Coad et al (2013) Progress towards the CDB protected area management effectiveness targets 2-2 Hockings et al (2008) Evaluating effectiveness A framework for assessing management effectiveness of protected areas 2-3 Hockings et al (2008) Évaluation de l'efficacité Un cadre pour l'évaluation de l'efficacité de la gestion des aires protégées 2-4 Leverington et al (2008) Management effectiveness evaluation in protected areas – a global study 2-5 Leverington et al (2008) Management effectiveness evaluation in protected areas – a global study Overview of approaches and methodologies 2-6 Leverington et al (2010) Management effectiveness evaluation in protected areas - a global study. 2nd Edition. 2-7 Leverington et al (2010) A global analysis of protected areas management effectiveness 2-8 RAMPAO Évaluation de l'efficacité de la gestion des AMP du réseau des aires marines protégées en Afrique de l'Ouest – RAMPAO
3-Offline Form	IMET offline form
4-Coaching and training	4-1 AIR (2005) Conceptual overview : coaching in the professional development impact study 4-2 No.17 Protected Area staff training 4-3 Meriaux & Staub Guide_formation
5-General conservation topics	5-1Guidelines for Application of IUCN Red List Criteria 5-2 IUCN Red List Brochure 5-3 IUCN Red List Categories and Criteria 5-4 IUCN Red List of Ecosystems 5-5 Triplet_2015_Dictionnaire de la conservation 5-6 UE Bien au-delà des éléphants Vol 4 AC 5-7 UE Bien au-delà des éléphants Vol 5 AO 5-8 WHO Ecosystem and human wb

NB: Additional documents on the training of coaches in La Tapoa have been added to the key

The IMET Form (Integrated Management Effectiveness Tool[1])

An integrated planning, monitoring and evaluation tool for protected areas[2]

Introduction

To contribute to the improvement in protected areas management and meet conservation targets, BIOPAMA offers an integrated tool to support the planning, monitoring and evaluation of protected areas. The BIOPAMA Form, now called IMET (Integrated Management Effectiveness Tool) favours a proactive results-based approach, thanks to tools that can describe and quantify the environment and its evolution.

By organising available information using predefined models to create Decision Support Systems (DSS), it is possible to define benchmarks, facilitate planning, analyse the state of conservation and focus management effectiveness evaluation on conservation targets.

The IMET Form was thus designed and developed in order to directly support managers, on the field or at the centralised level (national protected area agencies), improve the effectiveness of protected areas management and, more generally, biodiversity conservation.

The IMET Form

The IMET Form – originally designed for Central and West African countries, but also applicable to any protected area, whether land or marine – is made up of three modules:
1. Evaluation of the state of the intervention context;
2. Assessment of management effectiveness based on references provided by IUCN (M. Hockings, F. Leverington et al.);
3. Visualisation of the elements and analyses produced for decision-making support.

IMET is thus not a new assessment tool. However, the way the information is structured, the quantification of targeted outcomes, and the possibility to visualise the relative contribution of each to management effectiveness, provides managers with the elements necessary to analyse the current situation, identify strengths and weaknesses, and define the improvements necessary to achieve objectives targets.

Statistical processing underpins and supports data collection and processing, the use of simple and composite indicators, the evaluation system, visualisation and interpretation of data. The IMET Form guides the parties involved through different pieces of the protected areas management puzzle towards a proactive approach in terms of conservation efforts. It enables:
*   To identify key management factors and priorities in order to adopt an approach that will enable the transition from the current state of conservation to the favourable/desirable one;
*   To guide interventions toward targeted objectives that are clearly identified either qualitatively or quantitatively;
*   To adopt a proactive approach to conservation.

The "Intervention Context" module

The Intervention Context module provides detailed information on:
*   General information;
*   The surface area, limits and shape index, level of control of the protected area;
*   The available resources for the management of protected areas;
*   The species, habitats, land cover, changes in land cover, etc., partially based on the information diagrams of the Digital Observatory for Protected Areas (DOPA) of the UE-JRC;
*   Threats, on a revised version of the Threat calculator[3];
*   The effects of climate change;
*   Ecosystem services.

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1 The BIOPAMA Form is now called "IMET" (Integrated Management Effectiveness Tool).

2   Authors: Carlo Paolini (JRC consultant) and Paolo Roggeri (JRC)

3 The concept of "Threat calculator" was developed by a work group set up by NatureServe in 2004 (http://www.natureserve.org/conservation-tools/conservation-rank-calculator). The classification of threats was adopted by the WCPA of the IUCN, Salafsky et al. in 2008 (http://www.iucnredlist.org/technicaldocuments/classification-schemes/threats-classification-scheme).

The "Management Effectiveness" Module

The Management Effectiveness module comes from several sources:
- The METT (Management Effectiveness Tracking Tool);
- EoH (Enhancing Our Heritage);
- RAPPAM (Rapid Assessment and Prioritization of Protected Areas Management);
- Global study, Second edition – 2010 Management effectiveness evaluation in protected areas, for the synthetic and headline indicators pinpointed in the study.

This module is an essential piece of the PA management system puzzle.

It adopts the synthetic and headline indicators put forward by the analysis in Global Study and the elements of the METT, reorganised according to the different factors in the protected areas management cycle. Specific elements and additional indicators were added for the level of management and control of important values and elements, the effects of climate change and ecosystem services to be taken into account in protected areas management.

Visualisation

The data collected, organised and statistically processed is deployed with the help of visualisation tools to facilitate its analysis and interpretation. Regular use of the IMET Form enables monitoring of the changes in key elements over time, thus making it possible to adapt the management. The aim of the DSS is to make the factors and occurrences linked to the management process more understandable and integrated, and to facilitate decision-making at the different levels of environmental governance.

Objectives and approach

The IMET Form facilitates the identification of potential objectives for the protected area, and the resulting guidelines for improving management effectiveness.

Managers are asked to identify the key elements of the management context based on a broader study of the intervention context (broad-scale context)[4]. The IMET Form suggests following the trend of key elements of management by defining a baseline and the desirable condition or state of

conservation. The Form provides for a matrix to determine the targets, indicators[5] and benchmarks in order to monitor the action.

The aim is, gradually over time, to: 1) have the information required for the management of the PA; 2) facilitate the implementation of conservation interventions that are highly targeted towards expected outputs and outcomes, identified both in qualitative and quantitative terms (proactive approach); and 3) thus favour reflection with regard to advancing the current intervention toward a more favourable state of conservation and maintenance of ecosystem services.

Setting conservation targets and strategies requires configuration of the IMET Form based on the key aspects of the management of each protected area.

Available information, levels of intervention and data flows

Determining the state of the intervention context and the evaluation of management effectiveness, geared towards identifying the priorities of the management and governance of the protected area, requires collecting and organising targeted information.

The data exploited by users of the IMET Form needs to be classified according to its degree of reliability: High, Medium or Low, based on determined criteria. The proposal to use information with medium or low reliability in the decision-making process is determined by the imperatives of action and the need to identify priority knowledge for future improvement.

As the system is based on a standardised data collection model and statistical analysis of the data, it is possible to establish functional links between the levels of management "Conservation site – Landscape – Ecosystem – National network – Regional network".

By the same principle it is possible to establish top-down and bottom-up data flows to support the decision-making process between, on the one hand, the different levels of environmental management and governance, and on the other hand, the BIOPAMA Observatories. This dual data exchange leads to mutual and adaptive reinforcement, both in improving knowledge and in defining the management strategies and plans.

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4 In the analysis of the management context we suggest using just a small number of indicators for the more important aspects of protected area management.

5 Based on indications of the Biodiversity Indicator Partnership (BIP), http://www.bipindicators.net/

Conclusions

The IMET Form aims to improve the use and appropriation of planning-monitoring-evaluation tools at the conservation site and central administration levels by focusing information on targeted decision-making. Its use is a realistic objective, as the tool directly meets the needs of the parties concerned in their daily tasks. All of the tests carried out up to now (Gabon1, RDC, Gabon2, Bolivie1, Bolivie2, COMIT) show that the use of the IMET Form has never been considered to be a useless additional exercise by the staff at conservation sites and national agencies.

Despite the bulk of the exercise, filling out the IMET Form is not particularly complex. However, choosing key conservation elements and the relating indicators, and analysing and drawing up management proposals require the appropriate skills. This is why the adoption of the IMET Form requires a change in training approach, with the creation of conservation "coaches" and the COMIT (Coach Mission Observatory Information Toolkit) to help use the IMET Form.

The coaches are experts in the IMET Form, with the aim of extending the use and appropriation of the tool and planning-monitoring-evaluation process to managers and improving the management of conservation sites. The coaches must also be operators of the "multi-segment" information system, in order to serve as the vital functional link within the conservation network and represent the focal points of the BIOPAMA digital observatories.

In both the Planning-Monitoring-Evaluation process and the analysis and decision support system, the IMET Form:
- Constitutes a synthetic monograph of the multiple aspects of the PA being studied;
- Represents a highly operational synthesis of management planning (management plan, financial plan, work plan);
- Constitutes the benchmark for management in the absence of programming tools for the medium and long terms;
- Ensures the consistency of long-term and yearly programming and the continuity of yearly planning tools;
- Constitutes a simplified monitoring system for interventions and key conservation values;
- Constitutes a self-assessment system characterised and manageable by the conservation sites and central coordination bodies.

In short, the IMET Form consolidates the basic conceptual part of several monitoring systems, thereby aiming to help managers choose what path to adopt in order to improve on-site biodiversity management and governance and the ecosystem services of protected areas.

COMIT

PART 1

How to talk about the decision support system

1.1 Procedure

The aim of the BIOPAMA programme for Central and West Africa is to support the institutions and individual managers of protected areas, hence the need for a procedure that takes into account both the framework and institutional needs, as well as personalised support for each management team.

Step 1: Initial contact
This step aims to introduce the coach and BIOPAMA's Decision Support System to national institutions.

Appointed by the Central and West Africa Programme for protected areas of the IUCN (IUCN-PACO) and backed by its sub-regional and national partners, the coach will be put into contact with the national institution in charge of protected area management. The coach will make a courtesy visit or hold an introductive meeting to present the BIOPAMA programme, the regional Observatory and the Decision Support System, as well as the main stages of capacity development and data collection. This step will ensure full appropriation of the approach and project by the institution, and will identify the coach's permanent contacts for the project.

If the coach already works for the institution, this step will take the form of internal discussions with upper hierarchy regarding collaboration with the BIOPAMA programme (step 2), notably to ensure that the coaching work will be able to be carried out right up to the end of the process, despite there being a major change in the coach's position within the institution.

Step 2: Presentation and discussions about procedure (at least two months before the date set for the national training workshop for PA management and governance staff).

The objective of this stage is to clarify the partnership and organise the following steps by holding a work meeting with the planning/strategic-orientation/decision-making heads of the national institutions in charge of protected areas management. The coach will work closely with the partners previously identified in step 1.

Meeting schedule

- Discuss with administrators and other stakeholders in the conservation and management of natural resources about the programme in general;
- Define the choice of protected areas with the institutions in charge;
- Decide on the names of the people who will take part in the national PA manager training;
- Set the date for the training workshop;
- Share a typical example of a test-site manager support programme and the list of things to prepare before the field trip;
- Organise the logistics and financial details of activities.

1.2 key messages

The coach: someone who provides help and support (and is not there to evaluate).

The Form: a tool to improve decision-making and redefine the framework of the protected area management.

The coaching mission: an opportunity to reflect jointly on the governance and management of the protected area or network of protected areas, and make concrete improvements.

Together: The coach cannot do anything without close collaboration with the Conservator and the national institution.

There is not one correct result or radar chart. The BIOPAMA tool enables better analysis of the current situation and recommends improvements for the future.

1.3 FAQ

Studying the following questions will enable the coach to answer any questions that he or she may be asked either during initial contact or in following meetings with partners.

Text box 1 — List of questions

QST 1 — What is a Decision Support System?
QST 2 — What is the BIOPAMA programme?
QST 3 — What is a Regional Observatory?
QST 4 — What is the Regional Reference Information System (RRIS)?
QST 5 — What is the Form? What is it used for?
QST 6 — What is the difference with other evaluation tools (ex. METT)?
QST 7 — Who owns the data?
QST 8 — What interest is there for me, my institution, and my country and sub-region to use the IMET Form?
QST 9 — Who are the partners of the BIOPAMA programme?
QST 10 — What are the COMIT's objectives?
QST 11 — What does COMIT stand for?
QST 12 — How long does it take to fill out the Form?
QST 13 — How can outside data be accessed?
QST 14 — What is a BIOPAMA coach?
QST 15 — Where is the Observatory based?
QST 16 — Who designed the Form?
QST 17 — What is visualisation?
QST 18 — What is a radar chart?
QST 19 — What is an offline and online form?
QST 20 — What is the Pressure-State-Response principle?
QST 21 — How does one know if the Form is suitable?
QST 22 — Is the data entered into the Form reliable? Must it be reliable?
QST 23 — Who can provide data?

QST 1 — What is a Decision Support System?

A Decision Support System (DSS) is a tool that aids the decision-making process. It is a system that covers a large range of data and has interactive functions to structure and organise the data on the user's demand. The best decision support systems provide summary reports, tables or charts that help to interpret the data and make decisions.

There is currently a lot of data available on protected areas, but it takes time to research it, and experts are needed to carry out the analysis and synthesis required for its practical application. Moreover, the decision-makers – whether at the level of the PA site or the national, regional or global level – need the data to be organised in a way that it can help the decision-making process. The Decision Support System enables them to extract out of the raw data the essential information that will be useful to them, and as a result, helps them to adopt the most suitable solutions and a proactive approach (as opposed to a reactive intervention). The planning, management and monitoring of biodiversity and natural resources require the adoption of decision support systems.

Example of a decision support system: http://epi.yale.edu/

QST 2 – What is the BIOPAMA programme?

The Biodiversity and Protected Areas Management (BIOPAMA) Programme aims to address threats to biodiversity in African, Caribbean and Pacific (ACP) countries, while reducing poverty in communities in and around protected areas. More specifically, the programme aims to improve access to available scientific knowledge in order to consolidate the work of institutions and existing networks, and develop the capacities of policymakers and administrators in terms of biodiversity conservation, protected areas management and access and benefit sharing.

The BIOPAMA programme is a four-year initiative (2012-2016) of the ACP Secretary General and financed by the European Union.

The BIOPAMA programme is an opportunity to:
- Establish functional links among field staff, researchers and decision-makers and promote synergies among conservation professionals;

- Resolve the current difficulties by establishing priorities and directing actions at the local, national and regional levels;
- Define measurable objectives for the targeted conservation conditions using baselines, linked together by evolving or graduating benchmarks.

www.biopama.org

QST 3 — What is a Regional Observatory?

The Regional Observatories for protected areas and biodiversity are resource centres for improving decision-making in the governance and management of biodiversity and natural resources inside and outside PAs. The Observatories build capacity for the use of data and available information on conservation and natural resource management. The Observatories must:

Serve as knowledge centres for the regions;
- Facilitate the establishment of a network of experts and institutions;
- Coordinate the political action and technical support within the conservation network and among the national and regional organisations;
- Maintain links with other observatories.

QST 4 — Qu'est-ce que le Système QST 4 — What is the Regional Reference Information System (RRIS)?

The BIOPAMA programme's Regional Reference Information System (RRIS, http://rris.biopama.org) is a system that integrates a diversified range of relevant information and data concerning the protected areas and biodiversity. It was built using open-source software and data from the Digital Observatories for Protected Areas (DOPA), while having its own digital observatory. The biodiversity and conservation communities are encouraged to use it and to participate in the development of these tools.

http://dopa.jrc.ec.europa.eu

QST 5 – What is the Form? What is it used for?

The Form – originally named the "BIOPAMA Form" and now called "IMET Form" – was created to collect and organise the data of an intervention context, and hence to measure PA management effectiveness. The

BIOPAMA Form, herby referred to as the "IMET Form" or simply the "Form" in the present document, was based on several management effectiveness assessment tools, for example: the Management Effectiveness Tracking Tool (METT); Enhancing our Heritage (EoH); Rapid Assessment & Prioritization of Protected Area Management (RAPPAM); the synthetic and headline indicators identified by Global study (Second edition - Leverington et al., 2010); the Threats calculator; and the proposals drawn up by the Joint Research Centre along with the Congolese Institute for Nature Conservation (ICCN), the German international cooperation agency for development (GIZ), the Central African Protected Areas Network (RAPAC) and the Observatory for Central African Forests (OFAC). It is also based on the analyses of industry experts, and recommendations based on various contributions from PA managers.

The IMET Form aims to:
• Establish the conditions of PA management interventions using a shared database and according to the Context — Management – Governance principle;
• Fill or expose the gaps in terms of priority information that is essential to PA management and governance;
• Guide interventions according to the Pressure-State-Response principle (see Question 20) to improve visualisation, planning, management, evaluation and monitoring when taking actions in favour of the conservation and management/valuing of natural resources;
• Adopt an approach based on outputs and outcomes supported by indicators and benchmarks.

The Form is not a scientific research tool, but a decision support tool!

QST 6 — What is the difference with other evaluation tools?

The Form is based on several protected area management effectiveness assessment tools used across the globe, such as Rapid Assessment & Prioritization of Protected Area Management (RAPPAM), the Management Effectiveness Tracking Tool (METT) or Enhancing our Heritage (EoH). It is based on the recommendations of the World Commission on Protected Areas (WCPA) in its framework for protected areas management

effectiveness evaluation. The results of the Form can be converted into data via the Protected Area Management Effectiveness Tracking Tool (PAMETT) or Management Effectiveness Tracking Tool (METT) thanks to the METT converter, as well as via the synthetic and headline indicators table in Global Study (Leverington et al., 2010). Thanks to its approach based on the PA management cycle, the Form can detect problems in management from different angles and lead more easily to recommendations for improvement.

QST 7 — Who owns the data?

All the data and information transmitted to the Observatory is subject to the Creative Commons licence (http://creativecommons.org/licenses/by-nc-sa/4.0/deed.fr). With this licence, the data belongs to whoever produced it. Entering data into the Form grants the Observatory the right to reproduce, distribute and communicate this data to the public for non-commercial use. The Observatory nevertheless commits to quoting the name of the original author as indicated by the author or provider of the data. If the Observatory modifies, transforms or adapts the data, it does not have the right to distribute it unless there is an identical contract for this purpose. The users of the data and information are subject to the same Creative Commons licence.

QST 8 — What interest is there for me, my institution, and my country and sub-region to use the IMET Form?

The Form offers:
• A highly operational synthesis of management planning;
• A reference base for management, in the absence of medium and long-term planning tools;
• Consistency and continuity of yearly planning tools;
• An objective tool for the monitoring and self-assessment of the management and governance of protected areas;
• A standardised reporting system;
• Presentation of the results of conservation efforts according to recognised standards.

During the test phases of the Form, the exercise of filling in the form by PA managers proved to be an opportunity to share each other's opinions, and detect weaknesses and the possibilities for improving PA management and governance.

QST 9 — Who are the partners of the BIOPAMA programme?
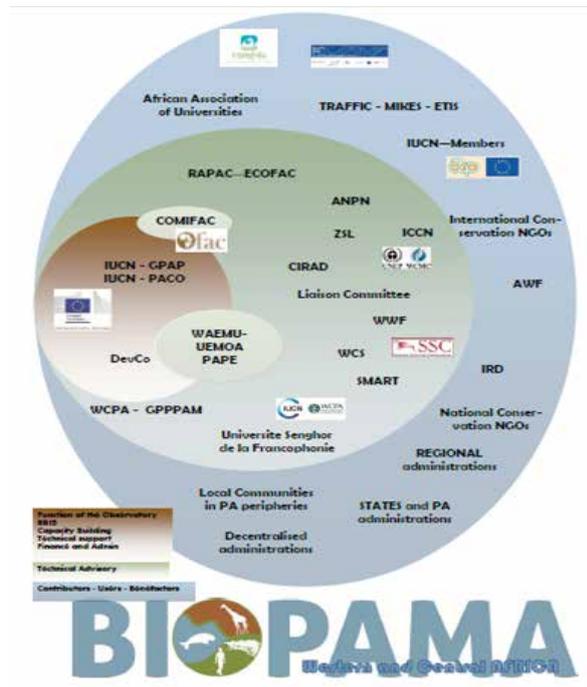
QST 10 - What does COMIT stand for?

COMIT stands for "Coach Observatory Mission Information Toolkit" and is the BIOPAMA programme's toolkit for coaches to use in their training missions.

QST 11 - What are the COMIT's objectives?

General objective:
A pedagogical support tool to aid coaches in helping conservation professionals to use the Decision Support System proposed by the PA's Regional Observatory for the management and governance of PAs in Central and West Africa.

Specific objectives:
Provide coaches with the necessary resources to train and support protected area managers as part of the capacity-development campaign of the BIOPAMA programme;

Plan the practical stages of the manager training and support;

Provide the same standard of quality in the coaching assignments for the Regional Observatory for protected areas and biodiversity.

QST 12 - How long does it take to fill out the Form?

The time to fill out the Form will vary greatly depending on the protected area, the availability and accessibility of the data, and the PA technicians' management skills. In general, the first time the IMET Form is filled out takes longer, as the staff need to familiarise themselves with the tool and method. The periodic revisions of the state of management and governance require approximately half the amount of time as the initial filling out of the Form.

During the Form's test phases, the initial filling out process took between 16 and 32 working hours (i.e. 2 to 4 days), with the presence of a Form expert.

Certain technical factors can accelerate the process, for example if the Form can be prefilled, or under favourable working conditions (use of a video projector, human resources available).

QST 13 - How can outside data be accessed?

As it is resource centre, the Regional Observatory can give access to the information and data of other protected areas. It also provides references to other websites and databases. Anyone can view the data on the Observatory's website and most of it can be downloaded in pdf or Excel format. The BIOPAMA RRIS integrates the GeoNode software from which data can be downloaded. Management of this software (GeoNode, http://geonode-rris. biopama.org/) is currently centralised for all African, Caribbean and Pacific regions, but there is a project to develop regional access.

QST 14 – What is a BIOPAMA coach?

The protected areas coach, appointed in the framework of the BIOPAMA programme, is either a human resource from administration, an employee of a conservation partner, or an individual expert who has followed training to become a coach in order to promote wider use of the Decision Support System along with the Regional Observatory for protected areas and biodiversity.

QST 15 - Where is the Observatory based?

The Observatory is a Decision Support System that is accessible online. In each sub-region, it is hosted by an institution. In Central Africa, it is hosted by the Observatory for Central African Forests (OFAC) in Yaoundé, under the auspices of the Commission of Central African Forests (COMIFAC). In West Africa, it is hosted by the West African Economic and Monetary Union (UEMOA).

QST 16 - Who designed the Form?

The Form was first created by the Joint Research Centre (JRC) of the European Commission, with the collaboration of RAPAC and OFAC, based on the thought process carried out both on the field and at the JRC, and using the various already existing protected areas management monitoring and evaluation tools (see Question 5). C. Paolini and P. Roggeri were responsible for the design and set-up of the "IMET Form", with the technical collaboration of P. Mayaux, F. Palla and C. de Wasseige. IT development was carried out by A. Marelli, with the help of B. Djomo and D. Djossi. The statistics part was supervised by P. Bialowolski. Independent experts and staff of the institutions in charge of the protected areas of the Central African sub-region contributed to the initial think tanks to establish a list of indicators that would be useful for monitoring the situation (condition and management) of protected areas in the form of workshops organised by RAPAC and OFAC in 2008 and 2009. They also contributed to the improvement of the first versions of the "IMET Form" designed by the JRC during test phases carried out in 2014 and 2015 in DRC and Gabon.

QST 17 – What is visualisation?

The Form enables visualisation of the elements of the management cycle in the form of a radar chart, which it uses as a decision support tool.

Visualisation is the representation via charts of the state of the intervention context and the assessments of the elements of the management cycle. Visualisation summarises and shows the results of the analyses, but it is merely a representation and should only be used as a decision support or facilitation tool.

QST 18 – What is a radar chart?

A radar chart is a chart that enables visualisation of the assessments of the elements of the management cycle as a decision support tool (see Question 17). It is built as the Form is being filled.

Why choose a radar chart for visualisation? The radar chart best represents the management system: 1) due to its circular form; and 2) because it displays the six aspects of the management cycle. Lastly, its basic feature allows for easier reading.

QST 19 – What are offline and online Forms?

In its digital format the IMET Form is a small software programme that can be input into either offline or online. The offline Form is available on a USB key and can be used without an Internet connection. This enables all managers, even those with no Internet access, to evaluate the management effectiveness of their conservation site. The results of the offline Form can then be synchronised with the online database. However, we advise all managers that have access to the Internet to use the online Form by connecting to http://www.observatoire-comifac.net/admin/home.php. Digital access rights for one or several protected area(s) are of course required to use the Form.

QST 20 – What is the Pressure-State-Response principle?

The Form enables the analysis of environmental issues based on the Pressure – State – Response principle.

According to this principle, human activities put pressure on the environment (for example, pollution or change in land use), which can lead to changes in the state of the environment (for example, ambient pollutants or habitat diversity). The company or organisation responds to these changes via strategies and programmes that aim to prevent, reduce or weaken this environmental pressure and/or damage. The principle has evolved, and now includes driving factors/forces and impacts: Driving forces – Pressures – State – Impact – Response (DPSIR).

NOTE 5 provides additional information on the DPSIR approach in the context of protected areas management.

Source: http://www.fao.org/ag/againfo/programmes/en/lead/toolbox/Refer/EnvIndi.htm#DPSIR

PRESSURE

CONDITION

Pressures

Human activities
and impacts

Resources

State or condition
of the environment

Energy
Transport
Industry
Agriculture
Fisheries
Others

Atmosphere
Land
Natural & cultural heritage
Biodiversity
Human settlements
Coasts and oceans
Inland waters

Implications
for the purpose of
informing policy

Information

Information

Societal responses
(decisions-actions)

Societal responses
(decisions-actions)

Institutional and
individual responses

Changing community attitudes
Legislation
Economic instruments
International obligations
New technologies
Others

view of the Conservator, the management team, and the partners present during the filling of the form. It is a tool that will help all parties involved in management to define guidelines. Hence the absence of information or scientific data should not be an obstacle to filling out the form.

QST 23 - Who can provide data?

The data provided to fill out the Form comes mainly from the Conservator and his/her management team (notably the persons in charge of monitoring-evaluation, the technical directors and heads of operations at the national institution level), and possibly some local partners. If, however, the Conservator and staff are new, two people can be appointed by the national administration to help them.

QST 21 - How does one know if the Form is suitable?

The IMET Form is part of the management effectiveness evaluation framework set up by the World Commission on protected areas (Hockings et al, 2008). This common framework or methodology was designed by several experts and has proven its worth. The Form is based on these different methods of evaluation used extensively worldwide.

See also Questions 5, 6 and 8.

A blurry photo is better than no photo at all!

QST 22- Does the data entered into the Form have to be reliable?

The Form is not a scientific tool that generates research results. Some information may be extracted from research reports or publications. Nevertheless, management data will often depend on the point of

1.4 Resources for the coach

Website links and bibliography	**In case of difficulty**

Website links and bibliography

The BIOPAMA website
http://biopama.org/

The OFAC website
http://www.observatoire-comifac.net/

The European Commission's Digital Observatory for Protected Areas (DOPA)
http://dopa.jrc.ec.europa.eu

Global database for protected areas
http://www.protectedplanet.net/

Files on the USB key

0-1Biopama_fact_sheet_fr_version
0-2Biopama_presentation_ppt__fr_
0-3 Système d'information DSS

In case of difficulty

For questions relating to:
The IUCN and the partnerships of the BIOPAMA programme

Sébastien Régnaut, IUCN regional coordinator, Protected Areas Programme, Central and West Africa

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PART2

How to organise the coaching

2.1 The role of a BIOPAMA coach

2.1.1 Definition of the coaching mission

The creation of coaches for protected areas followed a change in the capacity development model for protected area managers. The "coach" replaces the "instructor", the latter often being considered as transmitting knowledge and techniques over a determined period of time, while coaching, on the other hand, represents support over time and mutual assistance. Training in its traditional sense is not ruled out in the coaching process, but it is more focused on the needs of the protected areas managers. The coach will help to develop required data
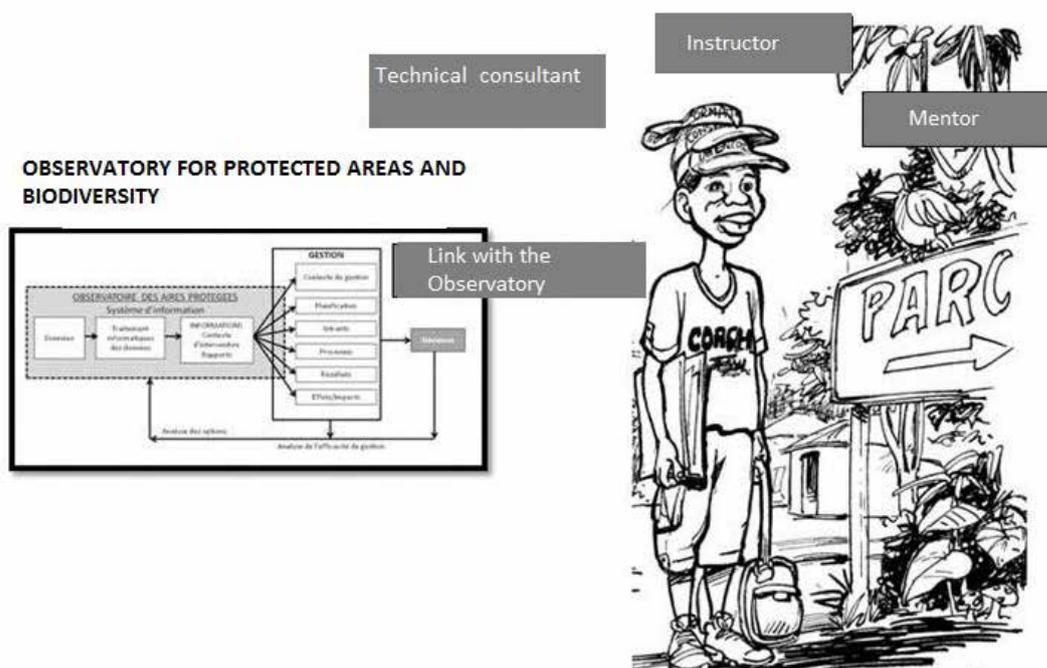
production, organisation of information, analysis of the conservation conditions and efforts, and to draw up intervention proposals. Coaching also aims to build the intangible capacities that will have long-term effects such analysis, advocacy, the use of existing resources, etc. Initially, around 25 coaches, coming from around a dozen Central and West African countries, will be trained to use the toolkit (COMIT) in a regional workshop.

The coach's Code of ethics provides a guideline to ethical practices, taking into account the specificities of coaching as a professional support process.

> *Coaching is a support for protected area managers to improve the management effectiveness of Central and West Africa PAs through the development of their potential and know-how in the framework of the Decision Support System (DSS).*

2.1.2 Expectations

A coach is expected to::

- At the country level, participate in outlining the PA management and governance improvement programme, by defining intervention priorities;
- Introduce and train selected PA management teams in using the Observatory Form, and analyse the results to improve PA management and governance and develop the internal planning, monitoring, and evaluation system. This can take the form of training workshops;
- At the PA level, aid the management teams to use the Form and analyse the results;
- After the Form is filled out, help the PA management teams and host institution to draw up proposals for improving the

> *What is the scope of the coaching mission? Make sure that activities do not go beyond the framework of the mission, such as an entire reworking of the management plan.*

Text box 2 – The BIOPAMA coach's code of ethics

CODE OF ETHICS OF PROTECTED AREA COACHES

Titre 1 – The coach's responsibilities
Art. 1-1 – Fulfil the coaching mission: An Observatory coach is mandated by his or her institution to fill this role based on his/her training, experience and supervisory skills.

Art. 1-2 – **Confidentiality:** The coach will maintain the strictest level of confidentiality, and agrees not to disclose to third parties any confidential information obtained during the coaching assignment.

Art. 1-3 – Respect of individuals: A coach is aware of his/her position and abstains from exercising any undue influence and adheres to the principle of acknowledgement and respect of others.

Titre 2 - The coach's responsibilities towards the management team (the "coachees")
Art. 2-1 – Responsibility for decisions: Coaching is a professional and personal development process. The coach is thus free of any responsibility for decisions taken by the coachees: i.e. the Conservator or team members, management partners or host institution.

Art. 2-2 – Protection of individuals and the organisation: The coach adapts his/her intervention in order to respect the stages of development of the coachee. The coach is attentive to the profession, customs, culture, context and constraints of the organisation to which he/she is assigned. The coach notably maintains a position external to the organisation, does not take any stance, and does not intervene with regard to internal issues.

Art. 2-3 – Balance of the system as a whole: The coaching is carried out in concord with the interests of the coachees and their organisation.

Adapted from the chart of the European Mentoring and Coaching Council and the Société française de coaching

management, monitoring and planning (management and action plans – work plan);

- Ensure proper reporting based on the management effectiveness analysis at the end of each stage of the intervention;
- Participate in the forum on the use and improvement of the IMET Form;
- Contribute to setting up functional links between PA networks and the Observatory;
- Organise the reporting of the results of the coaching missions to the host institution and stakeholders of the protected area and BIOPAMA programme;
- Contribute to the integration of the Decision Support System into the national institution.

More precisely, a coach will be in charge of:

- Encouraging the management team during their familiarisation with the information system;
- Answering the questions of the coachees and providing guidelines for using the information system and developing skills;
- Encouraging team spirit during the filling out of the IMET Form and analysis of the results of the management and governance;
- Managing the interventions of the different parties involved in the use of the IMET Form;
- Stimulating and favouring analytical thought based on factual proof with the PA management teams;
- Developing the coachee's decision-making skills and ability to react to specific PA management problems.

Table 1 – General timeline of a coaching mission

	Introduction of the mission	Managers training	Field missions Support Reporting for each PA			Reporting at the national level Misc. reports
Month	1	2	3	4	5	6

Text box 3 – Important skills

Less obvious but important skills required to develop human potential in Africa:

- Capacity to provide visionary and strategic leadership;
- Capacity to learn, focus and strategize;
- Capacity to harness and effectively use existing capabilities;
- Capacity to retain, hire and effectively use competent and productive personnel;
- Capacity to use underutilised potentials within an organisation;
- Capacity to predict, adapt and respond to the volatile and ever-changing environment;
- Capacity to harness creativity and innovation;
- Capacity to provide space for staff by the managers and the capacity to utilise the space by staff (emancipation);
- Capacity to motivate and inspire personnel;
- Capacity to instil a greater sense of ownership among personnel to achieve set organizational goals;
- Capacity to ensure mutual accountability and responsibility;
- Capacity to communicate effectively with internal and external audiences;
- Capacity to learn and apply lessons learnt to improve performance for effective service delivery;
- Capacity to monitor and evaluate impact.

Source: NEPAD, 2009. The AU/NEPAD Capacity Development Strategic Framework. Seeing African People as the true Resource. Johannesburg: NEPAD.

⭐ QUESTIONS FOR THE COACH

How do you define your coaching mission?

Have you received permission from your institution to carry out the role of coach for the Observatory for Protected Areas?

2.1.3 Coach working pairs

📄 Each country participating in the BIOPAMA capacity-development campaign for better management of protected areas is allocated two coaches who will work as a team. All interventions must be organised and carried out by the two coaches together in order to benefit from the complementary nature of their experiences.

The pairing is set up in order to: 1) ensure the continuity of the exercise; 2) share important tasks during the field stage; and lastly 3) guarantee quality when filling out the IMET Form.

To ensure quality when filling out the Form, it is essential to separate the roles of the two coaches: one will have the role of leader and the other of reviser. The coaches are free to decide who will have which role.

The leader, or main coach	The reviser, or assistant coach
• Heads the session during which the Form will be used; • Interacts with conservation stakeholders; • Monitors the filling out of the Form; • Encourages discussions and analysis.	• Verifies the quality and logic of the exercise; • Helps to refocus discussions; • Provides additional information or explanations; • Supports the participants with difficulties; • Takes notes if necessary.

2.2 Coaching & Facilitation Techniques

2.2.1 Principles of coaching

📄 Coaching is based on the principle that people have the ability to find the solutions to their problems. It enables them to access and reactivate resources they already have. Coaching aims to give the person autonomy so that he or she may continue to a kind of self-coaching after the coaching sessions are over.

Coaching opens up many opportunities, allowing, for example:

• To receive support and encouragement from a peer or an expert while reviewing experiences, discussing feelings, describing frustrations, and checking perceptions;
• To fine-tune skills or strategies through technical feedback and assistance;
• To analyse practices and decision-making at a conscious level;
• To adapt or generalise skills or strategies while taking into account what is required to improve results;

• To reflect on what the person perceives or how they make decisions, which helps improve their knowledge and understanding of professional practices and activities.

There is no single coaching model. Each case entails a different objective, a specific role for the coach and type of relationship between the coach and the coachee. Technical coaches help to master a new technique or procedure. Some coaches help to find a solution to a specific problem. Others will implement self-reflective practices destined to help the coachee to reflect on their own practices in order to improve their professional performance. Lastly, other coaches may consolidate the team spirit of a company. These different types of coaching can sometimes be combined, in various degrees. They imply the use of a range of techniques, which depends on culture and available means.

Coaching is the art of asking the right questions and challenging assumptions, and not telling others what they should do.

2.2.2 Basic coaching techniques

All coaching activities must include the following:
• Support;
• Feedback;
• Analysis of the application of a technique or strategy;
• Personal facilitation;
• Adapting to the pace, culture and style of learning of the coachee.

These factors imply four basic actions: **observation, demonstration, communication and feedback**. There is no precise directive on their order or frequency.

Observation techniques

The coach must observe the coachee in order to understand his/her strengths and weaknesses.

Observation of the person: their attitude, reactions, style of learning, relationships with others;

Technical observation: includes both the methodological approach (or process) and results.

Demonstration techniques

It is a question of "doing", not "making someone to do" something. The coach must be able to use the tools and to explain the different steps in using a tool or a process. If the coach remains solely an observer, there will be distance created between him/her and the coachee.

Communication and feedback techniques

Communication is fundamental in coaching. Depending on the coaching model used, the coach must take on several communication functions by:

• Providing theoretical and practical information;
• Passing on information and offering suggestions;
• Inciting reflection on practices.

How can a coach deal with the reticence of managers to fill out the Form?

Even if a coaching mission has been validated by management at the national level, a Conservator can be reticent about filling in the Form correctly, for different reasons (the time it takes, other urgent and more important matters, etc.).

A tip for keeping his/her attention and encouraging commitment: use the example of asking a bank for financing – it takes time to fill in the application, and it is a complicated process, but one can expect results.

How can a coach ease the fear of being penalised or graded? How can the defensive attitude of a Conservator be reduced?

It is important to clarify from the start, and make reminders throughout the mission, that the aim of the exercise is to improve the protected area's management. Have a collaborative attitude. Faced with a coach who tends to criticise and be judgemental, the Conservator could feel he/she is being judged by someone external, and even worse in front of his/her staff and partners. It is the management effectiveness of the protected area that is being evaluated, and not the staff. It is thus the coach's job to establish a relaxed and collaborative climate of confidence before beginning the workshop to fill out the Form.

Sources: American Institute of Research (2005) *Conceptual Overview: Coaching in the Professional Development impact Study*.

Koh, S. & Neuman, S.B. (2006). Exemplary elements of coaching: Ann Arbor MI: University of Michigan Research Program on Ready to Read.

Exercise 1 – Philosophy of coaching

Before coaching others, coaches must know themselves and be able to define what motivates them to be a coach. This exercise, to be filled out by the coach – and re-read throughout the coaching mission – can help to define the values and objectives that guide the coaching in personal terms. A coach's philosophy may evolve over time.

The values that motivate my coaching work:

My beliefs about learning:	**My hopes and aspirations for those I coach:**
My purpose in coaching Conservators:	**The things I need to learn to be more effective as a coach:**

Source : Psencik K (2015) Philosophy of Coaching JSD Fev, 36 (1), p56-57

2.3 Procedure for coaching missions

THE PROCEDURE FOR BIOPAMA COACHES FOR PROTECTED AREAS

Framework:
- The COMIT is a tool designed and developed by the Observatory for Central and West Africa to standardise the training of coaches and the actions taken to build the capacities of protected area managers, in order to improve decision-making in protected area management and carry out data collection for the Observatory.
- The COMIT was also designed to be used by the other BIOPAMA Observatories in ACP countries, as well as in any other type of use of the IMET Form.

Mission:
Within the framework of the BIOPAMA programme, the mission assigned to the two coaches (or working pair) corresponds to the workload that is allocated to them to develop the capacities of protected areas managers and make the best information and data available in order to improve decision-making.

The coaches' mission is approved by their national administration, in compliance with the institutional framework agreements and the resources allocated to them according to a pre-established timetable.

Stages of the mission:
The COMIT enables coaches to efficiently carry out their mission, which typically consists of three stages:
1. Initiation and training of PA managers on the Observatory's Decision Support System. The coaches will work closely with the national institutions, the local partners concerned and the Observatory to identify the targets of the interventions.
2. Data collection and analysis using the IMET Form with the teams involved in the daily management of protected areas. The coaches will help the park managers to make better decisions and improve their yearly working plan in an adaptive management process. In this phase, the coaches can also provide support to institutions by making sure that the DSS is integrated at the level of the national institution's planning, monitoring, and evaluation unit.
3. Reporting of the missions: organising and heading a national or sub-regional network to present the results of the coaching missions to the representatives of national administrations and key partner institutions. This workshop will enable recommendations to be made for the improvement of protected areas management at the national level, based on reliable data and information. It is possible for the results to be transmitted at the sub-regional or regional level as well.

Prerequisites for the missions:
- The selection of experts who will become protected areas coaches must be approved by the national institution and partners. The chosen experts must receive training and be certified as qualified to carry out their mission of protected area managers capacities development using the Observatory's Decision Support System.
- The administration or national agency in charge of protected areas management in the countries where the coaches reside must be informed of the new qualifications and roles of the experts trained as Observatory coaches.
- The administration or national agency in charge of protected area management must receive an official letter from the BIOPAMA Observatory's partners, and must grant authorisation for the formerly advised mission to be carried out. It must also ensure that all stakeholders are present, understand the process, and have the opportunity to express an opinion.
- A mission letter must define the objectives and the detailed proceedings of the mission. It will be written and signed by a representative of the Observatory.

Nature of the mission of the coaching pair:
- Capacity-development missions in compliance with the COMIT. This includes, without being limited to, information and introductory meetings on the Decision Support System, the IMET Form training workshop, the support/advice to the management teams, either on the field or at the central level, for the analysis of results and improvement of management.
- Data collection missions via the filling out of the IMET Form. The coaches are responsible for directing the filling out of the Form along with the park's management team. The coaches will follow up on the subsequent sending of the Form to the central administration and the Observatory, according to a process agreed upon by the parties.

Summary of the stakeholders' roles

Coaches (working as a pair)	• Act as a link between the Observatory, the national institution, the PA management teams involved; • Carry out the training and coaching of the protected area management teams on use of the Observatory's Decision Support System.
National institution	• Grant authorisation for and facilitate the execution of the coaching missions by placing at their disposal the human resources involved and available means; • Validate the data to be sent to the Observatory.
PACO - IUCN	• Establish the framework agreements for collaboration with the national institution and coaches; • Put the material and financial resources required to carry out the mission at the disposal of the coaches; • Act as a link between countries and regional and international partners.
Observatory	• Ensure that the protected areas data and information are available via an easily accessible platform.
Focal points	• *Provide technical and strategic support to the coaches of their sub-region to ensure the smooth running of the mission;* • *Facilitate the coaches' network of the sub-region.*
Human resources (consultants)	• *Provide technical support and advice to the coaches for the use of the available tools.*

2.4 The manager training workshop

The aim of this section is to help the coach in his/her "instructor" role and thus in organising the national training workshop for protected areas managers. Mastery of the IMET Form is not sufficient to guarantee participants' adoption of the principles and techniques; the use of training techniques that favour learning, the acquisition of knowledge, know-how and the required attitude is also needed.

2.4.1 General principles behind efficient training

Andragogy

Training is most efficient when it takes account of the characteristics of adult learning, or "andragogy". Firstly, it is important to create a positive group atmosphere that favours better absorption of the information. Some experts (Kopylova & Danilina, 2011) believe that the main factor to have an efficient training is the learning environment. It is thus crucial to focus the training on the learner and create a favourable learning environment.

The first day, even the first hour, of the workshop is very important in determining the atmosphere and attitude of the participants.

The *IUCN Protected Area Staff Training: Guidelines for Planning and Management* (Kopylova & Danilina, 2011) suggests six important points to consider:

• **Focus on the participants' needs:** if a training needs assessment has already been carried out, it is important to refer to it. The competency evaluation tool C-EVAL 1 (Part 4) will be used to assess the managers' skills before the training. Some needs are not always expressed, but are important, for example "self-actualization" (the need for continuous individual development and practical implementation of one's ideas and potential), the desire to learn and to be ahead, the desire to become part of a group, etc.

• **Try to improve the trainees' self-appraisal:** beginning with self-respect and respect of others. Protected areas staff is often not highly valued by the rest of society, and has a greater need for recognition. By making them participate and share their experiences, the participants feel valued and appreciated.

- **Think about the trainees' interests and wishes:** in general, protected area training is focused on content in order to fulfil professional ambitions. It is nevertheless important to think about what the participants like to do, and make the training a pleasant experience. The person in charge of the training must be attentive and adapt the programme accordingly.
- **Facilitate the trainees' professional** growth by clearly demonstrating the links between the training content and their daily tasks. For example, the coach/trainer can give an example of the type

of results obtained by filling out the Form to spark the Conservator's interest.
- **Foster a creative environment:** the text box below provides several tips for making the training fun, with an environment conducive to learning and collaboration.
- **Create informal situations in order to bring the group closer and develop exchanges:** it is strongly recommended to make the training a pleasant experience, allowing for spare time and rest.

Text box 5 – Basic principles and techniques of Adult Learning (Androgogy)

The training should correspond to what the participants want. Adults are aware of their own needs and should share responsibility for their own learning.
Techniques: Present the training programme ahead of time, talk about it at the start of training.

The training should fill immediate needs. Participants will be more motivated to learn if the training addresses their needs.
Techniques: Ask the participants what their expectations are, either before the workshop or on the first day of the workshop. Adapt the programme and activities accordingly (if they correspond to the objectives of the workshop).

Encourage active participation of all participants. Training based on experience and action is more effective and memorable.
Techniques: Diversify training techniques: role-play, debates, practical exercises, working in pairs, in groups, mini-projects, etc. Be creative, but clear!

The training should be experiential. The most effective learning can be achieved through shared experiences.
Techniques: Give the participants the time to share or use their experiences, so that they may serve as examples or case studies.

Support reflection by giving the participants the opportunity to reflect back upon past experiences and draw conclusions, and to reflect on the current training.
Techniques: Plan activities that will enable the participants to review what they have accomplished. Favour reflection on the problems, and the strategies used to resolve them.

Create a healthy atmosphere by ensuring that everyone is comfortable. A healthy, collaborative and cheerful atmosphere favours learning and participation.
Techniques: Allow enough time for/information on the workshop, including logistical arrangements. Break the ice and relax the atmosphere at the beginning and during the workshop. Be nice!

Make sure there is a comfortable environment by ensuring that the participants are well fed, well rested and healthy, so that they can learn with maximum effectiveness.
Techniques: Take care in selecting the workshop location. Provide for food during breaks. Take account of complaints.

Encourage reactions by allowing participants to make comments, either positive or negative.
Techniques: Encourage participants to give their points of view; do not judge their comments.

Source: Stone, R. (1998): What's your role? Training or Organisational Impact. A Guide for Training Officers in Protected Area Management. Parcs 6-2 à 4

Teacher-centred training	Learner-centred training
Knowledge is transmitted from instructor to participants.	The learners (or participants) construct knowledge through researching and gathering information, critical thinking, problem solving and communication.
Participants passively receive information.	The participants are actively involved in the training.
Emphasis is put on the acquisition of knowledge outside the context in which it will be used.	Emphasis is put on using the knowledge effectively to address problems in real-life contexts.
The instructor's role is to be the primary information giver and primary evaluator.	The instructor's role is to coach and facilitate. Instructor and participants evaluate learning together.
Emphasis is on right answer.	Enables discussion, studying answers and learning from errors
Culture is competitive and individualistic.	Culture is cooperative, collaborative, and supportive.
Only participants are viewed as learners.	Instructors and participants learn together.

Source: Huba, M.E. and J.E Freed. 2000. Learner-centered assessment on college campuses: shifting the focus from teaching to learning. Pages 8-15, 66-67, Allyn and Bacon, Boston, Massachusetts, United States.

Active and learner-centred learning

"Active" and "learner-centred" training techniques enable integration of the learner into the learning process. Here are some of the general characteristics of active learner-centred training:
- Learners are not just listeners, but are more deeply involved via participation in activities (i.e.: reading, writing, debates);
- Greater focus on capacity building than on giving information;
- Learners are required to do more reflection (analysis, synthesis, assessment);
- The different training techniques used enable different learning styles to be considered;
- The focus is on studying the values and attitudes of the learners.

In other terms, active teaching can be defined as any technique that drives the learners to act and reflect on what they do.

2.4.2 Examples of training techniques

A multitude of suggestions for active-learning training techniques can be found on the Internet or in studies. One technique can be used in several different ways depending on the situation (number of students, available space and time, goals). Training experts often assign names to these techniques in order to differentiate them. The following suggestions are given by way of example.

2.4.3 Organisation procedures

The organisation of the protected area managers training is a collaborative project linked closely to the host institution of the AP. The timetable of interventions and organisation procedures (notably the dates, locations and names of the participants or PA concerned) will have been set up during the preliminary steps (See Part 1 of the present document). The pair of coaches and one or two representatives of the host institution will form the workshop's organisational committee.

Text boxes 6 and 7 serve a checklist

Goals	Techniques	
Understand a notion	Classes Visualisation of slides/film Dramatization Debate, Dialogue Expositions Q&A Case studies	Interviews (in pairs or small groups) Field trips Demonstrations, trials Colloquiums, Forums
Master a technique	Demonstrations, trials, Simulation Practical exercises	Demonstration and putting into practice Silent demonstration Training
Acquire attitudes and values	Discussing and sharing of experiences Role playing Case studies Non-oral exercises Listening groups	Debriefing, reflective practice on a situation Field trips Clarification of values
Get the entire group to participate	Open discussion Answer cards	Surveys Plenary exercises
Favour collaborative learning	Working in groups Working in pairs	Group project

The methods proposed can be adapted to the local context

For a technique to be efficient: ***Be well prepared!***
Think about your objectives as an instructor in order to choose the most suitable technique.
Prepare in advance and in writing all the steps of the technique. A technique can consist of several steps.
Make sure you have the necessary tools and equipment as well.
State instructions clearly when you have everyone's attention. For example, it is preferable to give instructions before splitting up the groups

The earlier the better!

Text box 6 – Checklist of tasks and preparatory timetable

At least two weeks before:
* Receive the names of the participants and their confirmation
* Draw up a detailed training programme with a clear distribution of roles for the preparation and rollout of the training

At least one week before, obtain the following information from the institution:
* The finalised list of participants
* The finalised training programme, sharing of responsibilities
* Logistics details

One week after the training:
Write up a draft report on the training

One month after the mission:
Submit the final version of the technical and financial reports

It is the coaching pair's responsibility to be in touch with the national institutions.

2.4.4 Rollout of the IMET Form national training workshop

The aim of the national workshop is to demonstrate the utility of the IMET Form, train managers to use the Form and lay the basis for the capacity-development campaign. At the end of this workshop, the PA administrators and managers involved should understand the importance and functioning of the tool, and together will have developed a specific action plan to organise missions to put the tool into use. We propose the following outline to guide the two appointed coaches in drawing up the detailed programme of the training workshop.

2.5 Monitoring and support

2.5.1 Support procedures

The support process is spread out over time. It is the coach's responsibility to maintain contact as well as the interest of the people and institutions involved in the process via regular summary reports, e-mails, and even visits. The following procedure lists the main stages of this process.

2.5.2 The on-site mission

The coaching pair's mission in the protected area is an important step in the support provided following the national training workshop. While the workshop enables initial planning to be carried out by the management team and the coaches, the mission to the protected area allows them to enter into the details of the management evaluation effectiveness of the site in question.

VERY IMPORTANT: The Form prefilling must be done before the field trip.

There are two possible scenarios, depending on the logistical and time constraints:
1. **The mission consists of an on-site visit in order to get a better grasp of the realities on the field**. It will thus be a short mission (1-2 days maximum) for the coaches, with no working session. Use of the Decision Support System will be done elsewhere, such as at the offices of the national agency in town.

Text box 8 – National workshop model programme

Day 1:

Welcoming of the participants. Presentation of the participants and workshop objectives and key messages. Basic rules of the workshop.

SESSION 1: General presentation

- The BIOPAMA programme and the Regional Observatory
- The IMET Form: utility and value added

SESSION 2: Management and governance of protected areas

- Basic principles
- Intervention context, management effectiveness and quality of the governance
- Management cycle
- General points regarding management effectiveness

Day 2:

SESSION 3: Presentation of the Form

- Intervention context
- Management effectiveness: management context, planning, inputs, process, outputs and outcomes

SESSION 4: Exercises on sections of the Form: Intervention context

- Identification of the values and significance of a PA
- Analysis of threats
- Identification of the effects of climate change and ecosystem services
- Analysis using visualisation aids

Day 3:

SESSION 5: Exercises on sections of the Form: Management effectiveness

- Management context, planning, inputs, process, outputs and outcomes
- Analysis using visualisation aids
- Definition of objectives, indicators and benchmarks
- Statement of the intervention context, management effectiveness and intervention proposals

Day 4:

SESSION 6: Case study: In the training room or during a brief field trip

- Intervention context
- Management effectiveness
- Analysis using visualisation aids
- Definition of objectives, indicators and benchmarks

Day 5:

SESSION 7: Preparation of the field stage

- Organisation of logistics
- Collection and analysis of existing data
- Prefilling of the Form

SESSION 8: Analysis and results

- Data summary, results, analyses and proposals
- Presentation and discussion
- Definition of the next interventions and coaching steps

2. **The mission consists of both a visit on-site and a working session on the use of the DSS**. The coaches must organise the mission as described in Part 3 of this document.

For the field trip, make sure you have:
- A map of the protected area, along with the land use plan;
- A map of the region;
- The prefilled offline Form, with a list of questions for the manager.

2.5.3 Support following the initial filling out of the Form

After the field trip and the working session to fill out the IMET Form, the coach must maintain regular contact with the management team, either virtually (through e-mail) or, if the coach belongs to the national institution, via short visits or work meetings. The coach's objective is to:

- Provide technical feedback to answer any questions the manager may have about the IMET Form. The manager will have time to study the Form;
- Provide support in drawing up recommendations for improving management effectiveness;
- Prepare information sessions at the national institution level or for local technical and financial partners;
- Help to collect the filled out Forms;
- Gradually integrate the filling out of the IMET Form into the yearly work plan, and use of the data from the Observatory Decision Support System.

At the national institution level, the coach is led to work closely with those in charge of planning and monitoring-evaluation, notably to:
- Contribute to improving the flow of information between the central body and the protected areas involved in the BIOPAMA programme;

Text box 9 – Field mission procedure

At least one month before the field mission:
- Collaborate with the trained manager to confirm his/her availability on the dates set during the training workshop. Change the dates if necessary.
- Contact the national institution in charge of the PA again (put the already trained manager in copy) to notify it of the field mission. It is preferable to contact the same people met with during the first working session (Part 1.1):
  - Notify them of the dates and request validation
  - Request an official introduction or invitation letter
  - Mobilise the right people: the PA management team and a few representatives of the monitoring-evaluation unit or technical management team
  - Suggest a timetable for the mission: field dates and days set aside for analysis
  - Organise the logistics: the journey, material and equipment

At least two weeks before:
- Obtain the PA management plan from the manager. Divide prefilling tasks between the two coaches
- Consult other PA documents
- Begin prefilling the Form for the PA

At least one week before, obtain the following information from the manager and institution:
- The definitive list of participants. Will some people only be present for the reporting? i.e. local partners
- The final programme of the mission, distribution of responsibilities
- The logistics details: departure for the site, during the mission, the return trip

One week after the mission:
Write up a draft report containing the initial recommendations

One month after the mission:
Submit the final version of the technical and financial reports

- Contribute to the analysis of a network or system of protected areas thanks to a comparison of the different results obtained;
- Improve the decision-making, planning and monitoring-evaluation tools thanks to the gradual integration of the use of the Observatory information system;
- Prepare the reporting of results to general management and national and international partners.

2.6 Planning and reporting

The planning of a coach's activities is done in tandem with the other coach he/she is paired with, the national institution in charge of protected areas, the BIOPAMA programme and all other national or sub-regional institutions involved.

The two coaches must submit reports of their interventions to BIOPAMA and the entities concerned. The main reports to be submitted are the report on the national training workshop for protected area managers, and the reports on the Form filling and support at the protected area level. The coach must also participate in writing the report on the results obtained and the recommendations for improving the protected areas management drawn up by the Conservator.

Model reports are available on the USB key.

2.7 Coaches' Forum

The BIOPAMA capacity development campaign is not limited to interaction between the coach and the coachee (the management team of a protected area and its host institution). It also aims to strengthen the coaches' expertise in evaluating management effectiveness and supporting the decision-making process. The creation of a practical protected areas coaching community is also an anticipated result of the campaign.

Coaches are encouraged to use the forum on the BIOPAMA Regional Reference Information System website http://rris.biopama.org/forum to:
- Share their coaching experiences;
- Ask questions and receive feedback from coaches and experts;
- Reflect on situations they have encountered thanks to discussions and feedback from other coaches.

Access to the forum is granted upon simple registration. Each coach can thereby publish comments or questions, and receive answers.

2.8 Resources for the coach

Website links and bibliography
On coaching:

European Mentoring & Coaching Council
www.aecoaching.eu

Société française de coaching
www.sfcoach.org

International coach federation
www.coachfederation.org

On organisation of training and active pedagogy
Stone, R. (1998): What's your role? Training or Organisational Impact. A Guide for Training Officers in Protected Area Management. African Biodiversity Series No. 5, Biodiversity Support Programme: Washington D. C.
Kopylova, S.L. and Danilina, N.R. (Editors) (2011). Protected *Area Staff Training: Guidelines for Planning and Management.* Gland, Switzerland: IUCN.
Domroese M.C., Fialkowski C., and E.J. Sterling (2005). *Nouvelles techniques pour enseigner la conservation de la biodiversité.* Module du Réseau des Éducateurs et Professionnels de la Conservation. Synthesis. 40p
Mériaux S. (FIBA) and Staub F. (Biodiversité Conseil), 2014, *Préparer, animer et évaluer une formation – guide pratique,* p.24
http://www.biodiv-conseil.fr/PDF/Guide_formation.pdf

Files in the USB key
4-2 No. 17 - Protected area staff training
4-3 Meriaux & Staub Guide_formation
0-7 Rapport Mission Parc
0-8 Liste participants Annexe 1
0-9 Rapport financier mission

In case of difficulty
Campaign   coordinator
Domoina   Rakotobe
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PART 3

How to use the decision support system

3.1 Presentation of the decision support system

💡 **Important!** This part focuses on understanding the indicators to be used in the Form, and does not deal with the technical aspects of inputting data (see Part 4).

The Observatory for protected areas and biodiversity is organised as a *Decision Support System (DSS)*. The IMET Form enables a large range of data to be collected and presented in a way that is easy to interpret in order to make decisions based on an adaptive management approach.

Text box 11 – Adaptive management, a structured approach to decision-making

Adaptive management is a systemic approach to improving natural resource management by learning from management impacts. It is rarely implemented despite recommendations from numerous studies on natural resource planning and often being referred to by natural resource managers. Many people believe that by monitoring activities and making changes from time to time, they are using adaptive management. On the contrary, adaptive management is more than just monitoring and changing the type of management following a failed strategy. This latter tactic could in fact end up being non-adaptive. An adaptive approach consists of exploring other means of achieving management targets and predicting the impacts of alternatives, based on the current state of knowledge, implementing one or several of these alternatives, monitoring the management impacts, and using results to update and adjust management actions, thanks to partnerships between managers, scientists and other players, who together learn to create and maintain sustainable resource systems.

Based on: DOI/AMWG (2012) Adaptive Management Application Guide, chapter 1.

Viewed at http://www.doi.gov/ppa/Adaptive-Management.cfm

3.1.1 Presentation of the IMET Form

> *Nota Bene*
>
> *The present IMET Form user's guide is intended to the first version of the tool used for the analysis of the intervention context, and the evaluation of protected areas management effectiveness in Central and West Africa.*

Structure of the Form

As mentioned above, the Form's design was based on several sources and management effectiveness evaluation tools. It consists of three parts:
- The state of the intervention context;
- The evaluation of management effectiveness;
- Visual presentation of the evaluation of the elements of the management cycle as a support for decision-making.

A. The state of the intervention context

The elements of the state of the intervention context are used to organise and summarise the basic information of the protected area. This will:
- Provide a monograph or updated version of a monograph of the park that shows key information about the context of the conservation intervention of the protected area;
- Determine which elements to take into account in analysing the management effectiveness of the protected area.

B. The evaluation of management effectiveness

As with the majority of management effectiveness evaluation tools, the Form organises the elements of analysis based on the management cycle of the protected areas (UICN, Prof. Hockings et al.). The management effectiveness evaluation is divided into six stages:
1. Management context
2. Planning
3. Inputs
4. Process
5. Outputs
6. Outcomes

Based on the indications of Management effectiveness evaluation in protected areas – a global study - Second edition – 2010, and considering its importance for the analysis as well as its complexity, the "Process" stage is divided into six sub-sections:

1. Internal management systems and processes
2. Protection/Management
3. Stakeholder relations
4. Tourism management
5. Monitoring and research
6. Management of climate change effects and ecosystem services

C. Visual presentation of the evaluation of the elements of the management cycle as a support for decision-making

Representation using charts enables to present and summarise the results of the evaluation of the management effectiveness of the protected area. However, visual presentation does no more than display the results of the analysis and evaluation; hence visualisation tools must be used only as a support to facilitate reflection in the decision-making process.

How to use the Form

The Form contains four different sections, into which specific elements of the state of the intervention context and management effectiveness can be entered.

The Form helps to determine objectives, priority results for recommendations, or guidelines for improving management effectiveness. The tool thus favours reflection for advancing from a state of intervention to a state that is favourable to the protected area conservation or sustainable natural resource management values.

To enable more detailed evaluations, which can highlight changes in management, the Form is organised into a series of questions. Answers must be provided using simplified scoring systems based on a scale of 0 – 1 – 2 – 3, or, in some cases, positive scores (+ 1 /+ 2 /+ 3) to evaluate improvement, or negative scores (-1 / -2/ -3) to evaluate deterioration. It is important to note that the scores displayed are not absolute assessments, but representative of the evaluation. They nevertheless make it easier to represent the expressed analyses and reflections, thereby serving as a support for decision-making (see the following point).

Assessments made according to a 0 – 1 – 2 – 3 scale or evaluations of a trend use a scale of 0-100 based on statistical criteria and formulas.

	NEGATIVE		POSITIVE	
Scale	**0:** Very negative	**1** : Negative	**2** : Positive	**3** : Very positive
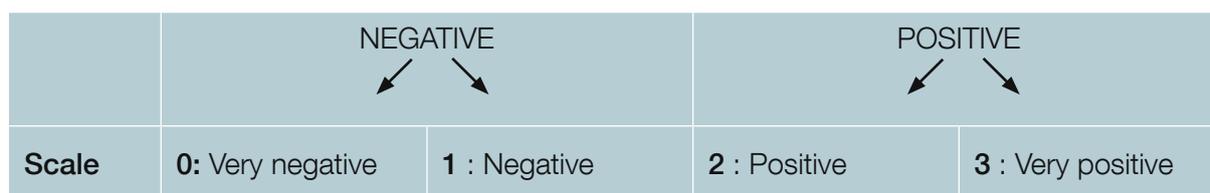
The results are then represented using charts that provide a visual presentation of the decision-support analyses.

Setting up the Form parameters

Determining the state of the intervention context and evaluating management effectiveness, with a focus on identifying the management and governance priorities of protected areas, is based on gathering targeted data. The need for specific analysis requires parameters to be set up in the Form for each protected area and country. To carry out a targeted analysis, it is thus necessary to set up specific parameters in the IMET Form during the first evaluation of a protected area. During the first evaluation of a protected area in a country, it is recommended, in addition to the parameters specific to the protected area, to enter into the Form the common criteria of the country's conservation system. A "country" configuration of the Form will avoid having to research certain variables again the next time, facilitate the evaluation and harmonise the analysis criteria of all the other protected areas in the same country.

However, some variables of an element of analysis may not correspond to a specific protected area, or, conversely, it may be necessary to enter additional elements for the PA in question. Because of this, each element of analysis includes the possibility to integrate basic information to support the analysis. In addition, every element or parameter of analysis is allotted space for making observations or providing clarification.

This exercise of inputting the basic data for the conservation system or protected area into the Form will not have to be repeated in the future, as the data will only have to be adjusted according to any changes in the management process.

Setting up these parameters ensures that the evaluation tool is specific to each protected area, but does not prevent the results of the analyses from being used for decision-making at a higher level (national and regional), as the information is structured and used in the same way. Moreover, it is possible to set common outputs and outcomes at the national and regional level, and thus also to set the indicators and benchmarks to be attained for the conservation networks. The analysis and evaluation of changes in conservation efforts can thus be monitored using the Form.

The different sections of the Form

INTERVENTION CONTEXT	
CTX.1. General information about the protected area	
CTX.2. Surface area, limits and shape index, level of control of the PA	
CTX.3. Human, financial and material ressources of the protected area	
CTX.4. Key aspects of the land and marine protected areas: i) flagship, threatened, endemic species; ii) habitats; iii) changes in land cover; and iv) resource management	
CTX.5. Pressures and threats to the protected area	
CTX.6. Climate change and conservation	
CTX.7 Ecosystem services and dependence of the protected area communities on these services	
MANAGEMENT EFFECTIVENESS	
Management context	
C1	Values and significance
C1.1	Governance
C1.2	Classifications
C1.3	Key species
C1.4	Habitats
C1.5	Climate change
C1.6	Ecosystem services
C2	Constraint or support by external political and civil environment
C3	Threats
C4	Determining conservation objectives and indicators that match the protected area management context
Planning	
P1	Adequacy of PA legislation and administration
P2	Design and configuration of the protected area
P3	Marking of park boundaries
P4	Management planning
P5	Work plan
P6	Objectives of the protected area
Inputs	
I1	Baseline information
I2	Staff
I3	Financial resources
I4	Security of funding
I5	Infrastructure, equipment and facilities
Process	

Process		
PR1	Staff training and capacity	
PR2	Human resource policies and procedures	
PR3	Human resource management systems and procedures	Internal management systems and processes
PR4	Administration and internal leadership	
PR5	Administration, accounting and financial management	
PR6	Infrastructure, equipment and facilities maintenance	

PR7	Management of the values and important aspects of the protected area	Protection and management
PR8	Protection systems for the values and important aspects of the protected area	
PR9	Control of the protected area	
PR10	Law enforcement	
PR11	Involvement of the communities, right holders and stakeholders	Stakeholder relations
PR12	Adequacy of community benefits/assistance	
PR13	Relations with stakeholders	
PR14	Visitor management	Tourism management
PR15	Visitors and impacts	
PR16	Monitoring of the values and significant aspects of the protected area	Monitoring and research
PR17	Research and biomonitoring	
PR18	Management of climate change effects	Management of climate change effects and ecosystem services
PR19	Ecosystem services	
Outputs		
R1	Achievement of the work programme	
R2	Results produced	
Outcomes		
E/I1	Conservation objectives achieved	
E/I2	State of conservation of nominated values of the protected area	
E/I3	Trend in the state of conservation of nominated values of the protected area	
E/I4	Effect/impact on local communities	
E/I5	Effect/impact on climate change mitigation and adaptation	
E/I6	Effect/impact on ecosystem services	

Setting the baselines

In many cases, filling out the Form is the first exercise in setting a protected area baseline. It thus represents the Baseline T0 (time zero). The information will be obtained from existing bibliographical resources, notably the management plan, reports, monitoring, and in some cases the knowledge base of the protected area management team. For the following years, only updates will be required. Filling out the Form for the first time will therefore take much longer time.

The following Notes summarise the important points required to properly understand, fill out and analyse the Form.

NOTE 1	Intervention context and management context
NOTE 2	Ecosystem services
NOTE 3	Threats, pressures and external support
NOTE 4	Management cycle of protected areas
NOTE 5	Evaluation of management effectiveness

NOTE 1 – Ecosystems services

Ecosystem services are the benefits humans receive from ecosystems. They are high in number, and can be broken down into different categories: **provisioning services** such as food and water, **regulating services** such as flood and disease regulation, **cultural services** such as spiritual, recreational and cultural benefits, and **supporting services**, which maintain favourable life conditions on earth, such as nutrient cycling.

The above chart illustrates the links between the different categories of ecosystem services and the main components of human well-being, including possible links with socioeconomic factors.

The ecosystem services taken into account in the IMET Form correspond to the services provided or the possible future services. For example, an existing spiritual aspect of a protected area constitutes a value; its protection and use represent an ecosystem service to be taken into account in the PA management.

See files 5-8 WHO *Ecosystem and human well being*

Figure 1 – Links between ecosystem services and human well-being

Source: WHO (2005) Ecosystems and Human Well-being

NOTE 2 - Threats, pressures and external support

Analysing the intervention context, which will define the key elements of the management of the protected area, requires detailed knowledge of the aspects that have a positive or negative influence on the PA's activities. The Form proposes two tools for this: the first, more sophisticated, corresponds to a threats analysis, and the second to the analysis of external constraints and support.

Threats:

(📄) In the reference document cited below, pressures, threats and vulnerabilities all come under the term "threats". Although the global term is commonly used, it is important from a conceptual point of view to distinguish among the three negative agents that can weigh on the management and governance of protected areas:

The Threat calculator [6] matric provided in the Form allows for the qualitative evaluation of these three factors and the negative aspects that can weigh on the management and governance of a protected area.

6 The concept of Threat calculator was developed by a work group set up by NatureServe in 2004 (http://www.natureserve.org/conservation-tools/conservation-rank-calculator). The classification of threats was adopted by WCPA-IUCN, Salafsky et al. in 2008 (http://www.iucnredlist.org/technical-documents/classification-schemes/threats-classification-scheme).

Pressures	Existing negative forces and elements that are currently negatively impacting conservation, management and the sustainable use of natural resources of the ecosystem in question (PA, areas surrounding the PA, or other).
Threats	Potential negative forces and elements that could have a harmful impact in the future, both long term or short term, on the conservation, management and sustainable use of the natural resources of the ecosystem in question (PA, areas surrounding the PA, or other), but do not yet exist at present.
Vulnerabilities	The weaknesses of a conservation system (for example, sporadic epizootic disease, high poverty level, etc.), which, if they come into effect, can have a harmful impact on the natural resources and heritage in the future, both short or long term.

Exercise 2 – Identifying pressures, threats and vulnerabilities

The aim of this exercise is to carry out a detailed analysis of the different pressures, threats and vulnerability factors that weigh on the protected area in order to establish a baseline, monitor the evolution of threats, and analyse the measures to be taken to reduce the negative impacts on the management and governance of the protected areas.

The analysis of the intervention context of National Park 2 in Country 2 enabled the management team to better pinpoint the growing importance of the human-elephant conflict and take account of it in its management.

Questions
1. Regarding the intervention context and park management, what aspects could indicate the growing importance of the human-elephant conflict?
2. Regarding the management process, which elements must factor in adequate solutions to the human-elephant conflict?

Exercise 3 – Schematic structuring of threats

In Protected Area 3, Country 3, an exercise was carried out to analyse threats via a brainstorming session, followed by verification of threat factors using the Threat calculator provided in the Form. Thanks to the help of the Threat calculator, the compared analysis enabled three other threats to be identified, one of which was extremely important (overgrazing in the community-managed areas).

Questions
1. Do you consider the systematic structuring of the elements of protected area management and governance presented in the Form to be an advantage or disadvantage?
2. Do you think that the highly schematic structure of the elements presented in the Form can be supported by other tools for gathering the data that is essential to the management and governance of protected areas?
3. Would you like to enter a request to use other data collection tools for launching and facilitating the action, and if so, which tools do you suggest?

External constraints and support:
This analysis provides important information on the behaviour and capacity of stakeholders according to their power of influence within the different decision-making processes relating to the intervention context. It provides better understanding of the politico-institutional, administrative and social interactions among the main stakeholders of the protected area and their interventions in terms of conservation, management and use of natural resources. The analysis also provides additional elements concerning the context of the protected area management and governance.

The analysis is aided by the use of the chart below "Constraints – Support – Power of stakeholders".

The chart enables to position within a field of analysis the different stakeholders involved in the intervention context in terms of their negative (constraint) or positive (support) power of influence on the management and governance processes undertaken by the protected area. The chart helps to identify the value of the influence of the stakeholders on the management and governance of the protected area. The scores attributed are thus to be entered under C2 for the processing, interpretation and statistical presentation of the data.
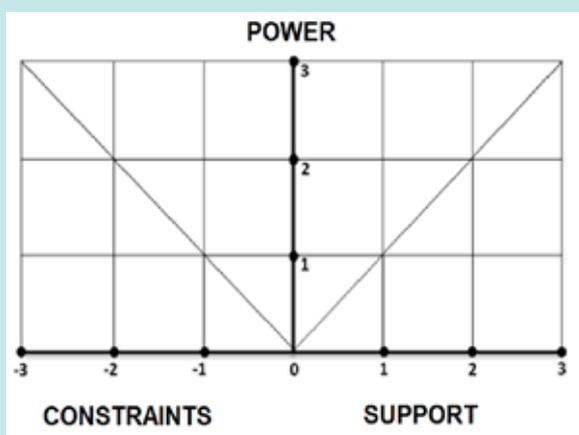
Figure 2 – "Constraints – Support — Power of stakeholders" – the interactions of the main stakeholders of the intervention context with the protected area

Exercise 4 – Analysis of the Constraints – Support – Power

Questions
1. Do you think that the "Constraints – Support — Power of stakeholders" analysis can also be used to better assess the typology of the governance of the protected area?
2. Do you think that the previous analysis can or must be reinforced by other points in the Form? If so please specify.
3. Can you suggest the necessary analyses for adopting intervention measures?

NOTE 3 - Intervention context and management context

The management effectiveness evaluation form makes a distinction between the intervention context (or broad-scale context) and the management context (or specific context of the protected area management).

Intervention context

The PA management monitoring and self-assessment system requires perfect knowledge of the intervention context in which the PA management is carried out. The term "intervention context" is used to identify all the elements directly or indirectly linked to the management and governance of the PA. It refers to the managerial environment of the protected area. The park is not an isolated fortress, disconnected from the system in which it is located. It includes all the factors outside the protected area and its administration that are likely to influence its management. These external factors can be located at the local, national, regional and international levels, with decreasing degrees of control for the manager of the protected area.

The analysis, with the help of lists and tables, supports the validation and facilitates the identification of the aspects to be integrated into the management cycle, and more specifically, the management context.

- Elements considered to be significant aspects because they can guide decisions and measures to be taken (for example, status classification, historical and socioeconomic context, etc., or threats or vulnerabilities of the protected area);

- Elements to be prioritised in internal management or as headline indicators (for example, species and habitats, management of staff and other resources, the values of desirable conditions to assess the impact of the conservation efforts;

- Elements beyond the intervention capacities of the protected area to be monitored at a higher level of decision-making due to their positive or negative influence on management (for example, measures to improve the classification status, law enforcement measures concerning conservation or natural resource management).
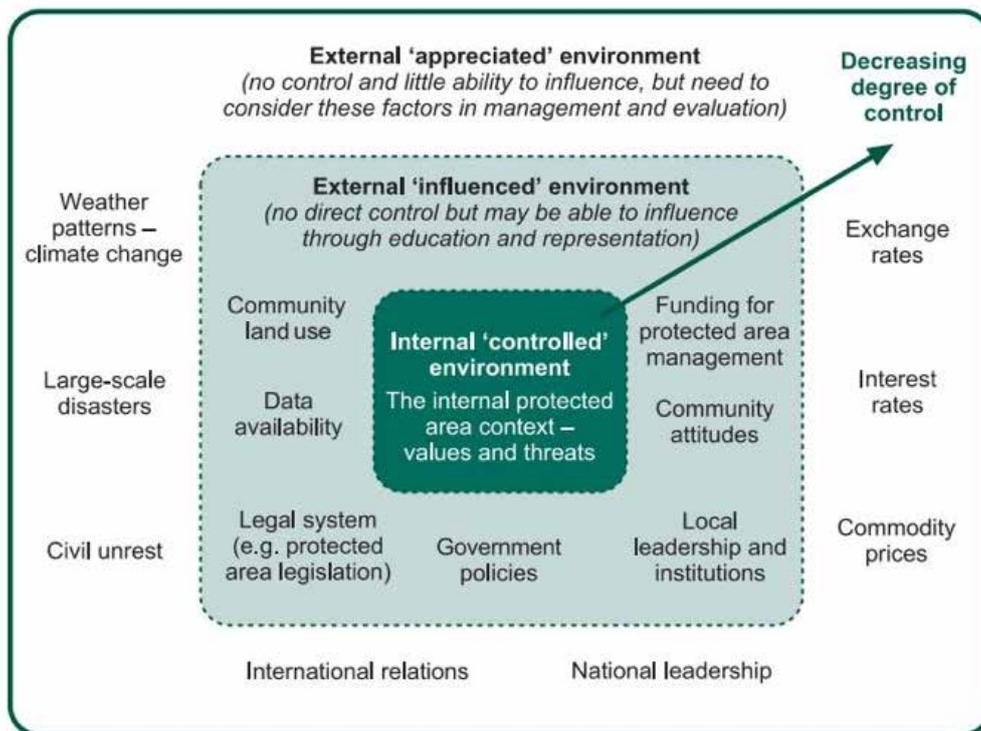
*Figure 3 – **The protected area management environment** (Adapted from Cusworth and Francks, 1993 in Hockings, et al. 2008)*

Management context

📄 The management context concerns the "controlled" internal environment. Protected areas are created for special values, the awareness of which is key for management planning and evaluation. The management context includes governance/partnership, the values and significance of the PA, and the threats, external constraints and support directly influencing the daily management of the PA.

The chart below shows the connection between the identification and trends of values and the important elements highlighted by the intervention context, and how they are factored into the management effectiveness evaluation system (see Figure 1).

Exercise 5 – Values: important aspects

The aim is to acquire synthetic and structured information on classification status, the contexts (historical, socioeconomic, etc.), threats or vulnerabilities of the protected areas, etc.

Analysis of the intervention context of National Park 1 in Country 2 enabled the management team to remember the Important Bird Area status (GA 005) that was granted based on the criteria A1, A2, A3, A4i, A4iii * and take account of it in the management.

Questions
1. How do you explain that the management team was not aware of this classification?
2. What changes could this classification bring to the management of NP 1?
3. Should the lack of awareness of the Important Area status for birds be considered an error relating to the intervention context or one related to planning?

A1. Globally threatened species; A2. Restricted-range species; A3. Biome-restricted species; A4. Congregations: i). Site known or thought to hold, on a regular basis, >1% of a biogeographic population of a congregatory waterbird species; ii). Site known or thought to hold, on a regular basis, >1% of the global population of a congregatory seabird or terrestrial species; iii). Site known or thought to hold, on a regular basis, > 20,000 waterbirds or >10,000 pairs of seabirds of one or more species. See the official classification at *http://www.birdlife.org/datazone/info/ibacritglob*
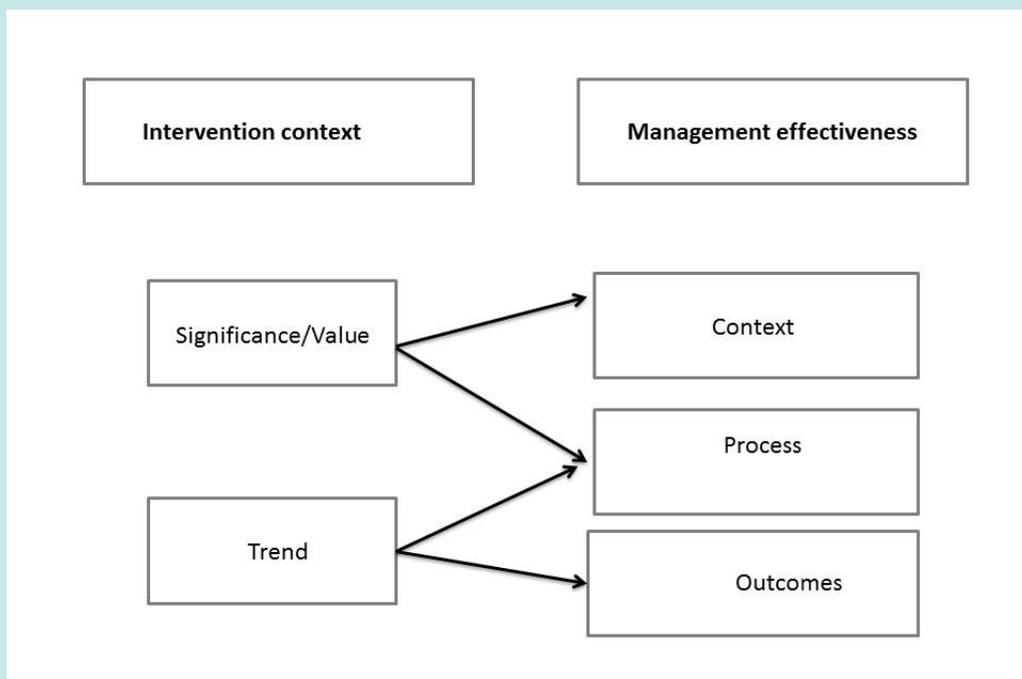
Figure 4 – Functional link between the elements of the intervention context and management effectiveness

Factors external to the intervention capacity of the protected area

The purpose is to identify the important aspects in order to lobby higher levels of decision-making for improving the management of the protected area (for example, measures to improve the classification status, law enforcement measures relating to conservation or natural resource management, etc.)

Exercise 6 - Influence on legislation

Analysis of the intervention context of several protected areas in several countries revealed difficulties in applying international conventions relating to conservation where conflicts exist between conservation measures and the use of natural resources by other State bodies. It is thus necessary for protected area managers to identify and make coordinated action to push forward their requests for improving the law enforcement context at the higher decision-making levels.

Questions
1. In your opinion, which conflicts are the most dangerous and threatening to the good management of the protected areas?
2. To what extent can the protected area influence a change in national policy?
3. What measures do you propose for reducing conflict(s) in natural resource management?
4. Do you have examples to share with colleagues?

Exercise 7 – Changes in classification

Analysis of the intervention context and management effectiveness of National Park 2 in Country 2 led to the conclusion that the classification (delimitation aspect) of the park needed to be reviewed. Management efforts had already enabled some of the objectives of the management plan to be met. However, the values to be protected and future threats required a review of the delimitation of the park to ensure improvement of the management process of the protected area.

Questions
1. How did the stakeholders come to the conclusion that the classification of the park needed to be reviewed in order to improve management?
   - Through discussions with managers;
   - Using a cross-analysis, of which elements of the protected area management cycle?
   - By analysing threats;
   - Through another analysis (please specify): ……………………………………………..
2. In your opinion, and in identical cases, would it not be sufficient to review and update planning documents without having to request a change in classification?

NOTE 4 – The PA management cycle

The WCPA (World Commission on Protected Areas) framework is based on the idea that effective management of a protected area consists of six stages, or elements. Management:

1. Begins with understanding the Context of the values and threats;
2. Progresses through Planning for the organisation of interventions targeting well-defined goals;
3. Allocates Inputs (resources); and
4. Implements management actions according to accepted Processes; and
5. Eventually produces Outputs (goods and services);
6. That result in impacts or Outcomes, hopefully achieving agreed conservation goals and objectives.

Figure 5 – Framework for assessing management effectiveness of PA

Exercise 8 – Adequacy of a PA management approach

Questions

1. Do you think that the management and governance of protected areas require such complex analysis and implementation?
2. Do you have alternatives to the conceptual aspects proposed here (management cycle, outcomes-based process to achieve objectives)?
3. Do you think that the approaches proposed here can be used to determine objectives in terms of governance, improvement in the living conditions of resident populations, maintenance and viability of ecosystem services, etc. and manage the interventions set up for this purpose?

Text box 12 – The elements to be measured

The framework for management effectiveness evaluation developed by the WCPA provides a global methodology for developing an assessment process. The framework is based on the principle that good protected area management should follow a six-stages process:

1. Context: Where are we now?
The purpose of this question is to examine the conservation and other values of a protected area, its current status, the threats that it faces and the opportunities available, as well as the overall political context. When carrying out an evaluation in order to establish a list of management priorities within a network of protected areas, or to determine the time and resources that need to be allocated to a protected area, this may be the most important task.

2. Planning: What achievements do we want?
This question concerns the results we hope to obtain for a protected area. The evaluation must analyse the adequacy of protected area legislation and national policy. It can assess the design of a protected area according to the integrity and status of this resource.

3. Inputs: What do we need?
This question concerns the adequacy of resources for achieving the management objectives of a network or site, based mainly on the assessment of human capacity, funds, equipment, and facilities, within the institution in charge or on site, taking account of the importance of partnerships.

4. Process: How can we do it?
This question concerns the assessment of the adequacy of management systems and processes to achieve the management objectives of a network or site. The evaluation must take account of a variety of indicators, such as site maintenance, adequacy of cooperation with local communities, and the different types of natural and cultural resource management.

5. Outputs: What did we do and what products or services were produced?
These questions concern the assessment of outputs and whether management has achieved the actions it set out to do. They look at the degree of achievement of identified activities or work programme targets. These targets are found in the management plans and annual work programmes. The assessment of outputs looks at the number or level of products and services delivered; and the extent to which stated actions, tasks and strategies were implemented.

6. Outcomes: What did we achieve?
This question aims to assess whether the management has resulted in the achievement of the objectives of a management plan, national plans, and the targets corresponding to the protected areas category established by the IUCN. Outcomes assessment methods imply the long-term monitoring of the state of the biological and cultural resources of a site, the socioeconomic aspects of its use and the impact of its management on local communities. Lastly, the evaluation of outcomes is a tangible measure of management effectiveness.

Adapted from: Triplet, P. (2009). Manuel de gestion des protected areas d'Afrique francophone. Awely, Paris, p. 1215.

Exercise 9 – Objectives and planning in PA management

The aim of this exercise is to present examples of the application (or non-application) of the principles of the management cycle and Planning – Monitoring — Evaluation system in a protected area. Further study of these concepts provides a good introduction to understanding the logic behind the design and use of the Form as well as analysis opportunities for improving protected area management and governance.

The use of the Form in Protected Area 3, Country 1 had highlighted the lack of objectives in the management plan still being developed, but already at a high level of advancement.

Questions
1. Do you think that this type of oversight would have happened if the management team and those in charge of drawing up the management plan had sufficiently internalised the conceptual aspects of the outcomes-based process (management cycle) achieve objectives?
2. Do you think that this discovery could have been made as easily if the Form had not been used, or that its systematic use ensures concurrent analysis of the intervention context, planning and evaluation of conservation measures and actions?
3. Do you think that the Form can truly constitute a base for the analysis of protected areas management and governance planning documents?
4. Do you think that the Form can also be used to provide the basic elements to create a temporary basis for objective-based intervention planning, in the absence of a management plan or expiry of the management plan?

NOTE 5 – Evaluating management effectiveness

Management effectiveness measures to what extent the products (outputs) of an intervention have led to direct impacts (outcomes), and to what extent the latter have contributed to achieving the desired objective (management objective). The effectiveness of conservation interventions can be synthetically analysed using the IUCN-WCPA Management Effectiveness Evaluation Framework for protected areas and networks of protected areas. (Hockings et al, 2008)

The aim of the IUCN-WCPA framework is to establish directives for developing evaluation systems and encouraging the implementation of evaluation and reporting standards. It is a guideline - for managers and other people concerned - that contributes to harmonising evaluation processes worldwide. The Form thus takes account of the IUCN-WCPA framework or the tools or methodology it is based on. Table 2 summarises the framework and Table 3 provides a summary of the objectives and evaluation criteria of the IUCN-WCPA framework.

Table 2 – Summary of the IUCN-WCPA framework

Elements of evaluation	Description	Assessed criteria	Focus of the evaluation
Management context	**The current situation** Assessment of importance, threats and policy environment	• Importance • Threats • Vulnerability • National context • Partners	Situation
Planning	**The desired situation** Assessment of protected area design and planning	• Protected area legislation and policy • Definition of priorities, intervention targets and objectives of the protected area relative to the objectives of the national network of protected areas • Management planning and annual or multi-year work plans	Feasibility
Inputs	**Needs** Assessment of resources needed to carry out management	• Human resources • Financial resources • Available means	Resources
Process	**Management** Assessment of the way in which management is conducted	• Suitability and adequacy of management processes	Feasibility and Efficiency
Outputs	**Management actions and results** Assessment of the implementation of management programmes and actions; delivery of products and services	• Results of management actions • Services and products	Efficiency and Effectiveness
Outcomes	**Management impacts** Assessment of the outcomes and the extent to which they achieved objectives	• Impacts: effects of management measures and actions in relation to management and conservation objectives	Effectiveness and Feasibility

Table 3 – Objectives and evaluation criteria of the IUCN-WCPA Framework

Elements of the Management cycle	Design		Appropriateness/Adequacy		Impacts	
	Management context	Planning	Inputs	Process	Outputs	Outcomes
Focus of evaluation	• Assessment of importance, threats and policy environment	• Assessment of protected area design and planning	• Assessment of resources needed to carry out management	• Assessment of the way in which management is conducted	• Assessment of the implementation of management programmes and actions; • Delivery of products and services	• Assessment of the outcomes and the extent to which they achieved objectives
Criteria that are assessed	• Significance/ • Values • Pressures • Threats • Vulnerability • Stakeholders • National context	• Protected area legislation and policy • PA system design • PA design • Managemen tplanning	• Resources available to the protected area	• Suitability of management processes and the extent to which established or accepted processes are being implemented	• Results of management actions • Services and products	• Impacts/ effects of managementin relation to objectives

As the terminology can easily lead to misunderstanding, it is important to make the distinction between the fundamental aspects that determine the evaluation of protected areas management and governance, i.e.:

An example is provided in the following table.

Action	An action describes an accomplishment, which **contributes to generating results**.
Result	The result is what is achieved by acting toward a defined goal, and **contributes to generating an effect.**
Effect	The effect describes how and to what extent the result or results have contributed to a change, and **contribute to generating an impact.**
Impact	Impact designates the consequences (direct or indirect) on the state of conservation and **contributes to achieving an objective (conservation objective).**
Management effectiveness	Management effectiveness measures to what extent the outputs of a process led to direct outcomes (effects/impacts) and outcomes **contributed to achieving the objective (management objective).**

Table 4 – Example of elephant population management in a national park

State	Actions	Results	Effects	Impacts	Objectives
Year 0 Estimated elephant population is around 500, and diminishing with risk of extinction	Anti-poaching patrols	Control 90% of the park's surface area	– Fewer slayings – Better co-management of population/big game parks – Better knowledge of the aspects of management of the elephant population – Crackdown on poaching (slayings and illegal trade)	Year +6 The elephant population increased by 2-6 %, i.e. to around 510 to 530 after 6 years of intervention	Following years The sustainable elephant population is around 700 to 950+ after 18-20 years
	Generate stakeholders' awareness and accountability	Information on illegal activities of external parties			
	Manage human-elephant conflicts	Reduce conflicts			
	Strengthen and enforce laws	Undertaking of the legal process in the event of poaching			
	Monitoring and biomonitoring	Sufficient knowledge of distribution, trends and migration			
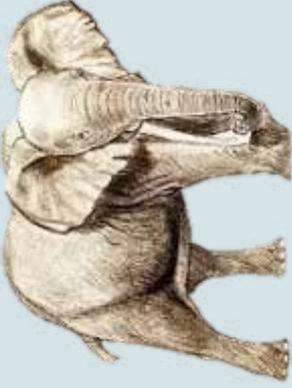
Actions	Anti-poaching actions, higher degrees of awareness and accountability, monitoring-biomonitoring, and strengthening-enforcement of laws contribute to generating results.
Results	The results of the actions – better control, information and legal knowledge – contribute to generating effects.
Effects	The effects – fewer slayings, better co-management, better knowledge of the elephant population and the increase in births – contribute to generating an impact.
Impact	The impact on the state of conservation is represented by the % increase in the elephant population, which contribute to achieving the objective (conservation objective).
Management effectiveness	Management effectiveness estimates to what extent the efforts to preserve the elephant population contribute to achieving the management objective – in this case a sustainable elephant population.

3.2 Using the form

> (💡) **Important:** *During discussions, the situation is often generalised in terms of other parks or even the country. Be careful to stay within the framework of the relevant protected area.*

(💡) THE IMPORTANT POINTS TO RETAIN ABOUT THE FORM

- The Form is a checklist: it gives all the possible options, but some may not concern the PA in question. All headings need to be reviewed one by one, however; do not work on the assumption that some are not necessary for the PA.
- The Form does not have a scientific purpose; its objective is to evaluate management. The coach must trust the judgement and intuition of the Conservator and his/her team. The coach must nevertheless use existing documents as a basis, notably the management and land-use plans.
- The Form's role is also to alert (signal or warning) the management team about forgotten or neglected aspects, and for which certain variables should be monitored in the future.
- The task is repetitive. The different sections provide views from different angles. Do not be afraid of going back and forth between the different elements of the Form.
- When an element does not concern your case: leave blank or follow the instructions (in some cases the statistical formula requires inputting the conventional value of -99 which will not be used in the calculation). Zero is considered a value.
- Use the "Observations" column for additional information.
- Following the field mission, the Conservator and their team can go back to the Form to add additional or more detailed information, but absolutely not to change the scores in order to improve the evaluation.
- The Form concerns only the park (and not the adjacent or buffer zones), even if these zones have an impact on the park.

3.2.1 Before using the IMET Form

Before starting, ask the participants if the method and basic elements are clear to them. It may be important to remind them of:
- **The 0/1/2/3 scoring system for answers**, which enables to indicate negative assessments using the scores "0 and 1", and positive assessments using "2 and 3". Exceptionally, the analysis can present a 5 scores system: 0 – 1 – 2 – 3 – 4. The score "4" is to be used only when the value is a 100% match. When analysing a trend, the scores -3 / -2 / -1 are to be used for negative changes, 0 for a stable situation, and +1/ +2 / +3 for a positive trend. To assess a subject, it is necessary to start by determining whether the estimate is negative or positive. In the first case, determine if the estimate is very negative (0) or simply negative (1). In the second case, determine if the assessment is positive (2) or very positive (3). It is not the coach who decides, the coach guides the management team towards the answer.
- **The step-by-step methodology:** Some headings may not concern the PA, but they must all be read one by one without skipping over any of them. Likewise, if a problem (or negative point) is identified, it is preferable to finish the analysis of the conservation subject before fixing the problem(s) that need to be analysed in order to find the solutions (see the section "Determining targeted objectives").

The conditions required for properly filling out the IMET Form:
- Participation of all the stakeholders;
- Some sections cannot be filled out if the information is not available (but if the subject is important from a management/governance point of view, you must take account of the process for obtaining the data);
- Adequate logistics: a calm meeting space, video projector, etc.
- Plan for enough time: at least two-three working days for the initial filling out of the Form.

3.2.2 Prefilling the Form (Intervention context module)

Prefilling must be done before the training workshop on filling out the Form, and should be as detailed as possible. The coach is in charge of the prefilling, which

will also enable him/her to learn about the protected area. The prefilling mainly concerns the intervention context. Then the coach and the management team will do a rapid review of the sections together to validate or add missing information.

The sources to use for the prefilling are:
- The management plan;
- The financial plan;
- The annual work plan;
- Other documents related to the planning and organisation of the management of the protected area at the local and national levels;
- The results of studies, research, monitoring;

- The knowledge and grey literature of the protected area's management team;
- Reports already made by the national institution: activity, research reports;
- Data of the Digital Observatory for Protected Areas (DOPA) and the Observatory for Central African Forests (OFAC) ;

The IUCN Global Protected Areas Database http://www.protectedplanet.net/

💡 *Insufficient prefilling of the elements of the intervention context will increase the time required for consulting with the park teams.*

List of codes: INTERVENTION CONTEXT

CTX .1. General information about the protected area
CTX.1.1 Basic data
CTX.1.2 Governance and partnerships
CTX.1.3 Special status: World Heritage Site, Man and the Biosphere Programme, Ramsar site, Important Bird Area, etc.
CTX 1.4 Affiliation to a conservation network
CTX.1.5 Vision - mission - objectives
CTX.1.6 Reference of the historical, socio-economic, political, legal and institutional contexts and other specific aspects of the PA
CTX 1.7 Other specific aspects of the protected area available to better identify the type of protection
CTX.1.8 Determining the targeted conservation objectives and indicators relating to the classification, governance, partnerships, etc. of the PA
CTX.2. Surface area, limits and shape index, level of control of the protected area
CTX.2.1 Geographical location
CTX.2.2 Surface area of the PA and the conservation context
CTX.2.3 Level of control of the protected area
CTX.2.4 Level of control of the sectors of the PA
CTX.2.5 Baseline territorial context of the protected area
CTX.2.6 Determining the targeted conservation objectives and indicators relating to surface area, limits and shape index, and the level of control of the protected area
CTX.3. Human, financial, and material resources of the protected area
CTX.3.1 Human resources
CTX.3.2 Financial resources

CTX.3.2.1 Funds and management costs
CTX.3.2.2 Available funds
CTX 3.2.3 Annualised budget of the operating/work plan
CTX 3.2.4 Partner financing
CTX.3.3 Material resources (infrastructure, equipment, facilities)
CTX. 3.4 Determining the targeted conservation objectives and indicators relating to the human and financial resources and means /partnership support in the management of the protected area
CTX.4. Key aspects of the protected areas: i) flagship, threatened and endemic species; ii) habitats; iii) changes in land cover; iv) management of natural resources
CTX.4.1 Flagship, threatened, endemic, key, invasive, exploited animal species with insufficient data (mammals, birds, amphibians, reptiles, fish) selected as indicators for the protected area
CTX.4.2 Flagship, threatened, endemic, keys, invasive, exploited plant species with insufficient data, selected as indicators for the protected area
CTX.4.3 Ecosystems and habitats
CTX.4.3.1 Ecosystems and habitats of the protected area with important and significant characteristics
CTX.4.3.2 Presence, extent and distribution of the main habitats and marine stratus
CTX.4.4 Maintenance of the land cover or land type – forest, water, roads, etc.
CTX.4.5 [For protected areas with natural resource management] Legal but unsustainable use of the land or marine protected area (use of land or resources by humans)
CTX. 4.6 Determining the targeted conservation objectives and indicators relating to the protected area flagship, threatened, endemic species with insufficient data
CTX.5. Pressures and threats to the protected area
CTX.5.1 Pressures and threats weighing on the protected area
CTX.5.2 Determining the targeted conservation objectives and indicators relating to the pressures and threats weighing on the protected area
CTX.6. Climate change and conservation
CTX.6.1 Climate change and conservation – Important aspects
CTX.6.2 Climate change and conservation – Value trends
CTX.6.3 Determining the targeted conservation objectives and indicators relating to climate change and conservation
CTX.7 Ecosystem services and dependence of the communities of the protected area on these services
CTX.7.1 Ecosystem services and dependence of the PA communities on these services — Important aspects
CTX.7.2 Ecosystem services and dependence of the PA communities on these services — Value trends
CTX.7.3 Determining the objectives related to the maintenance of the ecosystem services and the dependence of the PA communities on these services
CTX.7.3 Détermination des objectifs-cibles au maintien des services écosystémiques et à la dépendance des collectivités de l'aire protégée envers ces services – Tendances des valeurs

This section constitutes a sort of monograph of the protected area.

General information about the protected area

CTX.1.0

Officers in charge of compiling the file

The purpose of the 1.0 questions is to identify the referent people and managers who compiled the IMET Form or provided the information, recorded the date the IMET Form was finished being filled out, and the length of time it took.

> 💡 *See the link with CTX1.2. If the governance is centralised, it is normal that the Form is filled out by State officials only. In the case of a PA with shared governance, this would raise questions.*

CTX.1.1

Basic data

Questions in point 1.1 enable to identify and collect the essential data of a protected area and ascertain if it belongs to higher-scale ecological units (biome or ecoregion). This information also allows necessary corrections to be made in national, regional and global data banks.

CTX.1.2

Governance and partnerships

The questions in CTX 1.2 aim to:
- Specify the typology of governance according to the reference classification provided by the IUCN and, if necessary, highlight its specific aspects;
- Indicate the current partnerships supporting the management and governance action of the protected area.

The column "Institution type" specifies the institution category, e.g.: NGO, university, international organization, association, etc.

The 3 columns "Partnership type" allow to better specify the relation between the PA and the partner, according to the significance (e.g. a NGO can provide simultaneously and in order of significance a 1) financial partnership; 2) research partnership; 3) expert partnership.

For information: In the IMET Form, the term "governance" refers to the decision-making process of the protected area management. The partnerships concern only the collaboration aspect of management activities, which is very important in conservation interventions.

CTX.1.3

Special status: World Heritage, Man and the Biosphere Programme (MAB), Ramsar site, Important Bird Area, etc.

CTX 1.3 elements enable to specify classifications and special statuses as well as the protected area designation criteria. Some of the elements asked for have been prefilled based on the information available in the databases of the international institutions concerned, but this information must be verified and modified in the event of errors made by the protected area managers.

> 💡 *A verification of international sources must be carried out during the prefilling stage. It is possible that management team heads do not know all the statuses relevant to their PA.*

CTX.1.4

Affiliation to a conservation network

CTX 1.5 elements specify whether or not the protected area technically/administratively belongs to a conservation network. In addition to official networks (for example cross-border parks) or landscapes (for example the Central Africa Regional Programme for the Environment (CARPE)), it is important to note here if the protected area belongs to a special national or international conservation network. If the protected area belongs to a conservation network or system, the other protected areas that belong to the network must also be mentioned.

CTX.1.5

Vision, mission, objectives

CTX 1.6 elements enable to identify the vision, mission and objective(s) of the protected area, which are usually defined in the management plan. More specifically, the objective(s) of the protected area can also be defined at the local level (for example maintaining ecosystem services that benefit local populations), national level (e.g. protection of a particular species or habitat, or of cultural values), or the international level (e.g. protection of an endemic species, contributing to maintaining a shared heritage site).

CTX.1.6

Reference of the historical, socio-economic, political, legal and institutional contexts and other specific aspects of the PA

If the vision, mission or objectives are not clearly defined, or are outdated, link with CTX 1.9. This is therefore not the right time to define the vision in this section, but note in CTX 1.9 that changes in conservation efforts must be taken into account. It is nevertheless possible to make initial assumptions concerning the revised vision, mission or objective(s) of the protected area that can be integrated into the management tools.

CTX 1.6 elements enable to identify the most important aspects of the historical, socioeconomic, political (at the national level), legal and institutional contexts that have (or have had) an important influence, either positive or negative, on the current intervention context, and as a result have influenced or are influencing the conservation interventions in the protected area. It is important to enter the negative (weaknesses) and positive points (strengths), accompanied if necessary by observations concerning the influence of historical, social, socioeconomic, political (national), legal and institutional elements, etc.

Another way to define the vision: How do you see the park in the future, in 10-20 years?

CTX.1.7

Other specific aspects of the protected area available to better identify the type of protection

Point CTX 1.7 enables protected area managers to mention and provide the aspects and information that were not addressed in the previous points, but that are important in order to better identify the specific characteristics of the type of management adopted or that needs to be adopted for the protected area.

CTX.1.8

Determining the targeted conservation objectives and indicators relating to aspects of: governance and partnership, status, conservation network affiliation, mission, historical, socioeconomic, political, legal and institutional contexts others than the PA

At the end of the section of the Form entitled "General Information about the protected area", there is a table that can be used to identify the important aspects to take account of in the management of the protected area. The table is organised to be able to input:

- The baselines of the state of conservation;
- The desired or targeted conditions (objective); and
- The benchmarks to use for improving the management.

If a line is left empty or a problem is identified in points CTX 1 to 8, it must be mentioned here (especially when the management plan is either obsolete or inexistent).

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Surface area, limits and shape index, level of control of the protected area

CTX. 2.1

Geographical location

CTX 2.1 elements specify the geographical and administrative location of the protected area (province, region, etc.).

CTX. 2.2

Surface area of the protected area and conservation context (to be validated by the heads of the protected area)

CTX 2.2 provides a series of elements concerning the surface and shape of the protected area. More specifically, surface values are analysed according to the typology of the network the protected area belongs to. The information must enable identification of any existing differences between the values of the protected area surface provided by different sources of information. Differences in terms of the classified surface area determined can be due to transmission errors, historical estimates that are not as precise as current estimates, etc. This point must also determine the relationship between the surface of the protected area and the more general conservation context at the national and cross-border levels. Lastly, it must enable the transfer of information relating to existing geo-referenced limits (some of which are undisputable) and official GIS data.

CTX. 2.3

Level of control of the protected area

CTX 2.3 enables reflection on the current level of control of the protected area. Several ways of measuring the controlled surface are proposed: hectares, sq. km, people/patrol days, % surface area or other. The IMET Form also allows for

the level of control to be estimated by sector if this approach can help to determine the total or most useful value in terms of organising the management of the protected area. In order to determine a more precise level of control, which can vary depending on the specific features of the park, the IMET Form includes information relating to the surface area that is subject to ecological monitoring and the values of legal/illegal use of the protected area (use of the land by humans in the case of protected areas with natural resource management). Known and available values are provided beforehand so that they can be verified by the heads of the protected area.

Level of control of the protected area sectors

CTX 2.4 enables reflection on the current level of control of the protected area sectors. The element is introduced for the protected areas that use this type of organisation for the control system of their territory.

Baseline territorial context of a protected area

CTX 2.5 elements determine the territorial context within which the protected area acts and interacts. Identification and awareness of the territorial intervention context leads to better knowledge of relationships in terms of governance and cross-sector approach. Likewise, awareness of the baseline territorial context allows for a better estimation of the threats and pressures weighing on the protected area in order to better evaluate and study the aspects linked to management effectiveness. Known and available data is provided beforehand to facilitate analysis and undergo verification by the heads of the protected area.

Determining the targeted conservation objectives and indicators relating to surface area, limits and shape index, and the level of control of the protected area

At the end of the chapter "Surface area, limits and shape index, level of control of the protected area" of the IMET Form, there is a table that can be used to identify the important aspects to take into account in the management of the protected area. The table is organised to be able to input:

• The baselines of the state of conservation;
• The desired or targeted conditions (objective); and
• The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Human, financial and material resources of the protected area

Human resources

CTX 3.1 elements are divided into 3: 3.1.1 Size and composition of the protected area staff: PA staff; 3.1.2 Size and composition of the protected area staff: Partners staff; 3.1.3 Size and composition of the protected area staff: Communities staff. Thanks to these sub-elements, we can identify the human resources directly employed for the management of the protected area. The staff list must include State employees as well as the other human resources employed in the different activities of the park by the partners of the PA. The organisation and classification of park job positions are normally taken from the protected area's planning documents and parameters must correspond to the staff organisation and framework of the public administration.

The question: "Is there an ideal staff number?" can be answered differently depending on several criteria: the shape of the protected area, the threats, stakes at hand (status/threats), financing, etc....

Financial resources

Funds and management costs

CTX 3.2.1 allows for the transfer of financial estimates from the management plan/financial plan and operating cost estimates from the operating plan/work plan. The values are expressed over surface area to determine the cost per sq. km per year.

Available funds

CTX 3.2.2 elements analyse the resources placed at management's disposal by the different parties involved, and any revenues generated by advances in biodiversity conservation. The line is divided into operating and investment funds.

Budgeted lines of the operating/work plan annually budgeted

CTX 3.2.3 elements provide information about the budgeted lines, in order to be able to compare intervention priorities and available financial resources, different interventions, evaluate the use of funds by different lines, etc.

CTX. 3.2.4

Partner financing

CTX 3.2.4 elements take account of the resources made available to management by the different parties involved in biodiversity conservation in terms of commitment (time and amount).

> 💡 *If confronted with reluctance to communicate financial resources, or the inability to transparently show the level of management, fill in as much information as possible. Note actions to improve the financial and budgetary situation under "Objectives".*

CTX. 3.3

Material resources (infrastructure, equipment, etc.) — Availability of infrastructure, equipment and facilities

CTX 3.3 elements, with the help of a long and detailed table, allow for the analysis of the availability of infrastructure, equipment, and means at the disposal of the protected area's management. PA managers can use the table as an inventory of the most important material resources to identify existing resources and program needs.

CTX. 3.4

Determining the targeted conservation objectives and indicators relating to the human and financial/partnership resources and management means of the protected area

At the end of the chapter "Human, financial and material resources of the protected area" of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:

- The baselines of the state of conservation;
- The desired or targeted conditions (objective); and
- The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Key elements of the protected area: i) flagship, threatened, endemic, key, invasive, exploited species with insufficient data; ii) habitats; iii) changes in land cover;

> 💡 *For this section, the Red List of Threatened Species and the list of species protected by CITES can help to determine the biological values of the protected area. See www.iucnredlist.org & www.cites.org*

iv) management of natural resources

The parameters relating to key aspects are to be used for land, marine, and combined protected areas. There is a specific table for marine habitats (CTX 4.3.2).

CTX. 4.1

Flagship, threatened, endemic, key, invasive, exploited animal species with insufficient data (mammals, birds, amphibians, reptiles, fish) chosen as indicators for the protected area

CTX 4.1 seeks both to better focus the conservation intervention and to better organise the information relating to key and emblematic animals species of the protected area. Protected area management can generate greater results if it is possible to identify and target the conservation intervention toward benefiting emblematic and key species. The staff of the protected area must specify the most important species in the table, i.e. the threatened, endemic, invasive, exploited species with insufficient data, etc. It is also possible to identify emblematic animal species according to a different characterisation, such as charismatic, umbrella, conflict and architect species (see below):

- "Flagship" or charismatic species: used to generate interest and financial support for the conservation of all the wildlife that share its habitats;
- "Umbrella" species, whose protection guarantees safety of the biodiversity in general and of the tourism industry;
- "Conflict" species that are part of a human/wildlife conflict that constitutes a serious problem, to be minimized in order to reduce the conflict between parties in the same intervention context;

- "Architect" species, which are capable of modifying habitats to the advantage or detriment of plant and animal species at the local or broader scale, depending on the nature and extent of the impact.

Following the identification of the most important animal species, the table proposes adding population estimates for a baseline conservation state, the desired future conservation conditions, the current trend and reliability of the information. In some cases, this information is difficult to find and is characterised by a low level of reliability; nevertheless its analysis is important for evaluating the management effectiveness of the protected area.

Flagship, threatened, endemic, key, invasive, exploited plant species with insufficient data, chosen as indicators for the protected area

Determining CTX. 4.2 parameters, relating to plant species, can follow the same indications as the previous point (CTX. 4.1) even if the terms umbrella, conflict and architect are generally not used for plant species.

Ecosystems and habitats

Ecosystems and habitats of the protected area with important and significant characteristics
CTX. 4.3.1 parameters, relating to ecosystems and habitats, can be entered following the indications for the previous points (CTX. 4.1 and CTX. 4.2). Managers must determine the most important land and freshwater habitats of the protected area based on parameters relating to specific and endemic features, or uniqueness[7] Identifying emblematic or endangered habitats will serve to better focus the conservation intervention.

Presence, extent and distribution of the main habitats and marine stratus

CTX. 4.3.2 parameters enable to determine the presence, extent and distribution of the key marine habitats. The information on habitats is required to aid the organisation and evaluation of the management of the protected marine area.

7 The Threat calculator was developed by a work group set up by NatureServe in 2004 (http://www.natureserve.org/conservation-tools/conservation-rank-calculator). The classification of threats was adopted by IUCN-WCPA, Salafsky et al. in 2008 (http://www.iucnredlist.org/technical-documents/classification-schemes/threats-classification-scheme).

Maintenance of the land cover (or land type – forest, water, roads, etc.) [total scores, see point 2.2]

CTX. 4.4 parameters aim to determine the state and changes in land cover according to the Land Cover Classification System – LCCS. This element of the IMET Form contains the list and surface or percentage of categories identified for a specific protected area taken from the information obtained from national institutions. The scores and trends shown must contribute to determining the management values of the protected area.

[For protected areas with natural resource management] Legal but unsustainable use of the land or marine protected area (use of land or resources by humans) [total scores see point 2.2]

CTX. 4.5 parameters must only be applied to protected areas that, by their classification type (for example IUCN category VI: Protected Area with sustainable use of natural resources) or the presence of customary rights, enable use of the land and natural resources of the classified area.

Determining the targeted conservation objectives and indicators relating to the protected area's flagship, threatened, endemic species with insufficient data

At the end of the chapter "Key elements (land/marine protected area): i) flagship, threatened, endemic, key, invasive, exploited species with insufficient data; ii) habitats; iii) changes in land cover; iv) management of natural resources" of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
- The baselines of the state of conservation;
- The desired or targeted conditions (objective); and
- The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Pressures and threats to the protected area

Pressures and threats weighing on the protected area

CTX 5.1 consists of a long table used for the analysis of the pressure, threats, and vulnerabilities of the protected area. This table is a version of a Threat calculator[8], adapted for the IMET Form's evaluation and analysis system. Its purpose is to generate a detailed analysis of threats (the term "threat" is used to encompass the pressures, threats and vulnerabilities that weigh on the protected area). In this table each type of pressure that concerns the protected area must be noted according to information regarding: a) the impact; b)the extent; c) the duration; d) the changes over a given period (specify the number of years); and e) the probability of a threat in the future. The results of this analysis will be used to improve the management process aiming to stop or reduce the impacts of the threats on biodiversity. Analysing threats that weigh on a protected area is aided by the visual presentation of scores using a bar chart.

Refer to Note 2 if necessary.

CTX. 5.2

Determining the targeted conservation objectives and indicators relating to the pressures and threats weighing on the protected area

At the end of the "Pressures and threats weighing on the protected area" chapter of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
• The baselines of the state of conservation;
• The desired or targeted conditions (objective); and
• The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Climate change and conservation

CTX. 6.1

Climate change and conservation — Important aspects

CTX 6.1 parameters enable to identify the important aspects of climate change linked to the protected area. The aim is to analyse the valuable aspects and important natural resources of the protected area that is currently being affected, or could be threatened in the future, by climate change, i.e.: classification, importance and mission of the conservation area, key species, habitats, ecosystem services, etc. The analysis must also take into account the specific analyses, relevant reports and interventions underway (par ex. la REDD+).

CTX. 6.2

Climate change and conservation — Value trends

CTX 6.2 parameters enable to highlight the main effects of climate change, for example the increase in threats, changes in the presence and distribution of species and habitats, etc., and any proposed or adopted actions to attenuate or adapt to these effects. These basic elements will enable to analyse any actions that have been taken or that need to be adopted to lessen or adapt to climate changes.

CTX. 6.3

Determining the targeted conservation objectives and indicators relating to climate change and conservation

At the end of the chapter "Climate change and conservation" of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
• The baselines of the state of conservation;
• The desired or targeted conditions (objective); and
• The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Ecosystem services and dependence of the communities of the protected area on these services

Ecosystem services and dependence of the communities of the protected area on these services — Important aspects

CTX. 7.1 parameters guide protected area managers in identifying the ecosystem services provided by the protected area for the benefit of human well-being. CTX 7.1 parameters enable ecosystem services to be divided into three main categories specific to the protected area: provisioning; regulating; and cultural. The ecosystem services taken into account in the questionnaire correspond to both services provided and possible future services. For example, an existing spiritual aspect of a protected area constitutes a value; its protection and use represent an ecosystem service to be taken into account in the PA management.

For ecosystem services belonging to the "provisioning" category, it is important to note that their designation as legal or illegal depends on the classification category of the protected area and tolerated customary use within the classified area. The "cultural" category includes cultural (including tourism values), spiritual and religious services. The cultural category must take into account existing historical and cultural values within the protected area.

CTX 7.1 parameters highlight the existing, exploited or potential ecosystem services, of the protected area. The IMET Form facilitates analysis via a table listing the common ecosystem services provided for human benefit in protected areas, but evaluators can add elements other than the ones proposed.

The analysis must promote the integration of these values in the management systems of protected area in the aim of conserving and valuing the ecosystem services.

CTX. 7.2

Ecosystem services and dependence of the communities of the protected area on these services — Value trends

CTX 7.2 parameters must pinpoint the trends of the main ecosystem services identified in the previous point (CTX. 7.1). These basic elements will enable to analyse any measures to be adopted for the preservation and use of ecosystem services.

CTX. 7.3

Determining the objectives related to the maintenance of the ecosystem services and the dependence of the PA communities on these services

At the end of the chapter "Ecosystem services and dependence of the communities of the protected area on these services" of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:

- The baselines of the state of conservation;
- The desired or targeted conditions (objective); and
- The benchmarks to use for improving management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

3.2.3 Using the IMET Form

This second step concerns revision, finishing filling out the intervention context and using the management context module. The IMET Form is filled out during a workshop for the managers of the protected area, in general the Conservator and his/her team. Members of local communities and partners can participate, depending of the typology of governance of the protected area.

Favourable conditions for the Form-filling session:
- The coaches have used the available information and data on the protected area;
- The prefilling has been completed;
- The coaching pair have already visited the site to better understand the reality;
- The park's management team has been informed beforehand and have agreed to dedicate 2-3 working days to the session, and a location favourable to good working conditions (calm, air-conditioned if necessary) has been found.

General programme of a session:

DAY 1	DAY 2	DAY 3
• General overview: mission objectives, completed steps, the Form, methodology for filling out the Form, scoring • Intervention context: verification of data and addition of missing information • Management context and planning	• Management context and planning (cont'd) • Inputs • Process • Outputs	• Outcomes • Analysis of the outputs and outcomes of conservation efforts • Drawing up of proposals to improve management • Next steps in coaching support

Text box 13 – Lessons learned from the test phases of the Form

The IMET Form to aid the planning, monitoring and evaluation of management effectiveness can be somewhat difficult to understand, and its use requires time due to the multiple aspects to take into account when analysing the intervention context and management effectiveness. However, initial difficulties are reduced as the exercise starts to provide support in terms of knowledge of the context and supply answers that will help management.

Experience acquired during the tests highlights two scenarios:

In protected areas with lower capacity, and thus less information to support decision-making, there is greater reluctance to use the tool. The park team tends to consider the tool to be an external evaluation system rather than internal support for improving management. Hesitancy towards the tool eases following each step, notably after the discovery that the Form: i) is a self-assessment tool, for which specific parameters need to be set up for the protected area; ii) provides planning support; iii) enables decisions to be made on concrete aspects of management; and iv) introduces harmonisation of the monitoring system for conservation interventions.

In protected areas that have greater management capacity and thus greater information to support decision-making, the tool is considered to be useful, often very useful, as it enables: i) improvement in the understanding of the intervention context; ii) simplification of the planning tools and their greater focus on management; iii) support for better prioritisation of interventions; iv) a possible improvement in work organisation; v) improvement of the monitoring systems, etc.

In conclusion, despite diverse appraisals of the IMET Form by protected area managers, opinions are overall positive.

Source : RAPAC/ECOFAC (2014) Analyse de l'état de la conservation et la de gestion des aires protégées d'Afrique centrale, p. 36

List of codes: *EVALUATION OF MANAGEMENT EFFECTIVENESS*

C1. Management context	
C1	Values and significance
C1.1	Value and significance: *Sub-indicator: Governance / Partnerships* Determining the objectives linked to the *governance/partnerships*
C1.2	Value and significance : *Sub-indicator: Classifications Determining the objectives linked to the classifications*
C1.3	Value and significance: Sub-indicator: Flagship, threatened, endemic, exploited, invasive animal and plant species with insufficient knowledge Determining the objectives linked to the species
C1.4	Value and significance: *Sub-indicator: Land and marine habitats and land-cover/land-use change Determining the objectives linked to the habitats*
C1.5	Value and significance: *Sub-indicator: Climate change Determining the objectives linked to the climate change*
C1.6	Value and significance: *Sub-indicator: Ecosystem services Determining the objectives linked to the ecosystem services*
C2	External constraints or support Determining the objectives linked to the external constraints or supports
C3	Threats Determining the objectives linked to the threats
	Determining the conservation target objectives and indicators relating to the PA management context
Planning	
P1	Adequacy of PA legislation and administration
P2	Design and configuration of the protected area
P3	Marking of park boundaries
P4	Management plan
P5	Work plan
P6	Objectives of the protected area
	Determining target conservation objectives and indicators relating to planning exercises and tools for the protected area
Inputs	
I1	Baseline information
I2	Staff
I3	Financial resources
I4	Security of funding
I5	Infrastructure, equipment and facilities
	Determining target conservation objectives and indicators relating to the inputs necessary for implementing the planning of the protected area
Process	
1	**Internal management systems and processes**
PR1	Staff training and capacity
PR2	Human resource management policies and procedures

PR3	Human resource management systems and procedures
PR4	Administration and internal leadership
PR5	Administration, accounting and financial management
PR6	Infrastructures, equipment and facilities maintenance
2	**Protection and management**
PR7	Management of the values and important features of the protected area
PR8	Protection systems for the values and important features of the protected area
PR9	Control of the protected area
PR10	Law enforcement
3	**Stakeholder relations**
PR11	Involvement of communities, right holders and stakeholders
PR12	Adequacy of benefits/assistance for the communities
PR13	Relations with stakeholders & Environmental Education and Awareness
4	**Tourism management**
PR14	Visitor management
PR15	Visitors and impacts
5	**Monitoring and research**
PR16	Natural and cultural resources monitoring systems
PR17	Research and biomonitoring
6	**Management of climate change effects and ecosystem services**
PR18	Management of climate change effects
PR19	Ecosystem services
	Determining target conservation objectives and indicators relating to the process of the protected area
Outputs	
OP1	Implementation of the main activities of the annual or multi-year work plan
OP2	Delivery of the main expected outputs of the annual or multi-year work plan
Outcomes and impacts	
OC /I1	Achievement of the conservation objectives
OC /I2	State (condition) of conservation of the PA nominated values
OC /I3	Trend in the state (condition) of conservation of the PA nominated values
OC /I4	Effect/impact on local communities
OC /I5	Effect/impact on mitigation and adaptation to climate changes
OC /I6	Effect/impact on ecosystem services

MANAGEMENT CONTEXT

▐ 🚩 *It is very important to specify that we are now in the management context section.*

C1	Context

Value and significance

C1.1	Context

Value and significance *Sub-indicator: Governance / Partnerships*

C1.1 elements enable to assess the value and significance of the types of governance and partnerships adopted, or that will be needed to adopt, to improve the management effectiveness of the protected area. Suggestions of possible types of collaboration and integration between stakeholders are provided to facilitate the analysis. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area concerned. Evaluating the significance of the types of governance and partnerships in the management of the protected area must be done according to the indicated scale. In the space reserved for comments, it is necessary to enter the typology of the governance of the protected area defined in the intervention context point CTX 1.2 to better assess the value and significance of the types of governance and partnerships adopted by the protected area.

▐ 🚩 *Important: this section generally leads to much discussion, and can use up a lot of time. It is the coach's role to focus the discussions.*

C1.2	Context

Value and significance *Sub-indicator: Classifications*

C1.2 enables to estimate the value and significance of the conservation status(es) of the protected area granted at the national, regional or international level. The significance given to the classifications in the the PA management must be based on the (indicative and non-exhaustive) list of special statuses identified

▐ 💡 *It is possible to have a score of 0 when the park management does not take account of a classification. For example, the site is classified as an Important Bird Area but no actions are carried out in connection to this status. Note, however, that this does not mean that the Important Bird Area status is not significant, but that the management does not take into account this classification.*

in intervention context CTX 1.3 and other possible statuses . Assessing the significance of classifications in the management of the protected area must be done based on the specified scoring system.

C1.3	Context

Value and significance *Sub-indicator: Flagship, threatened, endemic, exploited, invasive animal and plan species with insufficient data*

C1.3 enables to estimate the level of significance of flagship, threatened, endemic, exploited, invasive animal and plan species with insufficient data that can be used as headline ecological indicators and to what extent they are taken into account in the management of the protected area. The evaluation is based on the list of species identified in CTX 4.1 and CTX 4.2 of the intervention context. Estimating the significance attributed to the species used as indicators in the management of the protected area must be done according to the specified scoring system.

▐ 💡 *Important: the species listed here will be subject to monitoring. It must be stated here that these are specific actions carried out for the species mentioned.*

C1.4	Context

Value and significance *Sub-indicator: Land and marine habitats and land cover/ land-use change*

C1.4 enables to estimate the level of significance and value, in the PA management process, of the land and marine habitats and the trends in land cover and land use that can be adopted as headline ecological indicators. The evaluation is based on the list of species identified in CTX 4.3 of the intervention context. Estimating the significance attributed to land and marine habitats and land cover and land use in the management of the protected area must be done according to the specified scoring system.

C1.5	Context

Value and significance *Sub-indicator: Land and marine habitats and land cover/ land-use change*

C1.5 enables to estimate the level of significance and value, in the PA management process, of the most significant climate change effects, which can be used as headline ecological indicators, to monitor the effectiveness in both the mitigation and adaptation of the phenomena solutions. The analysis is supported by the presentation of the list of categories and the designated significance of climate change effects for the protected area adopted in CTX 6.1 of the intervention context.

Estimating the significance of climate change effects in the PA management must be done according to the specified scoring system.

Value and significance *Sub-indicator: Ecosystem services*

C1.6 enables to estimate the level of significance of the most important ecosystem services, which can be adopted as headline ecological indicators, and to what extent they are taken into account in the management of the protected area. The analysis is supported by the presentation of the list of categories and the designated significance of the ecosystem services for the protected area adopted in CTX 7.1 of the intervention context. Estimating the significance of maintaining and valuing ecosystem services in the PA management must be done according to the specified scoring system.

External constraints or support

C2 enables to estimate the constraints or support and advantages on the PA management of the external political, institutional and social environment. Suggestions of possible types of external constraints or support for the management of the protected area are provided to facilitate the analysis. The evaluation must be based on the list of pre-defined external constraints or support factors. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The significance of the external constraints or support to management needs to be identified, and then estimated based on criteria organised according to the indicated scale. Analysis is aided by the use of the chart "Constraints – Support — Power of stakeholders" (see figure below).
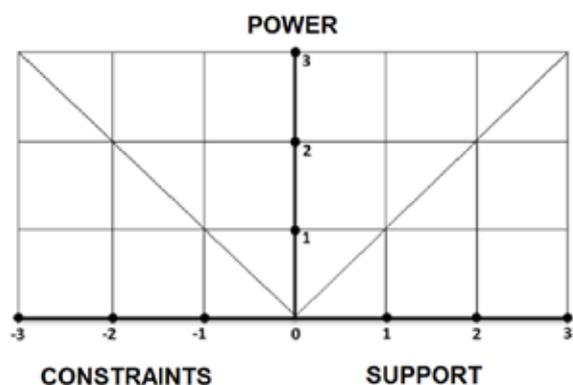
Threats

C3 enables to estimate the level of significance of the main threats that can be used as headline ecological indicators in the management of the protected area, and to what extent these threats are taken into account in the management of the protected area. The analysis is supported by the list of categories of threats adopted in point CTX 5.1 of the intervention context. The significance of the threats in the management of the protected area should already have been identified via the (highly recommended) use of the Threat calculator, and the scores are automatically entered from CTX.5.1.

At the end of the "Management context" chapter of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
- The baselines of the state of conservation;
- The desired or target conditions (objective); and
- The benchmarks to use for improving the management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

Determining the conservation target objectives and indicators relating to the PA management context				
Currently assessable baseline of the conservation of the PA values and significance on ##/##/20## (date)	Benchmark 1	Benchmark 2	Benchmark 3	Objective – Desired conditions of the PA values and significance on ##/##/20## (date)
1				
2				
3				

P1	Planning

Adequacy of legislative and regulatory provisions

P1 enables to estimate the level of adequacy and appropriateness of the enforced laws and regulations for the control and use of the land and natural resources in the protected area. The control and use of the land and natural resources must be analysed according to the PA categories. For example, the analysis for the protected areas with customary rights and those with natural resource management will be different from the PA where human activities are forbidden. The analysis is supported by a list of possible legislative and regulatory provisions that intervene with, or influence, the management of the protected area. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The adequacy or insufficiency of current regulations relative to management needs must be estimated according to the specified scoring system.

P2	Planning

Design and configuration of the protected area

P2 enables to assess if the design and configuration of the protected area ensures the protection of the values and important aspects for which it was created. More specifically, we must assess whether the size and shape of the protected area are appropriate for the protection of the species and habitats and for ensuring natural functioning such as ecological processes, water catchment, etc. The section also asks for an assessment of the configuration of the protected area by its shape index (surface/contour, i.e. km²/km) in order to take account of the difficulties in guaranteeing control of the protected area. The analysis is supported

by a list of categories and aspects relating to the geophysical characteristics of the protected area. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The adequacy of the design and geophysical characteristics of the protected area for the management and protection of the values of the protected area must be estimated according to the specified scoring system.

P3	Planning

Marking of protected area boundaries

P3 analyses the level of knowledge and marking of the boundaries of the protected area for determining the management measures to adopt so as to ensure the protection of its significant values. The analysis is supported by a five-score scale (a score of 4 is given only when the boundaries are perfectly known and 100% marked) relative to the knowledge and marking of boundaries. If the PA managers know the exact percentage of the marked perimeter of the protected area, this value must be recorded. If not, one of the four categories (0 – 1 – 2 – 3) indicated in the scale should be chosen.

P4	Planning

Management plan

P4 analyses the existence and applicability of the PA management plan. A double analysis is proposed, supported by four example scenarios for each estimate. The first analysis concerns the development, approval and implementation of the management plan. The second analysis concerns the quality of the plan relative to the definition of a vision, mission and clear and reachable objectives. Each analysis is supported by a four-score scale. It is thus necessary to choose one of the four categories indicated in the

Determining conservation target objectives and indicators relating to the PA planning exercises and tools				
Currently assessable baseline of the adequacy of legislative provisions, PA configuration and development of the management tools on ##/##/20## (date)	Benchmark 1	Benchmark 2	Benchmark 3	Objective – Desired conditions of the adequacy of the legislative provisions, PA configuration and development of the management tools on ##/##/20## (date)
1				
2				
3				

corresponding scale. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the development, adoption and implementation of the management plan in the space dedicated to observations.

P5	Planning

Work plan

P5 analyses the work plans (annual and multi-year) of the protected area and its implementation. A double analysis is proposed, supported by a four-score scale for each estimate. It is thus necessary to choose one of the four categories indicated in the corresponding scale. The first analysis is facilitated by the proposal of a four-score scale relating to the implementation of scheduled interventions and execution of actions based on the objectives of the work plan. The second analysis concerns the level to which conservation/management interventions and targets correspond to the focus of the management plan (vision – mission – objectives). Given the complexity of the question, internal evaluators are invited to specify the most important aspects of the development, adoption and implementation of the annual or multi-year work plan in the space dedicated to observations.

P6	Planning

Objectives of the protected area

P6 enables to assess whether or not the management of the protected area is carried out according to objectives that have been correctly identified by appropriate indicators and benchmarks to ensure the conservation of the values and significance of the protected area. To verify this latter point, we must analyse the correspondence between management objectives, planning documents and the state of the context. The analysis is supported by the presentation of categories of key elements of the management and governance of a protected area. The assessment must take account of the correspondence between values and objectives according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the development, adoption and implementation of the management plan in the space dedicated to observations.

At the end of the "Planning" chapter of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:

- The baselines of the state of conservation;
- The desired or target conditions (objective); and
- The benchmarks to use for improving the management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

INPUTS

I1	Inputs

Baseline information

I1 enables to analyse the level of baseline information related to the management requirements of the elements that characterise and distinguish the protected area. The analysis involves listing the elements for which the fundamental information needed for the PA management is available or unavailable based on intervention context points CTX 4, CTX 5, CTX 6 and CTX 7. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The level of baseline information available for each element must be assessed according to the specified scale.

I2	Inputs

Staff

I2 enables to analyse the adequacy of staff resources for the management of the protected area. To aid the analysis, the list of staff categories used in point CTX 3.1 of the intervention context is entered automatically. The level of staff adequacy relative to PA management needs is also determined automatically from a statistical formula that takes into account the human resources staff related to the management requirements of the PA. The column "Percentage" allows to specify, if necessary, the staff available for the PA management.

I3	Inputs

Financial resources

I3 involves discussion on the availability of financial resources relative to the requirements of the protected area's conservation. The assessment is supported by the analysis of financial resources in point CTX 3.2 of the intervention context. If the managers of the protected area know the exact extent of availability of financial resources, this value

Determining conservation target objectives and indicators relating to the inputs necessary for implementing the PA planning				
Currently assessable baseline for inputs on ##/##/20## (date)	Benchmark 1	Benchmark 2	Benchmark 3	Objective – Desired conditions in terms of inputs on ##/##/20## (date)
1				
2				
3				

should be entered. If not, the assessment requires choosing one of the four categories indicated in the relating scale. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the development, adoption and implementation of the management plan in the space dedicated to observations.

I4	Inputs

Security of funding

I4 assesses the level of security of the funding required for the conservation of the protected area. The assessment is supported by the analysis of financial resources in point CTX 3.2.4 of the intervention context and four example scenarios in terms of annual or multi-year security of funding and sources of financing. The assessment requires choosing one of the four categories indicated in the relating scale. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the development, adoption and implementation of the management plan in the space dedicated to observations.

I5	Inputs

Infrastructure, equipment and facilities

I5 assesses the adequacy of infrastructure, equipment and facilities relative to the needs for the management of the protected area. The analysis is supported by the list of categories of infrastructure, equipment and facilities adopted in intervention context point CTX 3.3. The level of adequacy of infrastructure, equipment and facilities relative to the needs for the PA management is automatically reported from the CTX 3.3 analysis. Conversely, the significance level of each overall category of infrastructure, equipment and facilities in the PA management must be estimated according to the specified scoring system. The joint adequacy and significance estimates is calculated statistically and forms the I5 Indicator.

At the end of the "Inputs" chapter of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
- The baselines of the state of conservation;
- The desired or target conditions (objective); and
- The benchmarks to use for improving the management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

PROCESS

Internal management systems and processes

PR1	Process

Staff training and capacity

PR1 assesses the adequacy of skills in terms of attributed jobs and functions, and of staff training relative to needs for managing the protected area. To aid the analysis, which assesses the level of skills and training of the staff relative to their positions and the most important issues of the management of the protected area, the list of current staff members identified in intervention context point CTX 3.1 is entered automatically. The average skills and training level of current staff relative to management requirements must be assessed according to the specified scoring system.

PR2	Process

Human resource management policies and procedures

PR2 analyses the adequacy of human resource management policies and procedures relative to the needs for the management of the protected area. The analysis is supported by the list of necessary

conditions for a good policy and adequate human resource management procedures for a protected area. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The adequacy of human resource management and procedures must be assessed according to the specified scoring system.

<table>
<tr><td>PR3</td><td>Process</td></tr>
</table>

Human resource management systems and procedures

PR3 assesses the level of motivation or job suitability of the staff of the protected area. The analysis is supported by the list of conditions required to maintain a good level of staff motivation. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The conditions necessary for maintaining a good level of staff motivation in a protected area must be assessed according to the specified scoring system.

<table>
<tr><td>PR4</td><td>Process</td></tr>
</table>

Administration and internal leadership

PR4 assesses the level of internal governance and leadership. More specifically, it assesses the execution of orders, staff discipline and the decision-making process of the heads of the protected area to ensure good management. Given the difficulty of this analysis, the assessment is done according to a dual scoring system based on the scale of 0 – 1 – 2 – 3. It is thus necessary to choose the relating score that best represents the reality for each of the two series of four categories.

This section is somewhat delicate, as it assesses internal leadership, hence the chain of command or decision-making.

<table>
<tr><td>PR5</td><td>Process</td></tr>
</table>

Accounting and financial management

PR5 enables to assess the effectiveness of accounting and financial management, including budgeting of available financial resources to cover the essential needs of the management of the protected area. The analysis is supported by four example scenarios of the relationship between accounting and financial management and its impact on protected area management effectiveness. Estimating the effectiveness of accounting and financial management in ensuring

the proper functioning of the protected area must be done according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects concerning the development, adoption and implementation of the annual or multi-year work plan in the space dedicated to observations.

<table>
<tr><td>PR6</td><td>Process</td></tr>
</table>

Infrastructure, equipment and facilities maintenance

PR6 determines the level of attention dedicated to the maintenance of infrastructure, equipment and facilities as important actions supporting the management of the protected area. The analysis is supported by the list of infrastructures, equipment and facilities of intervention context point CTX 3.3. The level of maintenance of the infrastructure, equipment compared to management needs must be identified, and then assessed based on criteria organised according to the specified scales. Given the complexity of the question, internal evaluators are invited to specify the most important aspects concerning the development, adoption and implementation of the annual or multi-year work plan in the space dedicated to observations.

Protection and management

<table>
<tr><td>PR7</td><td>Process</td></tr>
</table>

Management of the values and important features of the protected area

PR7 analyses the existence and level of effectiveness of active measures adopted by the protected area favouring the active management of species and habitats, ecological processes, natural resources, and threats. The analysis requires listing the most important elements of active management, based on the elements of intervention context points CTX 4 and CTX 5 (the elements in CTX 6 and CTX 7 are examined in points PR 18 and PR 19). For active management, additional activities benefiting the values of the protected area other than control, protection, monitoring and research need to be considered (for example, creating water points, fires management, construction of barriers or adoption of mitigation measures for human/animal conflicts, intervention infrastructure even outside the protected area, such as reducing threats, etc. provided that they are linked to the important values and features of the protected area). A double list is provided to aid the analysis: i)

important values and features (animal and vegetal species, habitat, threat, etc.) that is the subject of the management; and ii) active management measures. The level, existence and active measures adopted for each value and important aspect of the protected area must be assessed according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects concerning the development, adoption and implementation of the annual or multi-year work plan in the space dedicated to observations.

> 💡 *Key words: active measure, i.e. voluntary actions implying the use of time, staff, or other means for managing the park's values.*

PR8	Process

Level of protection for the values and important features of the protected area

PR8 analyses the level of effectiveness of the protection and conservation of the biodiversity heritage values and important elements of the protected area. The analysis requires listing the most important management elements, based on the values and important elements in points CTX 4, CTX 5 and CTX 7 of the intervention context. A double list is provided to aid the analysis: i) important values and features (animal and vegetal species, habitat, threat, etc.) that is the subject of the management; and ii) active management measures. The level of effectiveness of protection and limitation of access to the biodiversity heritage and natural and cultural resources of the protected area assessed according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects concerning the development, adoption and implementation of the annual or multi-year work plan in the space dedicated to observations.

PR9	Process

Control of the protected area

PR9 assesses the level of control of the territory of the protected area. To support the analysis, a 5-score scale is proposed (the score of "4" is attributed only in the case of control of 100% of the surface of the protected area) for the level of control of the protected area. If the managers of the protected area know the exact value of control of the surface of the protected area (see point CTX 2.3), this value must be recorded. If not, one of the four categories indicated in the relating scale (0 – 1 – 2 – 3) should be chosen.

PR10	Process

Law enforcement

PR10 enables to assess the level and capacity of the enforcement of laws and regulations that concern the management of the protected area. The analysis is supported by a list of cases of law and regulation enforcement. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The cases of enforcement of laws and regulations safeguarding the good management of the protected area must be assessed according to the specified scoring system.

Relations with stakeholders

PR11	Process

Involvement of communities, right holders and stakeholders

PR11 assesses the level of involvement of local communities, beneficiaries and stakeholders in the protected area management decisions. The analysis is based on an indicative list of the main and most frequent beneficiaries of relations with the protected areas. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The level of involvement of communities, beneficiaries and stakeholders in protected area management decisions must be assessed according to the specified scoring system.

PR12	Process

Adequacy of benefits/assistance for the communities

PR12 assesses the state, adequacy and effects of the activities and programmes underway in the protected area that target appropriate benefits or assistance for the local communities of the protected area. Examples of the most common activities and programmes initiated by protected areas for the benefit of local communities of the protected area are provided to support the analysis, but it is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The state, adequacy and effects of the activities and programmes underway in the protected area targeting appropriate benefits or assistance for the communities must be assessed according to the specified scoring system.

PR13   Process
Relations with stakeholders and environmental education & awareness

PR12 assesses the state, adequacy and effects of environmental education programmes (knowledge of nature or ability to sustainable natural resource management), either general or specifically linked to the objectives and needs of the conservation and management of the PA natural resources. To support the analysis, a list of the most common environmental education & awareness activities related to the objectives and needs of natural resource conservation and management is provided. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The state, adequacy and effects of environmental activities and programmes, whether general or specifically related to the objectives and needs of the conservation and management of the natural resources of the protected area must be assessed according to the specified scoring system.

Tourism management

PR14   Process
Visitor management

PR14 assesses the implementation of the necessary conditions for having adequate facilities and services for tourism and environmental education. The analysis only concerns the protected areas that are able to value their natural heritage. Suggestions of the necessary conditions for adequate facilities and services for visitors to a protected area (tourism and environmental education) are provided to support the analysis. It is possible to complete the analysis fields with indications that are specific or necessary to tourism management in the protected area concerned. The level of application of the necessary conditions for adequate facilities and services for visitors to the protected area must be assessed according to the specified scoring system.

PR15   Process
Visitor impacts

PR15 assesses the tools for appropriately reducing the impacts of tourism in order to maintain the values and significance of the protected area. Suggestions of necessary conditions for managing and reducing the impact of tourism in the protected area are provided to support the analysis. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. The level of application

of measures to manage and reduce the impact of tourism on the protected area must be assessed according to the specified scoring system.

Monitoring and research

PR16   Process
Monitoring systems for the values and important aspects of the protected area

PR16 assesses the state, adequacy and effects of the monitoring of the values and important aspects of the protected area relative to management efforts and the extent and gravity of threats. The analysis is supported by a list of the most important conditions for adequately monitoring management efforts and threats to the values and important aspects of the protected area (points CTX 4, CTX 5, CTX 6 and CTX 7). It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. Assessment of the adequacy and effects of the activities or programmes to monitor the values and important aspects relating to the protected area's natural resource conservation and management needs must be done according to the specified scoring system.

PR17   Process
Research and biomonitoring

PR17 assesses the state, adequacy and effects of research and biomonitoring activities supporting the management of the values and important aspects of the protected area. The analysis requires listing the research and biomonitoring elements related to improving the conservation and management of the most important values, which are identified based on the elements of intervention context points CTX 4, CTX , CTX 6 and CTX 7. The research and biomonitoring activities supporting the management of the values and important aspects of the protected area must be identified and evaluated according to effectiveness criteria based on the needs of management of the protected area using the specified scoring system.

Management of climate change effects and ecosystem services

PR18   Process
Management of climate change effects

PR18 assesses the tools to reduce and adapt to climate change effects in the planning and management of the protected area. The analysis uses a list of measures to reduce and adapt to climate change in the planning and management

Determining conservation target objectives and indicators relating to the PA process					
	Currently assessable process baseline on ##/##/20## (date)	Benchmark 1	Benchmark 2	Benchmark 3	Objective – Desired process conditions on ##/##/20## (date)
1					
2					
3					
4					
5					

based on the elements of intervention context points CTX 6.1 and CTX 6.2. It is possible to complete the list of the climate change mitigation and adaptation measures and provisions that are specific or necessary for the management of the assessed PA. The existence and assessment of the activities/programme to mitigate and adapt to climate change in the planning and management of natural and cultural aspects must be estimated according to the specified scoring system.

<table>
<tr><td>PR19</td><td>Process</td></tr>
</table>

Ecosystem services

PR19 assesses the state, adequacy and effects of actions and programmes in favour of the conservation and valuing of the ecosystem services provided by the protected area for human well-being. It is important to note that the designation of legal or illegal provisioning depends on the classification category of the protected area (e.g. IUCN category VI: protected area with sustainable use of the natural resources) and any tolerated, authorised or legalised customary use within the classified area. The analysis requires listing the ecosystem services provided by the protected area based on the elements of intervention context points CTX 7.1 and CTX 7.2. Assessment of the importance of protected area interventions to maintain and value the ecosystem services provided for human well-being must be done according to the specified scoring system.

At the end of the "Process" chapter of the IMET Form, there is a table that can be used to identify the important elements to be taken into account in the management of the protected area. The table is organised to be able to input:
• The baselines of the state of conservation;
• The desired or target conditions (objective); and
• The benchmarks to use for improving the management.

The values defined can be used for the management and monitoring of the activities of the protected area, and more specifically for the stages of planning, looking for resources (inputs), process, and determining outputs and outcomes.

OUTPUTS

<table>
<tr><td>OP1</td><td>Outputs</td></tr>
</table>

Implementation of the main activities of the annual or multi-year work plan

OP1 analyses the implementation of the main activities of the annual (or multi-year) work plan. The questionnaire proposes listing a maximum of five main activities of the intervention lines in the work plan to assess their level of implementation. The best solution is to list the measures programmed in the annual (or multi-year) work plan along with the expected implementation scores. The activities of the work plan must be listed, and then assessed on the basis of their implementation according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the implementation of activities scheduled in the annual work plan in the space dedicated to observations.

<table>
<tr><td>OP2</td><td>Outputs</td></tr>
</table>

Delivery of the main expected outputs of the annual or multi-year work plan

OP2 enables to estimate to what extent the protected area has achieved the main results of its annual (or multi-year) work plan. The questionnaire proposes a maximum of five main outputs of the multi-year work plan to assess the estimated proportion achieved. The best solution is to list the outputs programmed in the annual (or multi-year) work plan along with the expected output scores. The results of the work plan must be listed, and then estimated on the basis of their

implementation according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the production of the expected results of the work plan of the protected area in the space dedicated to observations.

OUTCOMES AND IMPACT

| OC/I1 | Outcomes |

Réalisation des objectifs de conservation

OC/I1 assesses to what extent the protected area has achieved the objectives of the management plan (or multi-year work plan in the absence of a management plan) in question. The questionnaire proposes listing the five (or more) main objectives of the multi-year work plan or management plan in order to assess the outcomes achieved by the management efforts of the protected area. The best solution is to list all the objectives set in the multi-year work plan or management plan, along with the expected benchmarks, desired conditions or state of conservation in relation to a baseline. The analysis requires the multi-year work plan or management plan to contain outcome indicators, i.e. the benchmarks to be achieved by the interventions. The objectives of the multi-year work plan or management plan must be listed, and their level of achievement estimated according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the achievement of the objectives identified in the multi-year work plan or management plan of the protected area in the space dedicated to observations.

| OC/I2 | Outcomes |

State (condition) of conservation of the PA nominated values

To complement the assessment of the achievement of outcomes, point OC/I2 estimates the state of conservation, or condition of the nominated values of the protected area. The questionnaire recommends listing the main values of the protected area used as indicators. The analysis is supported by a list of categories, and the best solution is to list all the most important values based on the elements in intervention context points CTX 4, CTX 5, CTX 6 and CTX 7. This assessment is possible if the planning includes the anticipated benchmarks, and the desired condition or state of conservation relative to a conservation baseline. The nominated values of the protected area must be listed, and the state of conservation estimated according to positive or negative criteria using the specified

scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the condition of nominated conservation values of the protected area in the space dedicated to observations. Note that the state of conservation refers to the condition of the value being assessed, and the analysis of which (see point OC/I3) will estimate the trend. According to these criteria, the state of conservation of a protected area can have a negative value, but still show a positive trend, and vice-versa.

| OC/I3 | Outcomes |

Trend in the state (condition) of conservation of the PA nominated values

To complement the assessment of the achievement of objectives and the state of conservation, point OC/I3 assesses the trend of nominated values of the protected area. The questionnaire suggests listing the key values of the protected area that are used as indicators. The analysis is supported by the list of categories, and the best solution is to list all the key values found in intervention context points CTX 4, CTX 5, CTX 6 and CTX 7 and previously analysed in point OC/I2. The nominated values of the protected area must be listed, and then their trend estimated according to positive or negative criteria using the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the trend of nominated values of the protected area in the space dedicated to observations. As a reminder, note that "trend" refers to changes in the values in relation to their previous condition, and that the "state of conservation" refers to the condition at the time of the assessment analysed in point OC/I2. Based on these criteria, the trend of a value of a protected area can be positive even if the state of conservation has a negative value and vice-versa.

| OC/I4 | Outcomes |

Impact on local communities

Point OC/I4 analyses the impact of the management of the protected area on local communities in terms of economic advantages and disadvantages. The Form suggests listing the activities that have had a positive or negative impact on local communities as a result of the management of the protected area. The best solution is to list all the most important actions contained in point PR12 of the protected area management evaluation. The analysis is thereby supported by a list of the most common activities and programmes carried out by the

protected area in the aim of producing benefits/ assistance to local communities. The protected area management activities and programmes benefiting local communities must be listed, and their economic effects and impact estimated according to positive and negative criteria based on the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the economic impact of the protected area management on local communities in the space dedicated to observations.

OC/I5	Outcomes

Impact on mitigation and adaptation to climate changesl'adaptation au changement climatique

OC/I5 enables to assess the impact of measures to reduce and adapt to climate change in the framework of the management of the protected area. The Form suggests assessing the outcomes of the management the protected area in terms of reducing and adapting to climate change based on the categories of key values listed in intervention context points CTX 4, CTX 5 and CTX 7. It is possible to complete the analysis fields with indications that are specific or necessary to the management of the protected area in question. Measures to reduce and adapt to climate must be identified, as well as the current extent of the effects and impacts of the reduction and adaptation

to climate change on conservation, and estimated based on positive and negative criteria according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the impact of the action taken by the protected area on reducing and adapting to climate change in the space dedicated to observations.

OC/I6	Outcomes

Impact on ecosystem services

OC/I6 attempts to assess the impact of the management of the protected area on maintaining and valuing ecosystem services. The Form suggests assessing the effects and impact on maintaining and valuing ecosystem services as a result of the management of the protected area. The analysis is based on a list of all the key ecosystem services established using the elements in intervention context point CTX 7.1. The ecosystem services maintained or valued thanks to the management of the protected area must be identified, and the current extent of the impact of the management of the protected area on ecosystem services then estimated based on positive and negative criteria according to the specified scoring system. Given the complexity of the question, internal evaluators are invited to specify the most important aspects relative to the impact of the management of the protected area on ecosystem services in the space dedicated to observations.

3.3 Analysis of results

3.3.1 Analysing the management effectiveness evaluation

The analysis of results enables to detect the weaknesses of management and opportunities for improvement in the future. Like the many other evaluation tools, such as RAPPAM (Rapid Assessment & Prioritization of Protected Area Management) or PAMETT (Protected Area

💡 *Most management effectiveness evaluations are based on previously collected information and comparisons of one or several years. For this first year of the BIOPAMA capacity-development campaign, the results provided by the Form will serve as a baseline. The analysis of the results of the IMET Form will above all provide understanding of the current situation of the PA management, with no comparison to a previous year.*

💡 *: Review NOTES 4 and 5 to better integrate the conceptual aspects of the analysis of the protected area management effectiveness.*

Management Effectiveness Tracking Tool), the IMET Form uses simple notes.

Assessing the six elements of the IUCN-WCPA Framework (management context, planning,

💡 *: The notes provide a quick overview of the conservation efforts, but also simplify the complex issues of protected area management. However, the use of the visualisation tools of the IMET Form will help to identify the potential problems for management, which can be solved thanks to deeper analyses. Limiting oneself to the notes when making decisions can lead to wrong interpretations and choosing wrong solutions for the management of a protected area.*

inputs, process, outputs, outcomes) enables to evaluate to what extent management is achieving its targets and how effectively the protected area is maintaining its biodiversity and other intrinsic values. An important part of the analysis is to identify to what extent the results are produced by management interventions or other factors linked - or not - to the manager in question. It is possible that the biodiversity of a well-managed protected area continues to degrade (for example due to climate change), while conversely, protected areas that are managed less effectively can in some cases conserve their values. **It is important to understand the causes of the success and failures of management: without this analysis, any effort to improve performances will be inefficient.**

3.3.2 Analysis protocols

Once the entire Form is filled out, the results can be interpreted and analysed. It is important that all of the human resources involved in the park management be present for the analysis.

The following steps are provided as a guide for the coach for the analysis:
- Give a brief reminder of the methods used to fill out the Form and generate the final result, using the radar chart.
- Give a visual presentation of results: **radar and bar charts.**

- **Present the level of data collection** on the state of the intervention context and of management effectiveness obtained during the test and estimated and listed below. (Ex: NP 4, Country 1: state of the context = 60%; state of management effectiveness = 80%).
- **Start with a general analysis of the visualisation aids:** are there contradictions? What are the points that match? What are the important points?
- **See the table data summary table.** It may be necessary to review some of the headings and change some of the scores in the event of contradictions between them.
- Go into detail. The analysis follows the intervention context and elements of the management cycle. The following section helps you to better analyse the different aspects of the results obtained.

: It is totally unprofessional to change evaluations to improve scores. Modifications are allowed in the case of error or inconsistency between scores. These decisions can be made after the Form or a section of the Form is filled out.

3.3.3 Analysis of the intervention context

Analysis of the intervention context enables to evaluate the extent to which the key values of the protected area are taken into account in its management.

Exercise 10 – Analysis of Constraints – Support – Power of Stakeholders 2

In PA 3, Country 3, the analysis of external constraints and support had easily exposed the existence of a strong negative attitude of one of the four communities belonging to the management committee. The reserve's management team did not seem to assign much importance to the issue, given the co-management could still be carried out thanks to a majority (three communities vs. one). Collaboration between the reserve's management team and the coaches enabled to further analyse the issue and the reasons for divergence, and suggest initiatives for achieving a more balanced and better quality governance of the protected area.

Questions
1. Without going into a detailed analysis, could the coach have received the information concerning the negative attitude of one of the four communities belonging to the management committee directly from the management team?
2. Why must the analysis of the constraints and support that influence management and governance decisions of a protected area include the power of stakeholders?
3. Do you think that in the case of State governance, the "Constraints – Support — Power of Stakeholders" analysis is necessary?
4. You are in favour of improving governance: if so, are you able to specify the other elements of analysis in the Form relating to this subject?
5. Do you believe that quality of governance can be identified as a desired objective/outcome, on the same level as the protection of an animal population or habitat?

3.3.4 Analysis of management effectiveness

Management context, planning and inputs

Management context, planning and inputs are linked, as the three elements establish the aspects of the direct intervention that are then implemented by the process.

Management context

The management context is determined on the basis of elements of the intervention context.

The intervention context corresponds to all the states (or conditions) of the conservation of the protected area.

The management context establishes as the key subjects managed by the protected area a certain number of the elements of the intervention context.

Based on this distinction, the intervention context thus identifies several important management subjects (aspects of governance, status classification measures, animal or plant species, habitats, change in land cover, reducing and adapting to climate change, ecosystem services), and the management context chooses the elements on which to focus management and governance interventions in the protected area. The main management subjects must constitute the headline indicators for monitoring and evaluating conservation efforts.

Determining the key management subjects is generally done according to the following steps:
- Analysis of the general indications and key management subjects provided by the intervention context;
- Taking account of the key subjects in management, and then using them to analyse the elements of the protected area's management cycle.

The key management subjects are the values and important elements of the protected area. The analysis of the management context also takes into account the constraints or support of the external political and

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Exercise 11 – Analysis of the management context

The aim of this exercise is to analyse and exploit the results of the analysis of the intervention context in order to define the management context elements, and to establish links with the other elements of the management cycle of a protected area. The Form aids the analysis of management efforts based on the choices made in terms of management context. The choice of management context elements is thus fundamental, as it will determine if the analysis is valid.

The analysis of the intervention context in National Park 4, Country 1 had revealed that the most important conservation elements were, for the most part, correctly listed in the planning document, but that their prioritisation in terms of management was not specified. With the help of the list of species potentially present in the protected area, and the IUCN Red List available on the DOPA Explorer website, the exercise enabled to further detail the intervention priorities for conservation subjects. The exercise of prioritising intervention then enabled to identify the different conservation efforts made for the important values and aspects of the protected area. The analysis revealed important conservation subjects with little or no allocated conservation efforts compared to other priority values. The analysis was made significant by the lack of management objectives (see exercise 4).

For this exercise to be carried out properly, it is important to specify that NP 4, Country 1 is subject to significant constraints in terms of accessibility and availability of resources.

Questions
1. Do you think that a more detailed analysis could have been done without the support of tools such as the IMET Form, the DOPA Explorer, IUCN Red List, etc.?
2. Do you think that the staff of the protected area - which is one of Africa's richest areas in terms of biodiversity - had focused on a reduced number of conservation subjects due to insufficient resources, information, monitoring/evaluation, planning, etc.?
3. What other elements need to be taken account of in the management context?
4. What are the criteria for defining an intervention context element as a management context element to be analysed in the management cycle of a protected area?

civil environment, and the threats (pressures, threats and vulnerabilities) that weigh on the protected area following the analysis carried out in the framework of the intervention context in order to constitute a complete picture of the situation of the intervention.

The results of the analyses of the different subjects enable to determine the state of the management context relative to a larger intervention context.

Planning

Based on the results of the management intervention context, planning elements analyse the guiding principles that need to be respected when using planning tools (legal and administrative framework, design and configuration of the protected area) and the specific organisational aspects of interventions defined by the management team (marking of protected area boundaries, management plan, work plan and objectives of the protected area).

The results of the analysis of planning elements enable to verify the adequacy of guiding principles (for example, the legal and policy framework and the design of the protected area can be favourable or unfavourable to the management and governance of the protected area) and take account of key subjects in the planning tools (for example, the management plan and the annual work plan may have identified other important values in addition to the Form's analysis, due to a change in context, or simply an insufficient analysis).

Inputs

Inputs concern the diverse resources available to the protected area to carry out the interventions and meet the objectives defined by the planning elements.

Input elements enable to assess the adequacy of interventions in order to achieve the objectives defined by planning, and the resources available to the protected area (basic information, human and financial resources, infrastructure, equipment and facilities).

Analysis of the management process

The management process is undeniably the most important element of the management cycle. The previous elements (management context, planning and inputs) take account of the different aspects of the direct intervention that are introduced into the management process. The following elements – outputs and outcomes – provide the value of products and the impact of the action of the management process.

Due to the importance of process in the management cycle, the IMET Form contains several elements of analysis corresponding mainly to the indications found in Global Study 2010 (Hockings et al, 2008). Process elements are divided into six groups:
- Internal management systems and processes;
- Protection/management;

- Relations with stakeholders;
- Tourism management;
- Monitoring and research;
- Management of climate change effects and ecosystem services.

The first group (internal management systems and processes) concerns the organisation of management activities, while the others relate to the different interventions in favour of the conservation and valuing of natural resources and biodiversity.

The results of the analysis of process elements enable to assess the organisation and accomplishment of conservation interventions for the subjects that were identified by the context, set up according to planning, implemented using the resources specified in inputs, and which must then produce the target/ desired outputs and outcomes.

Internal management systems and processes:
This group enables to analyse six aspects: 1) staff skills and adequacy of staff training; 2) human resource management policies and procedures; 3) human resource management systems and processes; 4) internal administration and leadership; 5) accounting and financial management; and 6) maintenance of infrastructures, equipment and facilities.

Protection and management
The aim of this section is to analyse the existence and effectiveness of measures adopted in favour of the protection and active management of species, habitats, ecological processes, sustainable management of natural resources, the reduction of threats, mitigation and adaptation to climate change effects, maintenance of the ecosystem services, etc. Four aspects are analysed here: 1) the management of the important values and aspects of the protected area; 2) the protection systems for the important values and aspects of the protected area; 3) control of the protected area; and 4) law enforcement.

Relations with stakeholders
This section attempts to assess the level of involvement of the stakeholders in the management of the intervention context of the protected area, the adequacy and effects of interventions in creating benefits for local communities, including environmental education programmes (knowledge of nature and ability to sustainable natural resource management). The subjects are analysed according to three aspects: 1) the involvement of local communities, right holders and stakeholders; 2) the adequacy of benefits/ assistance provided to the local communities; and 3) the relations with stakeholders.

Exercise 14 – Analysis of the management systems and processes

The use of the Form in protected areas in Country 1 and Country 2 showed that, overall, management teams gave a positive score to the internal management system and process. This assessment is not often supported by the outputs and outcomes produced in terms of conservation. The results can be interpreted in several ways:

• Difficulty in terms of self-assessment for the protected area management staff;
• The idea that internal management systems and processes meet specific objectives that are separate from the overall conservation objectives;
• Absence of linkage between action – output – outcome – management effectiveness;
• Favourable scores are given to maintain good interpersonal relations among the management staff of the protected areas;
• Existing management potential for the protected areas that only lack the means (inputs) to produce greater outputs and outcomes;
• The Form is insufficient for analysing the internal management systems and processes;
• Other.

Questions
1. In your opinion, which considerations justify an overall positive assessment of the internal management system and process by the protected area teams?
2. What can you suggest to the protected area management staff for analysing their internal management system and process as objectively as possible?
3. How could you try to better evaluate and then better direct the internal management systems and process towards achieving conservation outputs and outcomes?

Tourism management

This section must enable to assess the adequacy of the facilities and services for visitors (tourism and environmental education) and the adequacy of the provisions to manage and reduce the impacts of tourism in order to maintain the values and significance of the protected area. The analysis is based on two points: 1) management of visitors; and 2) the impact of tourism activities.

Monitoring and research

The analysis assesses the state, adequacy and impact of monitoring, research and biomonitoring activities supporting the management of the values and important aspects of the protected area relative to management efforts and the extent and gravity of threats. The assessment consists of two aspects: 1) systems for monitoring the values and important aspects of the protected area; and 2) research and biomonitoring.

Exercise 15 – Protection analysis

The test phases of the Form in protected areas in Country 1 and Country 2 have shown that, overall, management teams gave positive scores (60-70%) to territorial control and law enforcement, but lower scores to specific protection and management of the important conservation subjects and elements.

Questions
1. In your opinion, why do management teams give a positive assessment to territorial control and law enforcement, and lower scores to specific protection and management of important conservation subjects?
2. Do you think that territorial control is sufficient means for protecting the biodiversity heritage of the protected area?
3. Why do the management teams seem to be more focused on traditional and territorial control rather than on specific conservation targets (habitats, species, etc.)?
4. Lastly, do you believe that estimating control at around three-quarters of the surface of a protected area corresponds to a score of: 1 - insufficient; 2 - sufficient; 3 - good; or 4 - excellent?

Exercise 16 – Analysis of stakeholder relations

The results of the use of the Form in protected areas in Country 1 and Country 2 showed that, overall, management teams assessed the involvement of stakeholders positively, but that scores in terms of benefits to local communities were fairly low. Moreover, the results of field tests showed that environmental education actions, which could have contributed to the reduction of pressures and threats in the short term, are insufficient.

Questions
1. Are you sure to be able to make protected area managers understand the difference between: 1) involvement in decision-making; and 2) communication on interventions, and between: a) involvement in the management of a protected area; and b) communication on the management tools of a protected area?
2. Why are the benefits to local communities so low, despite the positive scores attributed to the involvement of stakeholders in the decision-making process?
3. What initiatives do you suggest to reduce park/local community conflicts in terms of environmental education: 1) increasing knowledge of nature; or 2) increasing know-how in sustainable resource management?

Management of climate change effects and ecosystem services

This analysis must be able to assess the measures taken by the protected area to mitigate and adapt to the effects of climate change in favour of the conservation and valuing of ecosystem services provided for the benefit of human well-being. The evaluation concerns two aspects: 1) the management of climate change effects; and 2) the ecosystem services provided.

Analysis of outputs and outcomes

The elements of the management cycle that analyse the outputs and outcomes are linked, because together they can analyse the results of the conservation efforts of a protected area. Analysis of these two elements contributes to evaluating the Action – Result – Effect – Impact — Management effectiveness linkage described in exercise 20.

Outputs
The aim of the outputs analysis is to assess the implementation of the set work plan and to measure to what extent the protected area has achieved the main

Exercise 17 – Analysis of tourism management

The use of the Form in protected areas in Country 1 and Country 2 for the aspects linked to valuing the biodiversity via tourism revealed a wide range of scenarios: a) no tourism activity or environmental education visits; b) directly-managed tourism activity; c) ecotourism activities operated by private agencies. With the exception of one protected area, which showed a high level of organisation of the tourism sector due to the exceptional nature of its heritage, the other conservation sites present low levels of organisation of ecotourism actions and environmental education, hence even fewer actions in terms of management of the impact of tourism.

Questions
1. Before these analysis points, did you have any indicators concerning the tourism value or potential, and in this case, via which other elements in the Form?
2. In cases where tourism management is carried out by a private operator, should the assessment be made: 1) with the park team; 2) with the tourism operator; or 3) with the park team and tourism operator?
3. In the presence of little or very little tourism and environmental education activity, do you think that it is preferable to: 1) not evaluate this intervention section; or 2) analyse it despite its low importance within the general management of the protected area?

Exercise 18 – Analysis of monitoring and research

Self-assessments of the management of protected areas in the test phase of the Form in Country 1 and Country 2 have always been positive for the monitoring activities, and very low, even inexistent, for research and biomonitoring. Having little or no research activities in a protected area is understandable and acceptable due to the very specialised and costly nature of the interventions. Conversely, the positive scores of monitoring actions often do not correspond to reality, as assessments of biodiversity values, for example in terms of trend and distribution, are generally insufficient or the level of reliability of information is average or low.

Questions

1. Why do protected area teams think that their monitoring systems are moderately effective, while they do not have the information or sufficient level of data reliability to guarantee proper management of the values and important aspects of the protected are?
2. Do you think that, based on the means at the disposal of the management teams, the information available to the heads of protected areas is sufficient to ensure proper management of the protected area?
3. Are research and biomonitoring really essential for the management of a protected area and are they worth being included in assessment systems?

results relative to the annual or multi-year conservation work plan. To do this, the exercise consists of two aspects: 1) the level of implementation of the main activities of the annual work plan (R1); and 2) the level of achievement of the main expected results of the annual or multi-year work plan (R2). It attempts to analyse the implementation and the products delivered by the management interventions. The first question (R1) assesses the level of implementation of the actions that contribute to generating results.

Conjointly, the second question (R2) assesses the results that the protected area achieved by acting toward a defined goal.

In general, the difficulty to obtain answers on this subject depends on the logic and organisation of planning tools. It is nevertheless important to pay the maximum amount of attention to this part of analysis in the management effectiveness evaluation of a protected area.

Exercise 19 – Analysis of the management of climate change effects and ecosystem services

In almost all the protected areas visited, Form tests were able to either introduce or better specify basic elements as well as examples of the possible interventions to be carried out in favour of mitigating or adapting to the effects of climate change and the conservation and valuing of ecosystem services. The results obtained also indicated that measures are weak or inexistent due to lack of information or of the management team's awareness of occurrences or obvious impacts. However, mapping out ecosystem services using a summary table allow the protected area teams to identify, display and assess their interventions and programme future actions in favour of services provided for human well-being.

Questions

1. Do you believe that the Form, by introducing aspects that management is aware of but that are not yet standardised (for example climate change and ecosystem services) into the management system of a protected area, can develop capacities and indirectly improve the management of a conservation site?
2. Should the insufficient attention paid to climate change effects be interpreted as: 1) the result of vague information on the subject; 2) a lack of resources for taking action; or 3) the absence of a proactive approach by the management team?
3. Should ecosystem services be better valued and what do you suggest to improve the scores of these important results and effects for the protected area?

Outcomes

Here the analysis attempts to assess to what extent the products of the protected area management process has led to direct effects/impacts (outcomes) and contributed to achieving the main conservation or governance objectives. As the assessment is complex, six analysis aspects are proposed: 1) the achievement of conservation objectives; 2) the state of conservation of nominated values of the protected area; 3) the trends in the state of conservation of the nominated values of the protected area; 4) the impacts on local communities; 5) the impacts of climate change mitigation and adaptation; 6) effects and impacts on ecosystem services.

In general, the difficulty to obtain answers on this subject depends on the implementation of the objectives definition principles based on the following chain:

Conservation baseline – Desired conservation conditions;

Supported by the definition of the values of different aspects:

Baseline – Benchmarks – Indicators – Objective.

Exercise 20 – Analysis of outputs

The test phases in Country 1, Country 2 and Country 3 show that the organisation of protected area interventions does not entirely follow the Action – Result – Effect – Impact — Management effectiveness process. Several scenarios were exposed in terms of implementation of the work plan:
- It is organised by actions only;
- It does not determine the results of yearly actions and even less those of multi-year actions;
- It does not make any distinction between actions and results;
- It differs from the management plan.

In conclusion, the evaluation of management effectiveness is made very difficult by the absence or lack of respect of a distinct Action – Result – Effect – Impact process. The consequence is that the coach is often forced to observe:
- The absence of a clear separation between the implementation of actions and the achievement of results;
- The absence of a functional link between the management plan and the annual work plan.

The chart below presents three scenarios of product results generated by the conservation interventions for analysis.

Example 1

Example 2
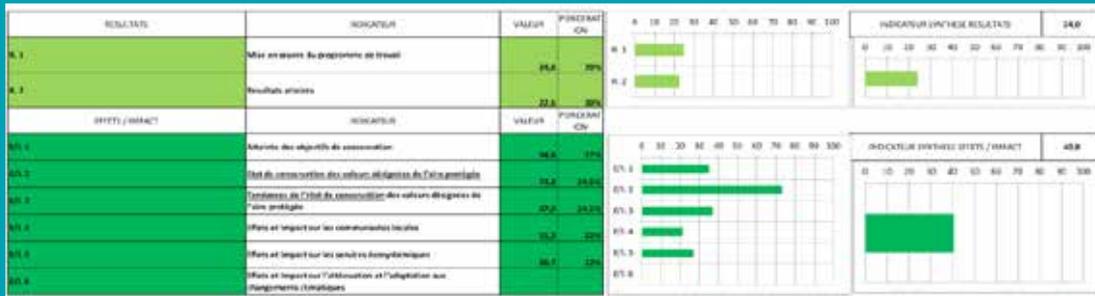
Example 3

Questions

Before answering, analyse the three field test examples carefully, and formulate your analyses of the results displayed.

General analysis:
1. In your opinion, which example apparently corresponds to a complete and satisfactory analysis of outputs? Example 1, example 2, or example 3?
2. Can you identify the elements in the three examples that appear to be inexact? Do this for each example..

Specific analysis:
3. How do you explain the fact that examples 1 and 3 both display one or several elements that are not part of the Action – Result – Effect – Impact — Management effectiveness chain? Were errors made during the evaluation? Is it possible that the results are correct, and in this case which aspect constitutes a weakness in the organisation of planning tools, and must be noted under observations and perhaps corrected with the consent of the protected area management team?
4. How do you explain the fact that example 2 displays weaker scores for outputs that for outcomes? Were errors made during the evaluation? Is it possible that the results displayed are correct, and in this case, which aspect constitutes a weakness in the organisation of planning tools, and must be noted in the observations of the analysis and perhaps corrected with the consent of the protected area management team?
5. At what level of reflection can the existence or creation of benchmarks help you in the analysis?

Exercise 21 – Analysis of outcomes

The test phases in Country 1, Country 2 and Country 3 show that the interventions in protected areas do not fully follow the process of defining a conservation objective or target. Based on this principle, it is necessary to define a conservation baseline, or point zero, in order to define the desired conservation conditions. Once the conservation baseline and targets are defined, it is possible to set management objectives. It appears obvious too that the indicators and benchmarks needed to support the assessment of outcomes between the benchmark and the desired conservation are difficult to find in the planning document. In conclusion, and with the exception of a few positive examples, assessing the outcomes of conservation interventions has proven difficult, and in some cases very difficult.

Several scenarios related to the objectives of the PA management planning documents appear:
- There are no objectives;
- The objectives are general, with no target values;
- The objectives specify the conservation target, but with no defined baseline it is difficult to assess the expected outcomes of the intervention;
- There are too many objectives, hence interventions are not prioritised (for example based on threats);
- The objectives of the management plan have been adjusted or modified in the work plans;
- …

In conclusion, the evaluation of management effectiveness is made difficult by the absence or non-respect of the Baseline – Benchmark – Indicators – Objective (desired conservation conditions) intervention chain of logic. As a result, the coach often notes:
- A lack of benchmarks for estimating outcomes, sometimes only the general positive or negative trend of the intervention, in the different conservation or governance areas;
- The impossibility to functionally interact with the PA management team to carry out in-depth and targeted analyses of the improvement in management effectiveness, with the obligation of limiting conclusions to simple general recommendations.

Three cases of products results delivered by conservation interventions are presented below for analysis.

Example 4

Example 5

Exemple 6

Questions

Before answering, read over the three examples of field tests carefully and formulate your analyses based on the outcome assessments displayed.

General analysis
1. In your opinion, which example appears to correspond to a good analysis of outcomes: example 4, example 5, or example 6?
2. What are the differences between examples 4, 5 and 6?
3. Can you detect the elements that appear to be present in all three examples?
4. Is it possible to determine a direct link between the objectives of the management plan and the results to be achieved in the annual work plans?
5. Which important value is not mentioned in examples 4, 5 and 6?

Specific analysis
6. How do you explain the fact that example 4 shows low scores for the implementation of actions and the achievement of results, while the general score for outcomes is close to good?

Were errors made during the evaluation?
Is it possible that the outcome scores displayed are correct? And in this case, which aspects of this evaluation must be analysed in further depth and perhaps better defined, with the permission of the protected area management team?

7. How do you explain that example 5 only displays scores for the implementation of actions, and no result achieved, but that outcome assessments are well defined for all subjects of analysis?

Were errors made during the evaluation?
Is it possible that the scores displayed relating to outcomes are correct, and in this case which aspects of this evaluation need to be analysed more deeply, and possibly better defined, with the permission of the management team of the protected area?

8. How do you explain the fact that example 6 only displays outcome assessments?

Were errors made during the evaluation?
Is it possible that the displayed scores related to outcomes are correct, and in this case which aspects of this evaluation need to be analysed more deeply, and possibly better defined, with the permission of the PA management team?

3.4 Drawing up recommendations for improvement

The IMET Form acts as a support to collecting and organising information on the intervention context and management effectiveness of protected areas. Once the tool has generated results, the data must be analysed in order to help the entire management team of the protected area to understand the positive and negative points of the conservation interventions, make conclusions, and draw up recommendations for improvement. At the end of each of the six elements of the PA management, a table helps summarise the situation and, in this specific case, set the desired objectives or conservation conditions. The objectives listed in this table thus constitute recommendations for improving the management of the protected area.

This process of analysing and finding solutions can be supported by problem-solving and decision-making tools. Some of the principles of these tools and case studies resulting from the test phases are presented below.

3.4.1 Problem solving and decision-making

Problem solving and decision-making are important skills for protected area managers. Problem solving often implies making decisions, and decision-making is particularly important for management and leadership. Problem solving and decision-making are closely linked, and each one requires creativity in identifying and developing solutions. It is extremely important to understand and adopt the simplest problem-solving and decision-making processes.

Problem solving
Problem solving is the process of identifying and implementing a solution to a problem. Problem-solving methods are based on the steps illustrated in figure 6.

The eight steps can be summarised in four phases:

- Determining the problem;
- Finding the causes;
- Finding solutions;
- Application and follow-up.
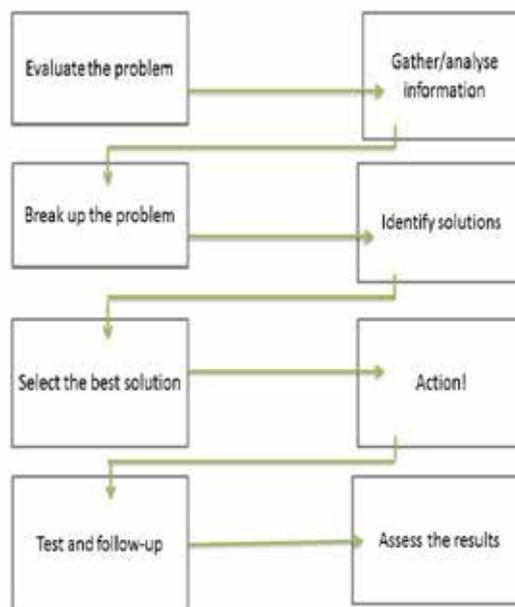
Figure 6 – Steps in the decision-making process

Decision-making
Good decision-making requires several skills: creative development and identification of solutions, clear judgement, firmness in decisions and efficient implementation. Some technicians have the ability to make immediate decisions, other are capable of making quality decisions, but need to be more decisive regarding conclusions. For the latter, there are processes and techniques for improving decision-making and the quality of decisions.

Determining conservation target objectives and indicators				
Currently assessable baseline for the conservation of the PA values and significance on ##/##/20## (date)	Benchmark 1	Benchmark 2	Benchmark 3	Objective – Desired conditions for the PA values and significance on ##/##/20## (date)
1				
2				
3				

The tools most often used for efficient problem solving and decision-making are presented below: brainstorming, problem tree, root cause analysis, SWOT analysis, PESE analysis.

Brainstorming

Brainstorming is an extremely powerful and flexible problem-solving tool. It enables to generate a large number of creative ideas. In addition to problem solving, it can be used for critical thinking and decision-making.

Problem tree

A problem tree maps out a problematic situation in order to analyse the causes and effects. The tool uses an image to summarise the problems that need to be solved. Causes and effects are identified in a way that provides clarity when planning an intervention.

Root cause analysis
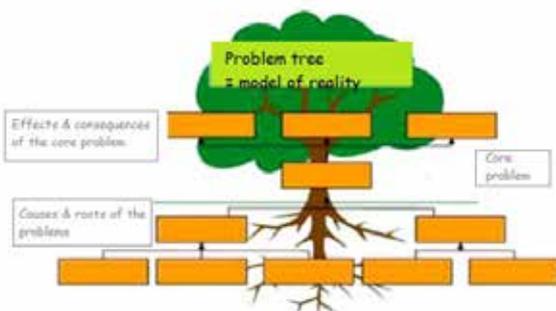
Root cause analysis is a step-by-step structured technique that focuses on searching for the real root of problems and solving, or preventing, these problems.
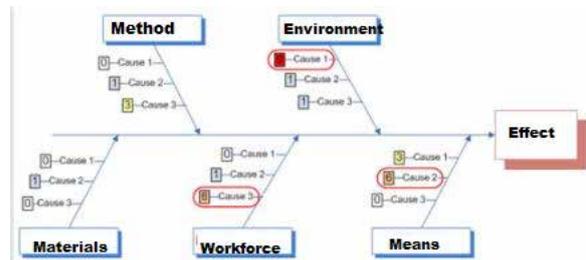
SWOT analysis

The SWOT analysis is an intervention strategy tool that enables to determine strategic options for a field of activity. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. The SWOT analysis thus enables to evaluate management's strengths, weaknesses, opportunities and threats. Many problems have deep roots that are important for solving the problem. Symptoms are the indicator of a problem (or problems) to be solved.

PESE (PEST) analysis

The PESE analysis is an adaptation of the PEST[10] (political, economic, social, technological) analysis, in which the technological analysis is replaced by environmental analysis. The PESE analysis describes a framework for strategic management factors. It is part of a strategic analysis and provides an overview of the different macro-factors that the protected area must take into consideration for its interventions. The PESE analysis is a strategic tool, for understanding the viability of the conservation. Like in a puzzle, the four factors must combine with limited overlapping.

10 The growing importance of environmental or ecological factors led to the creation of a new version of PEST, STEER, which considers Socio-cultural, Technological, Economic, Ecological, and Regulatory factors.

- Political factors include areas such as tax policy, labour law, environmental law, trade restrictions, tariffs, and political stability.
- Economic and socioeconomic factors greatly affect how parties involved in the intervention context of a protected area work and make decisions. For example, the cost of goods produced, supply and the price of goods.

- Social factors include the cultural aspects, health, population growth rate, age distribution, career attitudes and emphasis on safety.
- Environmental factors include ecological and environmental aspects that could among others affect biodiversity and the activities in the intervention sector of a protected area, such as tourism, farming, and forestry.

Politico-institutional factors

Economic factors

PESE analysis
- **P**olitico-institutional
- **E**conomic
- **S**ociocultural
- **E**nviromental

Sociocultural factors

Environmental factors
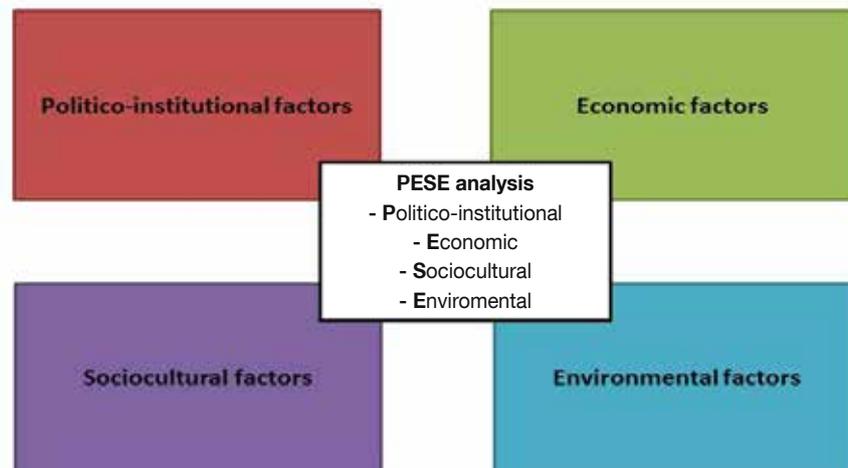
Exercise 22 – Priority elements to manage

Case 1: The analysis of the intervention context of several protected areas enabled to define a limited list of key species and habitats on which to base an intervention strategy. In the case of NP 6, Country 2, the base of the intervention strategy was to focus the action on habitat – species – valuing: 1. Lowland forest — Gorillas + chimpanzees — Tourism; 2. Savannahs — Waterbuck; 3. Freshwater habitats — Dwarf crocodiles— Landscapes + tourism.

Questions
1. Why must strategic lines be defined for interventions?
2. How does one go about defining these strategic lines?
3. The need to define strategic lines in favour of the park was taken into account:
    - In discussions with heads;
    - In a cross-analysis of planning and outputs/outcomes;
    - In the threats analysis;
    - In another type of analysis (please specify): ……………………………………………………………
4. Why was the strategy focused on only three habitats?

Case 2: Analysis of the intervention context in NP 7, Country 4, enabled to conclude that following the elephant massacre over 2005-2010, which had reduced the initial population of around 4 000 to 450, the main and only desired conservation condition for the protected area was to reach a population of around 1,000 elephants over a period of 18-20 years.

Questions
1. Why was only one management objective defined for NP 7?
2. Can we consider that having only one management objective relating to the protection of the elephants is sufficient for proper management of the park?
3. Should the park team focus all interventions towards protecting the elephants, or is it an emergency approach that needs to be accompanied in time by other management and governance actions?

NOTE 6: Developing an indicator

An essential element in the intervention "Baseline - Desired conservation conditions" chain is defining a suitable indicator. The fundamental elements for developing an indicator are presented below.

Definition of an indicator

An indicator quantifies and aggregates data that can then be measured and monitored to determine changes. It simplifies occurrences by helping us to understand complex realities. Indicators are selected to provide information on how a specific system works (as a support tool for management, decision-making, communication, etc.) (based on the definition of http://www.dictionnaire-environnement.com).

Indicators are essential to all effective decision-making processes. They also provide information, help to evaluate the effectiveness of decisions taken in response to a question, and place the question and answers into context, thus providing a key science-policy interface.

(Source: Biodiversity Indicators Partnership (BIP)).

Key steps

The development of an indicator is based on three main steps:

1. Set the purpose – provisions needed for selecting and developing successful indicators.
2. Establish the production process – essential to generate indicators
3. Establish the sustainability conditions – mechanisms for ensuring indicator continuity and sustainability

These three main steps in developing biodiversity indicators also offer advantages for protected area management.

1. Purpose-dependent

Indicators are purpose-dependent, and thus must be developed according to the needs or specific purpose of the user. The relationship between the measure chosen as indicator and the indicator's purpose must be scientifically/technically valid and easy to understand. This is especially important for such a complex concept as biodiversity, which is open to multiple interpretations and is often difficult to communicate.

The interpretation or significance provided by the indicator depends on the object or subject addressed.

2. Production

Key question

Since indicators are purpose-dependent their development or selection should start with identifying the issue or decision-making need that the indicator will address. Describing this need in the form of a "key question" helps to guide indicator selection and communication. A key question describes what the user or audience of the indicator wants to know about the subject. Some examples of key questions:
*   "What is the status of our protected areas?"
*   "What are the benefits provided by the PA to local communities?"
*   "What are the protected areas' management priorities?"

Conceptual model

To help determine and explain the relationship between an indicator and its purpose, a conceptual model of the intervention subject and issue of concern is very helpful. The starting point in the production of a conceptual model is the key question(s) to verify the correspondence between the indicators and the management objectives that have been identified. A conceptual model is basically a diagram that represents the main issues of concern and how they are related to each other. A conceptual model diagram helps to clarify the subject being addressed for all involved and aids in the communication of interventions and appropriate indicators. It helps in assessing: i) the suitability of potential indicators to answer the key

question(s); ii) and their scientific validity, considering how effectively they represent the issue of concern and respond to any change following the conservation interventions. Accompanying text can give further explanation of the conceptual model diagram. A conceptual diagram can be confused with analytical and reporting frameworks such as Pressure-State-Response (PSR). The difference between them is essentially one of scale, as there is some overlap in their use. Analytical frameworks such as PSR are a very broad guide to help organise key questions and analysis of a wide subject, such as the state of the environment. A conceptual model diagram is a more detailed representation of the specific issues resulting from addressing a key question. A very general key question may be first explored with a general conceptual model of the subject of the question to give an overview, and then more detailed models of the individual issues.

Narrative

An important aspect of indicator development and use is to think of this work in terms of a 'story' or narrative that you want to tell to the user about the subject. This step will verify if the indicator answers the key question(s), provide explanations, communicate changes to be observed and enable interventions to be carried out in the aim of achieving an objective.

Development

Once the conceptual elements are available, we must gather the different elements that make up an indicator and ensure its use. The appendix at the end of this document summarises and displays the end results of the process. The elements to be provided are specified below, with additional elements in italics:

- Indicator name;
- Lead agency;
- Key question(s) which the indicator helps to answer;
- Conceptual model;
- Objective;
- Expected outcome;
- Outputs;
- Activities;
- Calculation procedure;
- Description of source data;
- Units in which it is expressed;
- Users of the indicator;
- Scale of appropriate use;
- Limits to usefulness and accuracy;
- Updating the indicator;
- Baselines;
- Desired conditions;
- Indicative benchmarks;
- Most effective forms of presentation;
- *Potential for aggregation;*
- *Implications of upward or downward trends;*
- *Possible reasons for upward or downward trends;*
- *Closely related indicators;*
- *Additional information and comments.*

Information

There is almost always some relevant data available to start producing biodiversity indicators. A key part of indicator calculation is to understand the data, such as its strengths, limitations, origins, etc. The same data can be used in an indicator for multiple purposes or in several indicators.

3. Sustainability

There are many mechanisms for ensuring indicator continuity and sustainability, and they do not depend solely on financial resources.

A successful indicator must be:
- Science based:
    A. As there is a relationship between the indicator and its purpose, with agreement that change in the indicator does indicate change in the issue of concern;
    B. The data used is reliable and verifiable.
- Produced over time, based on available data;
- Responsive to change in the objective;
- Easily understandable:
    A. Conceptually, how the measure relates to the purpose;
    B. In its presentation;

C. For the interpretation of the data.
- Relevant to user's needs;
- Used for measuring progress, early warning of problems, understanding an issue, reporting, awareness raising, etc.

Typology

From the point of view of target objectives, the possible indicators for use in protected area conservation interventions can be classified into four types:

1. Management indicators (enable to follow changes in management focus provided by the general objective or strategic targets);
2. Conservation indicators (measure the change in the achievement of defined strategic outcomes and linked to the management focus);
3. Results indicators (quantitatively and qualitatively measure the nature and level of the target results);
4. Activity indicators or indicators of goods and services produced (measure of the work volume in units).

In the case of protected management indicators, objective and outcome indicators are the most used.

From the point of view of presentation, most biodiversity indicators can be classified into two fundamental types:
- Map-based and spatial indicators;
- Graph and index-based indicators.

Map-based indicators often have a considerable initial appeal to end-users. However, because much GIS work is relatively new and expensive, map-based data sets often do not exist as time series. Nonetheless, reliable snapshot maps can be useful as baselines against which to monitor future change.

Conclusion

Conservation factors are scattered across a wide variety of sectors. However, a common problem is that interventions often lack clearly stated objectives, explicit targets or specified mechanisms for measuring progress, so the definition of indicator needs is not always straightforward. In such cases indicators can help to better define conservation objectives and strategies, thereby serving to raise awareness and understanding of decision-makers for obtaining future support. Indicators are a fundamental aspect of conservation interventions, and defining them requires a detailed analysis.

Access to clear and easily understandable indicators has proved to be a robust model and the most effective solution for communicating such a difficult subject as conservation to such a wide audience.

It is also important to remember that one indicator will never tell you all you want to know, as it is just indicating another, often more complex, issue.

Indicators are part of a process and should lead on to informed decisions – they are not ends in themselves.

Les indicateurs font partie d'un processus et doivent conduire à des décisions éclairées. Ils ne sont donc pas des fins en soi.

Sources:

Guidance for National Biodiversity Indicator Development and Use - www.bipnational.net and integration by the BIOPAMA programme*)*

Biodiversity Indicators Partnership. (2011) Guidance for National Biodiversity Indicator Development and Use, UNEP World Conservation Monitoring Centre, Cambridge, UK. 40pp

Matrix and indicator fact sheet (example)

General information	Indicator name
	Lead agency (institution & person responsible for calculating and communicating the indicator):

Development	**Key question(s) which the indicator helps to answer:**
	Conceptual model:

Purpose	**Objective:**
	Expected outcomes:
	Outputs — Products:
	Activities:

Methodology	**Methodology, calculation procedure** (include appropriate methods and constraints for aggregation):
	Description of source data (origins, dates, units, sample size and extent, custodians):
	Units in which it is expressed (e.g. sq. km, number of individuals, % change):
	Users of the indicator:
	Scale of appropriate use:
	Limits to usefulness and accuracy: (e.g. slow change in response to pressures, poor quality data, limited scope for updating):
	Updating the indicator:
	Baseline on ##/##/20## (date):
	Desired conditions on ##/##/20## (date):

Indicative benchmarks:	20##	20##	20##	20##	20##	20##

Most effective forms of presentation (graph types, maps, narratives, etc. – give examples where possible):
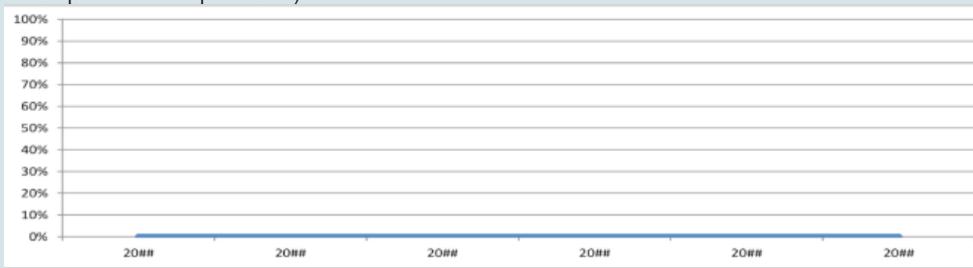
Additional information	**Potential for aggregation:** Meaning of upward or downward trends ("good or bad")
	Possible reasons for upward or downward trends
	Closely related indicators:
	Additional information and comments:

Summary of the IMET Form, to analyse the PA management effectiveness evaluation

Management and conservation indicators must usually refer to the part relative to the management context.

MANAGEMENT CONTEXT	ACTIVE PART		
	ELEMENTS SPECIFIC TO PROCESS		
• Governance • Constraint or support by external political and civil environment	• Stakeholder relations	• Monitoring/ research	• **PLANNING** • **INPUTS** • **PROCESS** (internal management systems and processes)
• Classifications			
• Key species	• Protection and management	• Monitoring/ research	
• Habitats	• Protection and management		
• Climate change	• Management of climate change effects and ecosystem services		
• Ecosystem services	• Management of climate change effects and ecosystem services • Tourism management		
• Threats	• Stakeholder relations • Protection and management		

3.4.2 Recommendations: where, for who, how?

Recommendations are first of all destined to the management team itself in order to update the management plan and/or annual work plan of the protected area. It is nevertheless important to assess how urgent they are, or if discussions with hierarchy or external partners are necessary before being implemented.

There are different ways to communicate results and recommendations. The coach must work closely with the Conservator, those in charge of the planning and monitoring/evaluation of the protected area (at both the field and centralised levels) to determine how to present the recommendations. The most often compatible options are:
- A verbal report;
- A PowerPoint presentation, especially for a large audience (more than 20 people);
- Written reports: very important for remaining in the memory of the organisation and to serve as a reference in the future.

3.4.3 Organising reporting

"Official" reporting can prove to be a tough challenge for many protected area managers. Indeed, it can be viewed as the announcement of results in front of a group. The coach's role is to make this step easier, notably by relaxing the atmosphere in order to favour discussion, reflection and collaboration.

Whether a report is primarily intended for park managers or for the public, it should usually have a number of standard components:
- An introduction that lays out the context of the assessment, why it was carried out, the methodology used and the people consulted;
- A summary of data and analysis, notably using a radar chart;
- Clear analysis including a description of how this was carried out;
- Detailed recommendations.

The audience should be allowed to ask questions and make comments or recommendations. The coach will play the role of facilitator in order to enable all points of view to be heard.

3.5 Resources For the coach

Website links and bibliography

IUCN Classification: protected areas

The different PA statuses: Important Bird Areas, Key Biodiversity Areas.

IUCN Red List
http://www.iucnredlist.org/

CITES list of protected species
http://www.cites.org/

Evaluation of protected area management effectiveness
www.cbd.int/protected-old/PAME.shtml

Reference electronic files

1-1 IUCN PA management categories
1-4 No. 10 Guidelines for PA management planning
1-9 Triplet (2009) Manuel de management des AP francophones
2-3 Hockings et al (2008) Evaluating Effectiveness - A framework for assessing management effectiveness of protected areas
2-4 Leverington et al (2008) Management effectiveness evaluation in protected areas – a global study
2-5 Leverington et al (2008) Management effectiveness evaluation in protected areas – a global study Overview of approaches and methodologies
2-6 Leverington et al (2010) Management effectiveness evaluation in protected areas - a global study. 2nd Edition.

In case of difficulty

The coaches can ask for help from the focal points.

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PART4

Inputting data into the IMET form

4.1 Introduction

This section focuses on aspects relating to the IT use of the Form. Questions relative to understanding the indicators are detailed in Part 3.

It is strongly recommended to input the protected area data into the online version of the IMET Form, to avoid having to do the job twice, i.e. copying it from the offline version into the online version, as well as losing possible data on private computers belonging to managers and coaches.

Figure 7 – Homepage of the OFAC website

4.2 Accessing the form

Coaches may use one of two methods to fill out the IMET Form.

- Via the online Form;
- Via the offline Form, which requires the installation of an application that the coaches will have been provided with beforehand.

4.2.1 Online Form

This section presents the steps to follow when using the online Form.

Step 1: Accessing the OFAC website

Go to the homepage of the Observatory's website, at: http://www.observatoire-comifac.net. The following page opens:

Step 2: Connect to the database

Figure 8 – Login page

- Click on "Log In" on the right hand corner of the menu bar (see Figure 7). The login page gives you access to the administration menu, and enables you to create an OFAC account.
- Type in your **user name/Email** (see Figure 8[1]), **Password** (see Figure 8[2]) and click on **Login** (see Figure 8[3]).
- If the login is successful, the main administration menu will be displayed (see Figure 9).
- In the main administration menu will appear a list of links to access the different types of forms that will depend on the user's access rights. The links to "**Projects**" (Projects), "**Experts**" and "**Formations**" (Training) are displayed by default for all users without needing to request access rights.
- The "**Les aires protégées**" (Protected areas) link, which concerns this manual, is a secure link for which the user needs to request access. If the user does not see the Protected areas link in the main administration menu, he/she must contact the database administrator to request access (see the end of this manual for contact details).

Note: If the user does not yet have an OFAC web account, he/she must click on "**Si vous n'avez pas encore de compte, créez-en un / If you do not have an account, create one**" (See 4.4: How to create and manage your account).

Figure 9 – Main administration menu

4.2.2 Offline Form

The offline version was developed in order to overcome the issue of lack of Internet connection in some protected area sites. If the protected area does not have a reliable Internet connection, this application will therefore be useful.

This section describes the procedure for installing and using the application.

Step 1: Installation and application

The user will receive the application as a ZIP file. To be able to use the contents of the file, it must be unzipped. Windows XP, Vista 7 and 8 have built-in programs to compress/decompress ZIP files.
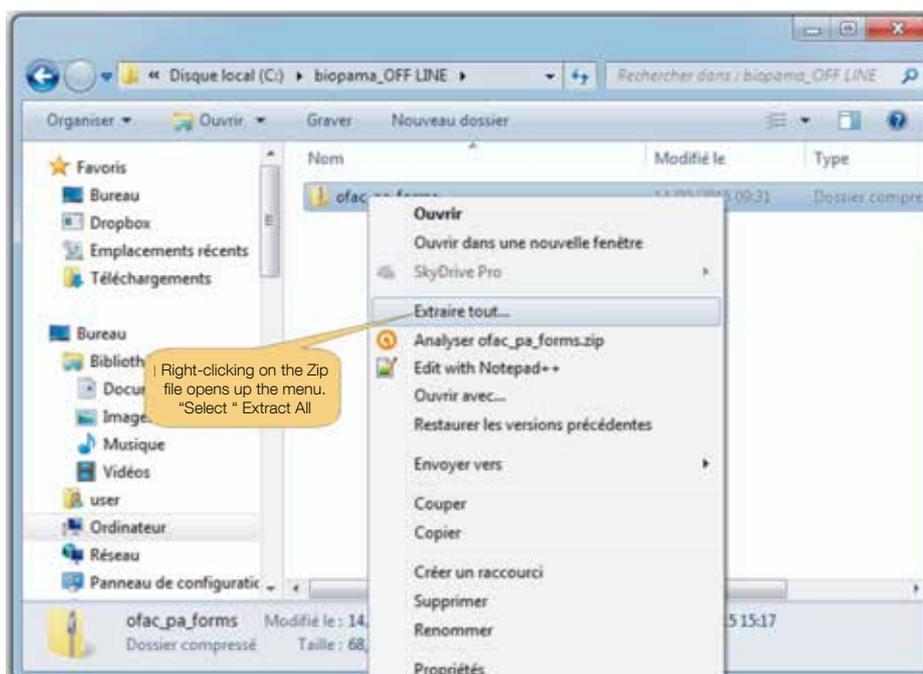
Figure 10 – Extracting the ZIP file

- Right click on the ZIP file, choose "Extract All" and follow the instructions.
- During extraction, you must select the location on your computer where you want the folder to be placed. It is important to note that all files are necessary for the application to work properly. It is thus recommended to extract all files to a secure location where the lowest amount of manipulation is done (see Figure 11).
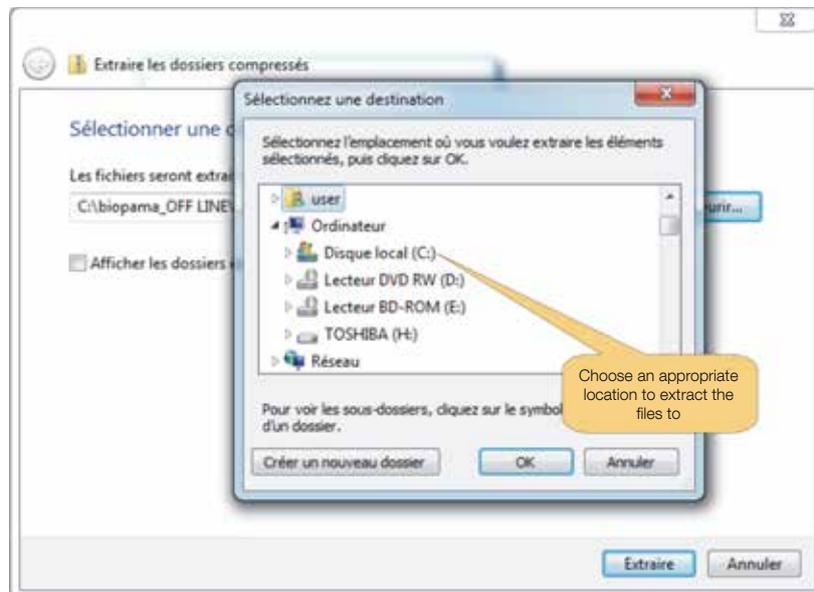
Figure 11 – Choose the file location

Once the extraction is complete, the application is ready to be used. However, in order to avoid deleting the folder containing the application files, we recommend you create a shortcut from the Start menu on your desktop. Once this is done, you can launch the application directly from the desktop using the shortcut, without having to open the folder containing the application files. To create a shortcut on your desktop, follow the steps in Figure 12.

When using the offline version of the Form, the user may not feel comfortable with the Chrome desktop workspace. Users can return to their default navigator by right clicking in an empty space on the screen and selecting "Open page in external browser" while leaving the first workspace open and the console running.
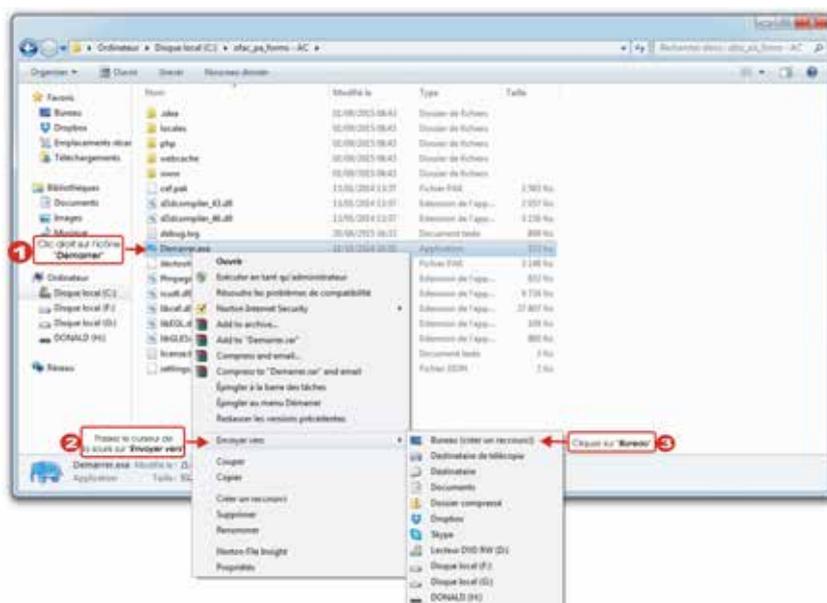
Figure 12 – Creating a shortcut on the desktop

Note that, for users who have installed file compression/decompression software such as WinZip, WinRar or 7-Zip, the compressed file will appear beside the associated utility icon. The users must follow the steps for decompressing and extracting the file mentioned above to use their software.

Step 2: Using the application

- Click on the Start menu
- Two windows will open: a console server that will run in the background and the application itself. The two always work together when the application is in use.
- The offline application opens directly to the login page (see Figure 10). All users require an account to be able to access the Form.
- When you receive the application you will also receive a default login id that will enable you to access the administration menu the first time. This will have to be modified using your personal information (See 4.4: How to create and manage your account?).

You will be directed to the login page (see Figure 10), which is identical to the online login page (see Figure 8).

Figure 13 – Offline login page

- Saisissez votre **Nom d'utilisateur** (cf. Schéma 13, [1]), votre **Mot de passe** (cf. Schéma 13, [2]) et cliquez sur le bouton **Se connecter** (cf. Schéma 13, [3]).
- Si la connexion est réussie, le menu principal d'administration s'affiche (cf. Schéma 9)

4.3 Inputting data

Whether using the online or offline Forms, the user must start from the main administration menu (see Figure 14) to begin entering data.

IMPORTANT: The process is the same for both the online and offline versions of the Form.

4.3.1 Administration of the Form

- Click on "**Les aires protégées**" (Protected areas; see Figure 14[1]) to go to the area reserved for protected area forms.
- In this area, the forms are grouped together by country. The user must select a country to display the list of protected area forms previously created for this country (see Figure 15)

Figure 14 – Main administration menu
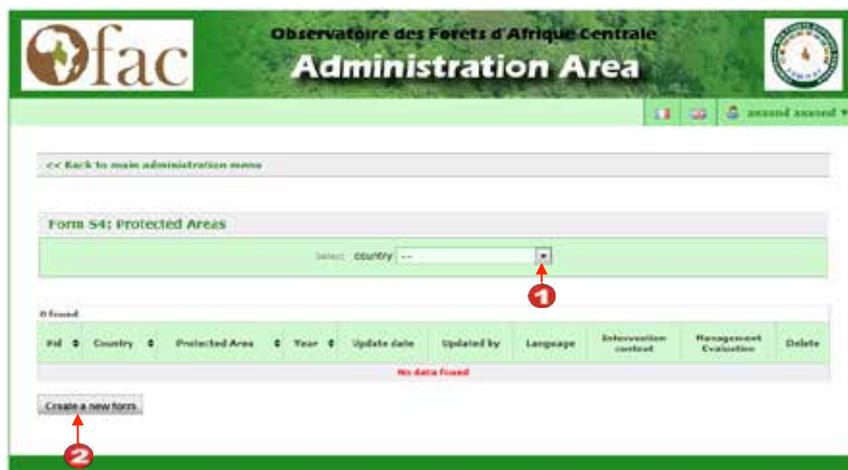
Figure 15 – Selecting the country

Figure 16 – List of forms created by country

4.3.2 Possible operations in the Form

At this level, five types of operations are possible:

1. **Creation of a new Form:** By clicking on the button "Créer un nouveau formulaire" (Create a new form; see Figure 17), the user creates a new form. The same form cannot be created twice. In other words, the system allows for the creation of one form per protected area per year.

Figure 17 – Creating a form

To create a new form, you need to enter:

- The year of the data collection campaign (see Figure 17[1]) ;
- The country in which the protected area is located (see Figure 17[2]);
- The name of the protected area (the list is displayed according to the country selected, only the PAs of the selected country will be listed) (see Figure 17[3]);
- And the type of protected area (see Figure 17[4]).

Once this information is provided, click on the button "Créer" (Create; see Figure 17[5]). This will send you directly to the first page of the form on the intervention context, entitled "General information" where you can start inputting the data.

2. **Entering or modifying data in the Intervention Context form:** Clicking on the " Contexte " button (see Figure 16[2]) allows the user to see all the data already entered relating to the intervention context, modify it or add to it. If this button is not displayed, the PA does not concern the user.

3. **Entering or modifying data in the Management Evaluation form:** Clicking on the " Évaluation " button (see Figure 16 [3]) allows the user to see all the data and analysis charts already entered relating to the evaluation of management, modify them or add to them. If this button is not displayed, the PA does not concern the user.

4. **Deleting the form:** By clicking on the (🗋) icon, the user deletes the entire form and its data.

5. **Extracting data in PDF format:** By clicking on the (📄) icon (see figure 16[5]) the user generates a pdf file of the protected area form and data. This of course applies to both the intervention context and management evaluation forms.

N.B.: although the complete list of forms is displayed, the user is only allowed to work on the ones for which access rights have been granted, and can only carry out the actions for which they have authorisation, hence the possible presence of the lock icon (🔒) (see Figure 16[4]) indicating "unauthorised".

4.3.3 General structure of the Form: pages and modules

- The Form is organised in pages, which in turn are made up of modules. A module is a group of associated fields displayed inside a frame. Each module is independent from the other. A top bar (see Figure 18) enables to navigate between pages.
- The name of the active page is highlighted in dark green (see Figure 18[1]) while the inactive pages remain shaded.
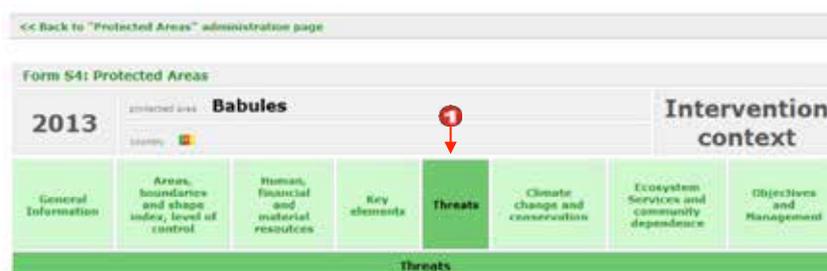
Figure 18 – Page selection bar

- There are several modules on each page. A module is a group of associated fields displayed inside a frame. The modules generally consist of two parts:
1. **Guidelines and indications.** It is strongly recommended to read this section well before moving to the next step of inputting the data. Here you will notably find:
   - *The indicator*: presents all the required information of the module (see Figure 19[1]).
   - *Methodology*: a user's guide to clearly understand what is being asked for, and generally expressed in the form of a question (see Figure 19[2]).
   - *Criteria – Assessed concept – Variables*: directs the information provided by the user toward what is essential, and in some cases ensures consistency with the other indicators already entered (see Figure 19[3]).
   - *Scale*: specifies the level assigned to each score on the scale (see Figure 19[4]).

2. **The fields to be filled in** (see Figure 19). This part consists of elements such as:
   - Text fields: for entering text;
   - Drop-down lists: for a single entry choice;
   - Multiple-choice drop-down lists: for entries with several choices;
   - Checkboxes: for choices with several possibilities;
   - Scale bars: for estimating degree;
   - Download buttons: for downloading files.

Note: Each module is independent and thus saved separately.

Figure 19 – Configuration of a module

4.3.4 Other specific aspects of inputting data

Prompts dialogue box

For certain input fields, the user is asked to choose from an initial search the element to be input into the field in question. For instance, this applies to all fields that require entering a species: e.g. the fields on the "Key elements" page in the "Management context" section.

Figure 20 – **Inputting elements**

- Click on the field as when placing the cursor for inputting text (see Figure 21[1]).
- The prompts dialog box appears (see Figure 21).

Figure 21 – Search prompts dialogue box

The numbers in red circles indicate the steps to follow for inputting an element:

- Enter a keyword (enter a single word without spaces, minimum of three letters) (see Figure 21[1]);
- Launch the search (see Figure 21[2]);
- Navigate between the pages of the list and select the searched element (see Figure 21[3];
- Select the element to insert (see Figure 21[4]) ;
- Confirm your selection (see Figure 21 [5]).

Note: Each module is independent and thus saved separately.

"Accordion" menus

For better readability and to save space on the pages of the Form, a series of identical fields are regrouped into panels that the user can open and close by clicking on them (see Figure 22**[1]**), with, in the majority of cases, the possibility of adding more.

Figure 22 – Accordion menus

Scales

After having selected a score on the scale bar, the user may want to cancel his/her choice and reset the bar. To do this, double click on the lowest number or on "N/A" (see Figure 23**[1]**).

Figure 23 – Resetting the scale

4.4 Creating and managing a user account

4.4.1 How to create an account?

- The first step in creating an account is to click on "**Si vous n'avez pas encore de compte, créez-en un / If you do not have an account, create one**" on the login page (see Figure 24**[1]**)
- A set of general information and login data are required to create an account (see Figure 25);
- The user has the possibility to change the information or add more information to his/her profile later on.

After the account is created, the user needs to request the right to access the protected area form.

N.B.: Do not forget your password, as it will be impossible to recover it. You may modify it whenever you want, however. Remember also that your e-mail is your "**username**".

Figure 24 – Login page (Create an account)

Figure 25 – Creating a user account

4.4.2 How to manage the user account

Once connected, the user can modify the information in his/her account at any time (address, e-mail, telephone number, function, etc.) as well as the login data by clicking on "**Profil / Account**" (see Figure 26[1]) in the top right-hand corner of the page under the menu where the user's name appears.

4.5 Data security

As the offline version of the Form runs on a PC, the risk of losing data is higher than one may think: simple hardware failure due to a power surge, theft, spilled coffee, accidental deletions, viruses, ill intention on the part of a colleague, or even natural catastrophes (fires or floods)… One is forever at risk of losing data. This is why it is not a good idea to store the data in just one place.

Figure 26 – Main administration menu (Modifying an account)

Figure 27 – Modifying the information in a user account

This section provides tips for securing data:

- For each protected area, it is strongly recommended to run the application on only one computer.
- However, due to the bulk of the Form and timeframe for data collection, team members sometimes split up the sections among them for the data collection phase. Even in this case, data should be centralised on only one computer.
- After each work session, it is important to back up data to an external support (external hard drive, CD, USB key, etc.). Note the entire application file must be copied.
- After each work session, do not forget to replace the file on the back-up supports with the updated version.

4.6 Resources for the coach

In case of difficulty

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PART5

Quality control

5.1 Evaluation forms

This section focuses on the evaluation tools for assessing the quality and effectiveness of the coaches' interventions, notably in terms of developing managers' capacity. The results will contribute to the general evaluation of the information system and phase I of the BIOPAMA programme in Central and West Africa.

For those participating in the capacity development campaign, this evaluation is part of the learning process. It helps the participant to better grasp what he/she has learned, know himself/herself better and finish a learning cycle by drawing up recommendations for future aspirations.

Three main tools are proposed to the coaches for evaluating the participants concerned by the coaching.

A few tips for proper use of the evaluation forms:
• There's nothing secret about an evaluation form. Indeed it is important that the people who will be filling it out be informed of it beforehand. The form can be also be presented ahead of its use in order to explain its objective.
• If the form is filled out during a group session: read the different headings to ensure that everyone has understood the questions and knows how to fill it out. You can give concrete examples.
• Everyone must fill it in at the same time, within a set time limit.
• Make sure that the forms are collected in a way that they can remain anonymous.

Evaluation tool 1	C-EVAL1 PA management competency evaluation form	
	Evaluation targets	The Conservator of a PA.
	Evaluator	The coach, based on the international standard for PA management competency (WCPA-IUCN).
	Evaluation objectives	- Evaluate the management competencies of the Conservators according to international standards; - Evaluate competency gains; - Obtain guidelines for future capacity building efforts.
	When	Before the training and after the coaching mission.
	Length of time	30-45 min.
	Comments	Can be filled in manually or electronically.

Evaluation tool 1	C-EVAL2 Training workshop evaluation form	
	Evaluation targets	- The training session; - The coach.
	Evaluator	Participants in the workshop (PA manager).
	Evaluation objectives	- Evaluate the quality of the workshop; - Evaluate the capacities of the coach; - Obtain concrete recommendations for improvement.
	When	At the end of the national training workshop for PA managers.
	Length of time	15 min.
	Comments	To be filled in manually.

Evaluation tool 3	C-EVAL3 Formulaire d'évaluation de la mission de coaching	
	Evaluation targets	- The coach; - The missions; - The manager.
	Evaluator	The Conservator and/or the management team; The national institution.
	Evaluation objectives	- Evaluate the quality of coaching; - Measure the competency gains for managers; - Measure the capacities to use the Form and the information system for managers; - Measure the institutional changes resulting from the use of the information system; - Obtain clear indications for future improvement of the coaching approach.
	When	At the end of the national training workshop for PA managers. To be integrated into the technical report.
	Length of time	30 min.
	Comments	To be filled in electronically.

C-EVAL 1

The evaluation forms presented below are available in separate files in the COMIT USB key. The results of these forms are to be added to the reports that will be submitted

💡 *This form can be used as an initial evaluation in order to assess the level of competency.*

PA management competency evaluation form

COMPETENCY SELF-ASSESSMENT FORM FOR PROTECTED AREAS – General information

COUNTRY					
NAME. First Name Please write clearly					
SEX	M	F			
AGE (circle an answer)	<30	31-45	46-60	>60	
Official job title (Grade)					
EMPLOYER					
JOB LOCATION					
YEARS OF RELEVENT EXPERIENCE Circle an answer	0-5	6-10	11-15	16+	
HIGHEST LEVEL OF EDUCATION Circle an answer	Elementary school	High school	Bachelor's degree	Master's degree	PhD

WORK-RELATED TRAINING IN THE PAST THREE YEARS

THEME	Organism	Length	
		Months	Days

TO BE COMPLETED BY THE EVALUATION SUPERVISOR

GENERAL LEVEL	①	②	③	④	
CATEGORIES EVALUATED	PPP	ORG	HRM	ADR	BIO
	LAR	COM	TRP	AWA	FLD
	TEC	CAC	UNI		
NAME OF THE EVALUATOR					
DATE OF EVALUATION (D M Y)					
PLACE OF EVALUATION					
Evaluation code					

COMPETENCE SELF-ASSESSMENT FORM FOR PROTECTED AREAS. LEVEL 3.

NAME		
CODE		

X- This capacity is not relevant to my job.
0 – This capacity is sometimes relevant to my job, but is not required on a regular basis.
1 - This capacity is required for my job on a regular basis, but I have minimal or no competency. I require significant training or support on this subject.
2 - This capacity is required for my job on a regular basis, and I have some competence on the subject. I require training or support.
3 - This capacity is required for my job on a regular basis, and I have a good competence on the subject. I only require periodic updating/retraining.
4 - This capacity is required for my job on a regular basis and I have a high competence on the subject. I could train other people on this subject.

GROUP	ORGANISATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT	
CATEGORY	**PPP. PROTECTED AREA POLICY, PLANNING AND PROJECTS**	X 0 1 2 3 4
PPP 3	**PROTECTED AREA POLICY, PLANNING AND PROJECTS. LEVEL 3**	
Code	**General competencies. Where relevant, the individual should be able to...**	
PPP 3.1	*Direct the participative development of the management plan of a protected area using the official formats and processes.*	
PPP 3.2	*Direct a structured evaluation of threats for a protected area.*	
PPP 3.3	*Direct the development of a zoning system for a protected area.*	
PPP 3.4	*Direct the development of proposals and project plans for a protected area using the official formats and processes.*	
PPP 3.5	*Direct the implementation of plans and projects.*	
PPP 3.6	*Direct the development of risk/disaster assessments and contingency plans for PAs.*	
PPP 3.7	*Direct the definition and implementation of measures to cope with climate change impacts.*	
PPP 3.8	*Supervise the planning, implementation and follow-up of infrastructure projects.*	
PPP 3.9	*Coordinate the management of the protected area with the activities of the owners and operators of surrounding land and resources.*	
PPP 3.10	*Contribute to the environmental impact assessments (EIA) of the projects and proposals affecting the protected area.*	

CATEGORY	**ORGANISATIONAL LEADERSHIP AND DEVELOPMENT**	X 0 1 2 3 4
ORG 3	**ORGANISATIONAL LEADERSHIP AND DEVELOPMENT. LEVEL 3**	
Code	**General competencies. Where relevant, the individual should be able to...**	
ORG 3.1	*Ensure advancement toward the acquisition of adequate human, physical and financial resources for effective management of the protected area.*	
ORG 3.2	*Establish procedures for structured, planned and adaptive management of the protected area.*	
ORG 3.3	*Establish a schedule and systematic monitoring of the management of activities.*	
ORG 3.4	*Establish systems and procedures to ensure high ethical and behavioural standards towards staff and partners.*	

ORG 3.5	Build networks and develop collaborative relations with other organisations.	
ORG 3.6	Ensure the implementation and application of participative governance.	
ORG 3.7	Establish systems and procedure to ensure the health, safety and security of a protected area.	
ORG 3.8	Promote and implement changes and innovation in protected area management.	
ORG 3.9	Implement processes for inclusive, transparent and participative consulting and decision-making.	
ORG 3.10	Ensure efficient management of information and knowledge.	
ORG 3.11	Secure certified recognition of the quality of the management of the protected area.	

CATEGORY	ADMINISTRATIVE REPORTING AND DOCUMENTATION	
ADR 3	ADMINISTRATIVE REPORTING AND DOCUMENTATION. LEVEL 3	X 0 1 2 3 4
Code	General competencies. Where relevant, the individual should be able to...	
ADR 3.1	Compile and draw up major reports on the protected area and a project activity.	
ADR 3.2	Organise, manage and ensure availability of documentation during meetings, consulting sessions and negotiations.	
ADR 3.3	Guarantee full maintenance and back-up of archives and documentation for a protected area.	
ADR 3.4	Implement measures for full monitoring and notification of the performance of the protected area.	

GROUP	ENABLING COMPETENCES	
CATEGORY	COMMUNICATION AND COLLABORATION	
CAC 3	COMMUNICATION AND COLLABORATION. LEVEL 3	X 0 1 2 3 4
Code	General competencies. Where relevant, the individual should be able to...	
CAC 3.1	Maintain efficient communication within the organisation.	
CAC 3.2	Maintain communication and good working relations with stakeholders and partners.	
CAC 3.3	Negotiate agreements and resolve disagreements and conflicts.	
CAC 3.4	Guarantee transparent and participative consulting and decision-making.	

Thank you for taking the time to fill out this form.

C-EVAL 2

EVALUATION FORM FOR THE PROTECTED AREA MANAGERS AND CONSERVATION STAKEHOLDERS NATIONAL WORKSHOP

We kindly ask you to contribute to the evaluation of the workshop in order to improve future activities. Please circle the answers that correspond to your choice.

To be filled out at the end of the training workshop. Can be modified according to the objectives set.

Dates of the workshop	
Location (city, country)	

1. General					
How would you assess the general quality of the training?	Very low 1	Low 2	Average 3	Good 4	Excellent 5
Quel pourcentage des sujets présentés et discutés avez-vous compris ?	0-20%	20-40%	40-60%	60-80%	80-100%

2. Content	Do not agree				Fully agree
The objectives of the workshop were clear	1	2	3	4	5
The themes presented matched objectives	1	2	3	4	5
The content was logically presented and organised	1	2	3	4	5
The practical exercises helped achieve objectives	1	2	3	4	5
The workshop was a good opportunity to get to know the coaches	1	2	3	4	5
The workshop was a good opportunity to make connections with other participants	1	2	3	4	5

3. Organisation and presentation	Very low/ Very insufficient	Low/ Insufficient	Average/ Neutral	Good/ Satisfactory	Excellent/ highly satisfactory
The chosen location was...	1	2	3	4	5
The logistical organisation was…	1	2	3	4	5
The number of participants was…	1	2	3	4	5
The length of the workshop was...	1	2	3	4	5
The balance of activities was…	1	2	3	4	5
The time allocated to each activity was…	1	2	3	4	5
The diversity of activities was…	1	2	3	4	5
The productivity of group work and other activities was…	1	2	3	4	5

4. EVALUATION OF SESSIONS					
Please rate the different sessions	Very poor	Poor	Average	Good	Excellent
SESSION 1: General presentation: BIOPAMA, Regional Observatory, Information system	1	2	3	4	5
SESSION 2: Management and governance of protected areas	1	2	3	4	5
SESSION 3: Explanation of the IMET Form	1	2	3	4	5
SESSION 4: Exercises on sections of the IMET Form: intervention context	1	2	3	4	5
SESSION 5: Exercises on sections of the IMET Form: management effectiveness	1	2	3	4	5
SESSION 6: Case study/Field trip	1	2	3	4	5
SESSION 7: Preparation of the field stage	1	2	3	4	5
SESSION 8: Analysis and reporting	1	2	3	4	5

5. EVALUATION OF THE COACHES					
Name of Coach 1_____					
The coach…	Strongly disagree				Strongly agree
Helped in the familiarisation with the protected areas and biodiversity information system	1	2	3	4	5
Gave the necessary instructions for correctly filling out the IMET Form	1	2	3	4	5
Provided relevant explanations and examples for better understanding the IMET Form	1	2	3	4	5
Stimulated and encouraged the analytical skills of the participants	1	2	3	4	5

Made the participants feel at ease	1	2	3	4	5
Efficiently managed the participants' interventions and discussions	1	2	3	4	5
Helped the workshop to make progress	1	2	3	4	5
Maintained the interest and participation of all participants	1	2	3	4	5
Helped participants who encountered difficulties	1	2	3	4	5
Was efficient and nice	1	2	3	4	5

Name of Coach 2_____					
The coach…	Strongly disagree				Strongly agree
Helped in the familiarisation with the protected areas and biodiversity information system	1	2	3	4	5
Gave the necessary instructions for correctly filling out the IMET Form	1	2	3	4	5
Provided relevant explanations and examples for better understanding the IMET Form	1	2	3	4	5
Stimulated and encouraged the analytical skills of the participants	1	2	3	4	5

Made the participants feel at ease	1	2	3	4	5
Efficiently managed the participants' interventions and discussions	1	2	3	4	5
Helped the workshop to make progress	1	2	3	4	5
Maintained the interest and participation of all participants	1	2	3	4	5
Helped participants who encountered difficulties	1	2	3	4	5
Was efficient and nice	1	2	3	4	5

6. ADDITIONAL QUESTIONS

What was the most important or useful part of the workshop for you?

What else would you like to have learned in the workshop?

Do you have any other comments for improving future training?

Thank you for taking the time to fill out this form

C-EVAL 3

**COACHING MISSION EVALUATION
FORM FOR PROTECTED AREAS AND
CONSERVATION ACTORS**

*We kindly ask you to contribute to the evaluation of the
workshop in order to improve future activities. Please
choose from the answers provided.*

Country	

1. General	
Scale: 1: Very poor – 2: Poor – 3: Fair – 4: Good – 5: Excellent	Your assessment
How would you rate the general quality of coaching?	

2. Quality of coaching	
Scale: 1: Strongly disagree – 2: Disagree – 3: Neither agree nor disagree – 4: Agree – 5: Strongly agree	Your assessment
The feedback provided by coaches was useful	
The coaches' interventions were fundamental in drawing up proposals for improving management efficiency	
The coaches strengthened my skills and confidence for making decisions and reacting to specific management issues of my protected area	
The coaches' interventions improved team spirit and collaboration among PA staff, and between the staff and other key partners	
The frequency of intervention of the coaches was sufficient to obtain results	
The coaches were available for any additional information or requests for help	

3. Self-assessment of competencies	
Scale: 1: Not at all capable – 2: A little capable – 3: Fairly capable – 4: Capable – 5: Very capable and confident in my capacities	Your assessment
Following the coaching mission, I am able to:	
Explain and present	
The general functioning of the Decision Support System: the Regional Observatory for protected areas and biodiversity	
The advantages to using the information system	
Explain the key concepts of the IMET Form	
The difference between intervention context and management	
The threats and pressures on protected areas and biodiversity	
The management cycle of a protected area	

The methods of evaluation of the management effectiveness of a protected area	
The difference and complementary fit between the governance and management of a PA	
Ecosystem services	
Fill out the IMET Form	
Prefill the "Intervention context" part	
Correctly fill out the "Management effectiveness evaluation" part: management context, planning, inputs, process, outputs, outcomes	
Analyse the results of the Form	
Draw up clear recommendations using benchmarks in the Form	
Present the results	
Present the analysis of results to upper hierarchy and local partners	
Present and discuss recommendations for concrete improvements to/with upper hierarchy and local partners	
Implement improvements	
Update my management or work plan according to the recommendations generated by the Form	
Mobilise my management team to implement the improvements	
Mobilise material and financial resources to implement the improvements	
Sustain the system	
Use the information system supported by the PA Observatory	
Fill out the Form next year without the help of a coach	
Communicate management results to partners often and clearly	

4.   ADDITIONAL QUESTIONS AND COMMENTS

What suggestions do you have for developing your management capacities for your protected area in the future?

Thank you for taking the time to fill out this form.

5.2 Resources For the coach

Electronic files

0-4 C-EVAL1
0-5 C-EVAL2
0-6 C-EVAL3

In case of difficulty

Evaluation of competences and use of forms
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APPENDIX

GLOSSARY

Biodiversity	Refers to the diversity of life on Earth at all levels: diversity of environment (ecosystems), diversity between species, and genetic diversity within species. A contraction of «biological diversity".
Conservation authority	A body of conservation systems and networks.
Conservation network	A group of conservation agencies that determine the focus, organisation and interventions of conservation systems according to local, national cross-border, regional and global provisions.
Conservation system	A territorial complex made up of areas that are subject to different protection and/or natural resource management regimes, for example: a PA and its periphery, a park and its neighbouring hunting reserves, a PA and its adjacent forests, a PA and its biological corridors, etc.
Ecosystem	A community of living organisms including plants, animals, micro-organisms and surrounding dead organic matter interacting as a functional unit. The elements making up an ecosystem develop energy-matter transfers that develop and maintain life.
Ecosystem approach	Planning or management approach that integrates land, water and living resources in the aim of promoting their conservation and sustainable use and respecting their interactions within the ecosystems that human beings are part of.
Ecosystem services	The benefits people obtain from the environment. Ecosystem services can be viewed as provisioning such as food and water; regulating, for example, flood and disease control; cultural such as spiritual, recreational, and cultural benefits; or supporting like nutrient cycling that maintain the conditions for life on Earth.
Environment	The environment designates all the natural, artificial (physical, chemical and biological) and cultural (sociological) conditions in which living organisms develop (including humans, animal and plant species).
Environmental governance	Collective decisional action reuniting all the institutions and non-hierarchical structures, causing better integration of the planning and management of resources and greater consideration of the environmental and social consequences of changes planned over time. According to this definition, environmental governance respects and reinforces the principle of subsidiarity (EU law sense) and the principles of a participative approach of the different stakeholders (bottom-up approach).
Good governance	Transparent and responsible management of the human, natural, economic and financial resources of a country or institution in the aim of fair and sustainable development and in a politico-institutional environment that respects human rights. This definition does not imply a participative approach, but rather a top to down approach
Landscape	A geographic zone made up of protected areas, community-based natural resource management zones and extractive resource zones – CARPE Programme.
PA Management	PA management is the process by which human and material resources are used to achieve an objective set by a given institutional structure.

PA reference ecosystems (*)	Geographical areas made up of zones that are subject to different conservation or natural resource management regimes (protection, subsistence, artisanal, industrial use, etc.), regulated by diverse jurisdictions (legal, legitimate, interface, etc.) and measures (cognitive, technical, financial, etc.).
PADDD	Tracking protected area downgrading, downsizing, and degazettement (Michael B. Mascia & Sharon Pailler, World Wildlife Fund).
Protected areas	Territories that benefit from a conservation status and thus from a special protection by governmental authorities.
Reference ecosystem	The main ecosystem of a protected area and its adjacent zones.
Stakeholders	Institutions, organisations, companies or individuals that operate in a territorial intervention context of a protected area.
Subsidiarity	Principle (EU sensu) that favours the lower level of decision-making power as long as the higher level is not capable of acting more efficiently.
Sustainability	In short, and in the specific case of the management of ecosystems, sustainability can be defined as the answer to a complex puzzle, which requires piecing together – in a harmonious and adaptive process – the elements relative to the ecological, economic, financial, socio-territorial and politico-institutional aspects that underlie a system within which there is interaction between humans and nature.
Threats	Current and potential pressures, threats and vulnerabilities that could have a harmful impact in the future, short or long term impact but that do not yet exist in the ecosystem concerned (PA, periphery or other).
Values and significance of protected areas	Protected areas are managed in the aim of preserving the values they host and maintaining the importance for which they were classified.
Vulnerabilities	Weaknesses in a conservation system (for example ex. sporadic epizooties, high poverty level, etc.) that, if they come into effect, can have a harmful impact on the heritage and natural resources in the short or long term.
WCPA Framework	The stages of protected area planning and intervention outlined by the IUCN World Commission on Protected Areas (WCPA).

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