



Preparing for the 2003 World Parks Conference

Managing Effectively in the Face of Change: What lessons have we learned?




4-7 February, Linley Estate
Melbourne, Victoria, Australia

Compiled by Ann Braun, Paideia Resources



About this report

Content and organisation: This document is organised according to the process followed at the workshop. It contains all the outputs generated by participants, and hyperlinks to the case studies, supporting documentation, plenary and Open Space presentations.

Navigation: The navigation bar and table of contents are intended as a navigation aid through electronic and printed copies of these proceedings respectively. In a page that contains hyperlinks, click the display text to follow the link. When a hyperlink is followed, the **Web toolbar** will appear at the top left of your screen. When you have finished viewing the hyperlinked material, click on  to return to the original location in your Word document. You may wish to close the file before returning; in this case the Web toolbar will also close.

Printing advice: For best legibility of the mindmaps on pgs 79-78, print at high resolution.

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Acronyms

CBD	Convention on Biological Diversity	RAPPAM	Rapid Assessment and
COP	Conference of Parties		Prioritization of Protected Areas
EME	Evaluation of Management		Management
	Effectiveness	SBSTTA	Subsidiary Body on Scientific,
EOH	Enhancing Our Heritage		Technical and Technological
EPP	Ecosystem, Parks and People		Advice
	project	SWOT	Strengths Weaknesses,
GEF	Global Environment Facility		Opportunities, Threats
GISP	Global Invasive Species Program	TNC	The Nature Conservancy
IPA	Indigenous Protected Area	UNEP	United National Environment
IUCN	World Conservation Union		Program
ME	Management Effectiveness	WB	World Bank
MPA	Management of Protected Areas	WCMC	World Conservation Monitoring
NGO	Non-governmental organisation		Center
PA	Protected Area	WHA	World Heritage Area
PANParks	Protected Area Network of Parks	WPC	World Parks Conference
PROARCA/	Programa Ambiental Regional	WPCA	World Commission on Protected
CAPAS	para Centroamérica/Central		Areas
	American Protected Area System	WSSD	World Summit on Sustainable
PSG	Processs Support Group		Development
		WWF	World Wildlife Fund

The following purpose and expected outputs for the preparatory meeting were defined at a preliminary meeting held in Brisbane, Australia on 30 Sept, 2003 by workshop organisers Marc Hockings and Fiona Leverington

Workshop Purpose

- Prepare for the World Parks Conference 2003 by distilling lessons learned and improving understanding of unresolved issues emerging from monitoring and evaluation experiences over the last 10 yrs
- Prepare WCPA proposals for policy and work programs on management effectiveness for IUCN input to the Convention on Biological Diversity (CBD) process

Expected Outputs

- A vision for evaluating management effectiveness
- A case study set, principles, lessons and emerging or unresolved issues that can feed into work programs and policy
- Plan, content, structure and process for relevant sessions on management effectiveness at World Parks Conference, 2003, Durban
- Policy and work program inputs for CBD (Define what are we trying to achieve/change through the CBD process and who should be involved)
- Inputs to a briefing paper for Durban participants and a chapter on management effectiveness for the Ecosystem, Parks and People project based on the vision, case study set, principles, lessons and emerging or unresolved issues identified at this workshop

Summary of Preparatory Workshop¹

One of the seven major workshops for the World Parks Congress (WPC) to be held in Durban in September 2003 is on the topic of management effectiveness of protected areas. This workshop is part of an IUCN World Commission on Protected Areas (WCPA) initiative that aims to improve management effectiveness through promoting development and adoption of systems for monitoring, evaluation and reflection relating to park management processes and outcomes.

Allied to this initiative is a WCPA project *Ecosystems, Parks and People (EPP project)* which is developing sets of learning materials for use by protected area managers and also policy advice and work program proposals for consideration within the Convention on Biological Diversity. One section of the EPP project relates to the issue of management effectiveness.

¹ by Marc Hockings (IUCN) and Fiona Leverington (QPWS)

A key step in preparing for the Durban workshop and for the EPP project was a 'preparatory workshop' of a small number of key professionals held in Australia from 4th-7th February 2003. The aim of this workshop was to:

- prepare for Durban by distilling lessons learned and improving understanding of unresolved issues emerging from monitoring and evaluation experiences over the last ten years; and
- prepare WCPA proposals for policy and work programs on management effectiveness evaluation for IUCN input to CBD process.

Over 30 participants attended the workshop, from 13 countries in North and South America, Asia, Africa, Europe and the Pacific. While the majority of people had an interest in terrestrial protected areas there was also representation from marine protected areas. Participants came from research institutions, NGOs and (the majority) from protected area management.

In addition to the workshop, there were "open space" sessions at lunchtime and evenings, where methodologies were presented in more detail or other issues discussed.

Reviewing progress and providing advice

Delegates had previously prepared brief case studies, which were presented in small groups at the workshop. This collection of case studies represents the most comprehensive overview to date of studies in this area. Case studies followed a fixed format:

- Why was the evaluation done?
- How was it conducted?
- Who was involved and why?
- What was covered in the evaluation and why?
- Which elements of the WCPA framework were covered in your evaluation process?
- How was the evaluation reported?
- What changes in management resulted?
- What did you learn about the process of assessment?
- What have you done differently (or what would you do differently) based on what you learned about evaluation?

Case studies included the following:

Case study	Author and affiliation
Evaluation of protected areas in Ecuador and Peru	Aaron Bruner, Lisa Naughton, Ted Gullison, Katrina Brandon Conservation International
PROARCA-CAPAS methodology in Central America	José Courrau, consultants
Forest Innovations Project methodology for Central Africa	Nigel Dudley and Sue Stolton, consultants
Rapid Assessment and Prioritization of Protected Area Management (RAPAM) Methodology	Jamison Ervin, consultant
ParksWatch	Chris Fagan and Carlos Albacete
Fraser Island World Heritage Area monitoring and evaluation system	Marc Hockings, University of Queensland
Evaluation of management program for the Tasmanian Wilderness World	Glenys Jones, Parks and Wildlife Service, Tasmania

Heritage Area	
Case study	Author and affiliation
Assessment of federal protected areas in Brazil	Rosa Lemos de Sá, WWF Brazil
Assessment of Queensland National Parks	Fiona Leverington, Queensland Parks and Wildlife Service
Evaluation of management of protected areas in Catalonia, Spain	Josep M. Mallarach I Carrera, Institució Catalana d'Història Natural, Spain
Case study on Bwindi Impenetrable Reserve, Uganda	Moses Wafula Mapesa, Uganda Wildlife Authority
World Bank/WWF Alliance tracking tool	Kathy MacKinnon, World Bank
Developing a learning framework for protected areas	Richard Margoulis, Foundations for Success, USA
Developing a "State of the Park" programme for US national parks	Mark Peterson, National Parks Conservation Association, USA
Evaluation of The Nature Conservancy's Consumnes River Project, California, USA	Dan Salzer, The Nature Conservancy, USA
Assessment of India's protected areas	Shekhar Singh, Centre for Equity Studies, India
Social indicators at Sian Ka'an Biosphere Reserve	Ileana Solares Leal, Sian Ka'an Biosphere Reserve, Mexico
Enhancing Our Heritage project	Sue Stolton, Marc Hockings and Nigel Dudley
Pan Parks certification of Oulanka National Park, Finland	Rauno Väisänen and Matti Tapaninen, Natural Heritage Services, Metsähallitus, Finland
Progress with assessment of marine protected areas	Lani Watson, NOAA, USA

The case studies were presented and discussed in small working groups and then in plenary. The working groups spent some time in evaluating these experiences and drawing together some general lessons during the first full day. While the results are currently still being reviewed and written up, some general conclusions can already be drawn:

- Differences in protected area systems, aims of protected areas, geographical regions and resources means that there will be no single "assessment system" that suits all situations: indeed, despite the number of systems already in existence, experience shows that many sites and agencies need to tailor assessment to their particular needs.
- In these circumstances, one role that WCPA can offer is to ensure that the overall assessment framework is as strong as possible and to provide advice about the actual choice of methodologies would be likely to meet individual needs.
- Many practitioners have been tending toward cheaper, simpler systems in a conscious recognition that in cases where repeat surveys are an essential part of the process, there is no point in developing a very detailed methodology that is too expensive to be maintained.

Conclusions and recommendations to the CBD and World Parks Congress

The meeting spent a day drawing together proposals for the World Parks Congress, specifically in terms of:

- The workshop planned in Durban
- The Ecosystems, Parks and People (EPP) project being organised by WCPA
- The question of developing a certification system for protected areas
- Inputs to SBSTTA 9 and COP 7 of the Convention on Biological Diversity.

While the final results are still being negotiated and discussed, firm decisions were taken on a series of outputs:

- A briefing document for participants in the WPC workshop summarising the case studies, lessons learnt and other outputs from the preparatory workshop;
- A chapter on management effectiveness for the book being prepared by the Ecosystems, Parks and People project (to be completed by end March 2003);
- Inclusion of all methodologies on the WCPA website, with links to primary material;
- Possible development of a decision-tree for selecting assessment methodologies;
- A concise set of recommendations to the Convention on Biological Diversity.

A wider work programme

The meeting provided the first opportunity for so many people involved in these issues to meet and to discuss progress. Many new links and initiatives emerged at the meeting and these will be reflected in the more detailed summary document under preparation. They include, for example:

- An agreement that the Enhancing our Heritage project and The Nature Conservancy will collaborate on further refining of TNC's 5-S framework, so that the experience gained by the former project will contribute to TNC's work;
- A proposal that WWF works with WCPA in developing a book of different methodologies to act as a resource for practitioners;
- Cooperation between WCPA Management Effectiveness Thematic Programme and the Conservation Measures Partnership being established through a partnership of conservation NGOs.

The Workshop at a Glance

Day 0 (3 Feb, p.m.)

- Group transportation by bus to Linley Estate, 45 minutes from Melbourne
- Process Group meeting (3:00 p.m.)
- Opening session (4:00 p.m.)
 - Inauguration/Welcome
 - Introductions
 - Setting of expectations
- Process Group meeting (in the evening)

Day 1 (4 Feb, full day)

- What do we mean by "lessons Learned"
- Exercise: Our vision(s) for management effectiveness
- Small group work session: Short presentations and initial analysis of case studies
- Process Group meeting (after the main session)
- Open space session (in the evening)

Day 2 (5 Feb; full day)

- In-depth analysis of case studies by small working groups
- Discussion and synthesis of lessons learned and unresolved issues from case studies
- Process Group Meeting (after the main session)
- Open Space session (in the evening)

Day 3 (6 Feb, full day)

- Discussion: Should a certification system be developed for the management of protected areas?
- Brainstorming session on the implications of global change issues on evaluation of the management of protected areas and suggestions for proposals to be included in IUCN submission to the CBD on Protected Areas Policy and Work Program
- Next Steps
 - Inputs for briefing paper for Durban participants and for EPP chapter on management effectiveness
 - Inputs and process for CBD and WPC workshop sessions on evaluation of management effectiveness
- Workshop Evaluation: How well were expectations met?
- Workshop closure and Social event

Day 4 (7 Feb)

- Field trip (9:00 - 4:30)
- Group transport to Melbourne (4:30)

Proceedings

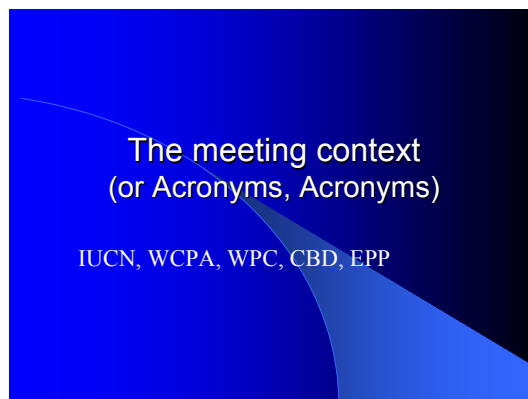
Day 0

1. Welcome

- Welcome by Parks Victoria by Geoff Vincent
- Welcome to Country (By Barry Coombs, Parks Victoria)
- IUCN welcome

2. Introduction to the workshop by Marc Hockings

(Click on the slide to start the presentation in Powerpoint; click on back arrow to return)



3. Facilitator's introduction, approach to facilitation and visualisation guidelines

FACILITATION APPROACH

- Create a hospitable environment
- Explore questions that matter
- Encourage everyone's contribution
- Connect diverse perspectives
- Listen together for insights and deeper questions
- Share collective discoveries

Introducing our Workspace: "The Parks Café"

- Notice the café setting, with tables named after famous parks around the world (Bwindi, Kerinci, Oulanka, Sian Ka'an, Yellowstone)
- Most of our work will be done through café table conversations, hopefully the relaxed, informal atmosphere will help to stimulate creativity, openness and a learning atmosphere
- The key to successful table work is DEEP LISTENING

Deep Listening

- The Spanish word *meollo* means "the essential nature or deeper substance of a thing"
- Let's listen for *el meollo* - the deeper patterns of meaning in what may initially appear to be a messy, chaotic exchange of ideas and perspectives
- Noticing patterns and connections lies at the heart of knowledge creation and dynamic listening plays a key role in realizing breakthrough discoveries Arriving at deeper meaning requires the discipline of deep listening - everyone listening together for the new connections and patterns, collective wisdom, core questions and insights that no individual member might access alone
- Enter the conversations at your table with the goal of learning from each person
- Notice your own natural tendency to only partially listen to others and focus on deepening your listening
- Listen for differences, surprises and challenges
- Consider different perspectives as gifts; even when they make us uncomfortable, they offer rich soil for discovering unforeseen possibilities
- Encourage others to take their thinking further; link and build on one another's ideas
- Take some time to reflect during your inquiry together to ask: "What's at the center of our conversation?"

Visualisation Guidelines

Objectives of Visualisation

- Ease the learning process
- Ensure everyone is able to follow presentations of working results

Visualisation "Rules"

- Every idea counts
- One idea per card
- 3 lines or less per card
- Legible handwriting
- Cap markers after use

4. Participant Introductions

Getting Acquainted	
1. Introduce yourself at your table	<ul style="list-style-type: none"> a) Who you are, where your roots are, and where you live. b) Explain how people who know you well, would describe you c) Explore as a group what you would like to see happen at this workshop (green cards) and what should not happen here (orange cards)
2. Pass expectations cards from each table to the facilitators	
3. A person from each table briefly introduces his/her tablemates to the whole group and comments on 1 or 2 interesting or surprising things about the members	

5. Participant Expectations

Cards from each table were shared, grouped and categorized

What I would like to see happen in this workshop is:

Become well prepared for WPC <ul style="list-style-type: none"> Distill good ideas Go beyond cases 	Improve clarity about role of ME <ul style="list-style-type: none"> Ensure that it really makes a difference 	Make ME relevant to managers and local people <ul style="list-style-type: none"> Greater indigenous involvement Managers "own" monitoring Go "beyond boundaries"
Make EME Sustainable, Relevant, Institutionalised <ul style="list-style-type: none"> Make a case to governments Get EME into the Protected Area culture 	Share, review, clarify and synthesise methodology <ul style="list-style-type: none"> Clarify common tems Peer review, learning and networks Understand what is relevant and valid where Consistent global methodology 	Enjoy ourselves <ul style="list-style-type: none"> Have fun Feel inspired

What should not happen in this workshop is:

No output <ul style="list-style-type: none"> No results No product for WPC No direction 	Too much detail <ul style="list-style-type: none"> Disussion of words Bogged down in detail Fragmented nonsense Detailed recipes 	Bad process <ul style="list-style-type: none"> Lengthy presentations Loss of respect Untapped knowledge Methodological battles Post-positivist influences
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This workshop addressed the expectations and process and output concerns highlighted in yellow; the other expectations were beyond its scope.

6. Process Support Group Members and Tasks.

Process Support Group (PSG)	
Tasks:	<ul style="list-style-type: none">• To get feedback from participants on the workshop process• To assist the facilitator and workshop organisers in adjusting the workshop process based on the desired outputs and participant feedback
Members	<ul style="list-style-type: none">• Glenys Jones• Moses Mapesa• Nigel Dudley• Leonardo Lacerda• Caroline Stem• Geoff Vincent

7. Presentation of anticipated workshop outputs

Anticipated outputs	
As agreed by the organisers and the PSG	
	<ul style="list-style-type: none">• A vision(s) for evaluating management effectiveness• A case study set, principles, lessons and key unresolved issues that can feed into work programs and policy• Plan, content, structure and process for relevant Management Effectiveness workshop sessions at the World Parks Conference, Durban• Policy and workprogram inputs for Convention on Biological Diversity (CBD); Define what are we trying to achieve/change through the CBD process and who should be involved• Inputs to briefing paper for Durban participants and Ecosystem Parks and People (EPP) chapter on management effectiveness

Discussion of these centered on clarifications, and on whether developing a vision for EME was realistic. The vision output was modified to focus instead on ***development of an understanding of the diverse perspectives on the evaluation of management effectiveness.***

8. General process for developing the outputs

Preparing for WPC2003

1. Develop a framework for what we mean by "lessons learned" (Day 1)
2. Share diverse perspectives on the evaluation of management effectiveness (Day 1)
3. Analyse case studies for principles, lessons and key emerging or unresolved issues (Days 1 and 2)
4. Organise lessons according to our "framework" and based on these refine our visions. What do the lessons imply for our vision(s) of management effectiveness evaluation? (Day 3)
5. Based on the lessons learned, identify key implications of global change issues on evaluation of the management of Protected Areas (Day 3)
6. Outline views on certification system for the management of PAs (Day 3)
7. Identify next steps and develop an action plan for preparing presentations for EME sessions at WPC2003 and related initiatives (Day 3)

Day 1

9. Exploring what we mean by "Lessons Learned"

What do we mean by lessons learned?

Objective:

Develop a possible framework for systematizing lessons drawn from case studies

Process (

- Selection of rapporteur by each table group
 - Brainstorm the question: "What do we mean by lessons learned?"
 - Rapporteur's summaries of the discussion and conclusions (on cards or flipcharts)
 - Collective synthesis of conclusions as a "Mindmap"
- Outputs:
- [Click here for the synthesis](#)

An Open Space session further developed the mindmap of what we mean by lessons learned. This will be an input into post-workshop effort on putting the lessons learned into a framework for presentation at the WPC.

10. Exploring the diversity of perspectives on evaluation of management effectiveness

From your perspective what are the primary purposes of evaluation of management effectiveness?

What would you like to see achieved in 10-yrs time

Objective:

Understand the diversity of perspectives within this group

Process:

- Consider each of these questions individually
- Collective synthesis (as Mindmaps)

Output:

"Maps" of the perspectives within this group (click on the hyperlinks to access)

- [Primary purposes of EME](#)
- [EME in 10 years...](#)

11. Case Studies

To facilitate analysis of the case studies those with broadly similar approaches were grouped together for small group work. *Click on the hyperlinks to access the case studies*

Table Groups	
<p>Bwindi Nigel Dudley Ian Dutton Jamie Ervin Rosa Lemos de Sá Kathy MacKinnon Bill O'Connor</p>	<p>Kerinci José Courrau Ileana Solares Lani Watson Rod Atkins Leonardo Lacerda Geoff Vincent</p>
<p>Oulanka Fiona Leverington Josep Maria Mallarach Mark Peterson Rauno Vaisanen Neil McCarthy Robbie Robinson</p>	<p>Sian Ka'an Glenys Jones Marc Hockings Richard Margoluis Dan Salzer Sally Troy Graeme Worboys</p>
<p>Yellowstone Moses Mapesa Shekhar Singh Sue Stolton Brett Cheatley Caroline Stern</p>	<p>Others²: Aaron Bruner Chris Fagan</p>

² Invited, but not able to attend the workshop

Supporting Documentation for Case Studies
José Courrau: ♦ Monitoring of Protected Areas in Central America
Jamie Ervin: ♦ RAPPAM questionnaire
Kathy MacKinnon: ♦ PA Tracking Tool
Rosa Lemos de Sá: ♦ WWF-Brazil Questionnaire ♦ Report
Chris Fagan: ♦ ParksWatch profile: El Mirador ♦ ParksWatch Data for El Mirador
Glenys Jones: ♦ Outcomes-based evaluation methodology
Richard Margoluis: ♦ Adaptive Management ♦ Greater than the Sum of Their Parts ♦ Maximum Yield: Sustainable Agriculture as a Tool for Conservation
Bill O'Connor: ♦ A case study of management reform in Parks Victoria
Dan Salzer: ♦ Enhancing the Five-S Framework to Measure Conservation Impact ♦ Assessing Target Viability at Conservation Projects ♦ Situation Analysis
Shekhar Singh: ♦ GEF Framework ♦ Survey of parks in India: Questionnaire ♦ Survey of National Parks in India ♦ Survey of Wildlife Protected Areas in India ♦ Prioritisation of PAs ♦ Supreme Court Order ♦ Supreme Court Report
Ileana Solares: ♦ Sian Ka'an Evaluation of Management Effectiveness
Lani Watson: ♦ Draft guidebook: Biophysical, socioeconomic and governance indicators

12. Drawing lessons learned from the case studies

Overview of Process
<p>Analysis of the case studies occurred in two rounds, starting with comparison of similar approaches, and then contrasting these with relatively dissimilar experiences</p> <p><u>Outputs:</u></p> <ul style="list-style-type: none"> • Systematized case studies • Key issues, questions, insights arising from case studies • Set of lessons learned drawn from case studies <p><u>Round I:</u> (Similar cases at the same table)</p> <ul style="list-style-type: none"> • Presentation of case studies • Systematize case study information • Pull out patterns, trends, questions and issues • Presentation of summaries in plenary <p><u>Initial synthesis of lessons learned and emerging or unresolved issues</u></p> <ul style="list-style-type: none"> • by Process Support Group <p><u>Round II:</u> (Connect to full diversity of perspectives) Rapporteur from Round 1 stayed at</p>

same table, new people joined

- Analysis from Round I enriched with knowledge from other experiences
- Lessons learned identified, using initial PSG synthesis of lessons and issues, and Mindmaps as starting point
- Presentation of summaries in plenary

Why this approach?

- As more people share their discoveries and connect their insights, collective knowledge grows and the wisdom of the group becomes more visible
- Innovative possibilities for future action emerge naturally

Case Study Analysis: Round I

Objectives:

- Get to know several cases studies in detail
- Connect knowledge from broadly similar cases

Process:

- Rapporteurs chosenCase study authors presented what was done and and what was learned
- Table groups systematised & summarised responses for each of the case study questions, developing a narrative or story about each based on the author's presentations. Patterns, trends, issues, & key questions by were drawn out by developing 4 lists (on flip charts):
 - Questions arising from case studies
 - Issues arising
 - Insights
 - Anything else
- Rapporteurs' summaries presented in plenary

³ Process step added by Process Support Group

Case study questions

- Why was the evaluation done?
- How was it conducted
- Who was involved?
- Which elements of the WCPA framework were evaluated?
- How was the evaluation reported?
- What changes in management resulted?
- What did you learn about the process of assessment (strengths/weaknesses)?
- What have you done differently, or what would you do differently based on what you learned?
- What are the key factors contributing positively to the evaluation of ME?
- What are the key factors threatening or limiting evaluation of ME?⁴

Round I Outputs:

- [Summarised case study set from each table group](#)
- [An initial synthesis of lessons learned and unresolved issues](#) (based on summarised case study sets and mindmaps (prepared by Glenys Jones with assistance of Process Support Group))

Day 2

The initial synthesis from Day 1 served as a springboard for deeper analysis of lessons learned and unresolved issues. The lessons and issues were organised by topic as follows:

- Methodologies
- Stakeholders, reporting and communication
- Support for evaluation
- Feedback to adaptive management
- Evaluation systems
- Key factors for good evaluation

⁴ Questions added by Process Support Group

Case Study Analysis: Round II

Objectives:

Connect perspectives from the full diversity of cases

Draw out lessons learned

Process: Round I rapporteurs remained at original tables to serve as hosts/anchor points for a new round of conversation

- Others joined new tables
- New rapporteurs chosen Table groups worked to add, modify and develop or reject the lessons learned, to sharpen their expression, and to analyse them in terms of contexts in which they apply
- Table groups worked to add to and sharpen the expression of the unresolved issues, and to generate preliminary guidance on what should be done to address these and who should do it Each table group covered one topic, and every table group covered the topic of key factors for good evaluation The lessons and unresolved issues identified for each major topic were discussed in plenary. First each table group clarified what they meant by a particular lesson or issue. Following this, each lesson was rejected or endorsed, and endorsed lessons were further sharpened. The same process was followed for unresolved issues.

Round II Group Outputs

Group Outputs:

- A set of lessons learned, endorsed by the workshop participants, organised in major topics with reference to the context in which they apply, and citing any illustrative case studies
- A set of unresolved issues, endorsed by the workshop participants, organised in major topics with preliminary ideas on how to address these, and who should be involved

[Access the Lessons Learned and Unresolved Issues](#)

[Access the Key Factors for Good Evaluation](#)

Round II Plenary Outputs

Mindaps

- A set of lessons learned, endorsed by the workshop participants

<u>Methodologies</u>	<u>Stakeholders, Reporting and Communication</u>	<u>Support for Evaluation</u>
<u>Feedback to Adaptive Management</u>	<u>Evaluation Systems</u>	<u>Key Factors for Good Evaluation</u>

- A set of unresolved issues endorsed by the workshop participants

<u>Methodologies</u>	<u>Stakeholders, Reporting and Communication</u>	<u>Support for Evaluation</u>
<u>Feedback to Adaptive Management</u>	<u>Evaluation Systems</u>	

During the post-workshop follow-up Fiona Leverington will analyse how these lessons relate to the “framework” of what we mean by lessons learned and to the diversity of perspectives for management effectiveness (developed on Day 1)

Further work on lessons learned

Richard Margoluis volunteered to edit the lessons learned in order to distinguish more precise/specific **lessons** from general **observations**. His approach involved writing lessons as “commands”

Example of a lesson:

Make findings relevant to evaluation audiences and present these findings in ways that are meaningful to these audiences.

Example of a general observations written as “statements of fact”:

Sustainability is dependent on the availability of capacity of stakeholders and participants to carry out the evaluation process)

Richard also combined lessons that were identical or very similar. He used the WORD “Track Changes” tool to make his modifications distinguishable from the original text

[Click here for the edited set of lessons and general observations](#)

DAY 3

13. Protected Area Certification Presentation and discussion:

(Click on slide to start presentation in Powerpoint; click on back arrow to return)



Protected Area Certification: Opportunity or Distraction?

Discussion led by Nigel Dudley:

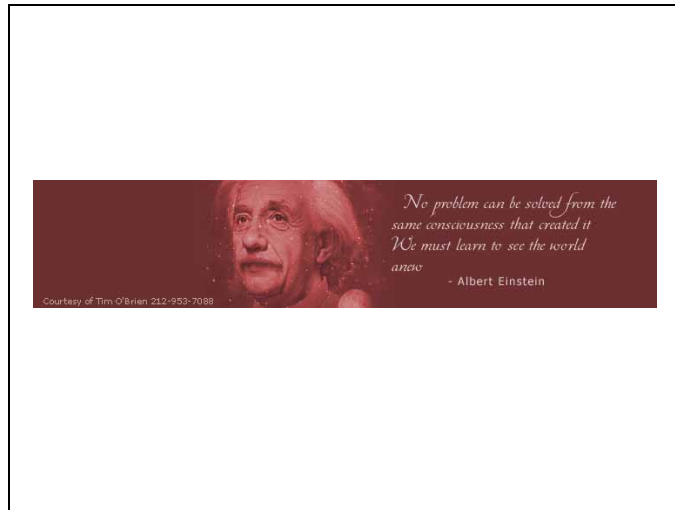
- Should IUCN or some other body, develop a certification system for the management of protected areas?
- How should this consultation be carried out?
- Who needs to be involved?
- What issues need to be considered in the consultation process?

[Click here for a mindmap summary of the discussion](#)

14. Implications of Global change factors on evaluation of management effectiveness

Presentation by Fiona Leverington and small group brainstorming

(Click on slide to start presentation in Powerpoint; click on back arrow to return)



Brainstorming Session:

- Small groups brainstorm implications of global change factors (socioeconomic, biophysical and governance) on evaluation of the management of Protected Areas

Outputs:

- Set of ideas on the implications of global change factors on the evaluation of management effectiveness and on future options for evaluation. These will set the context for developing the chapter for the EPP.
 - [Biophysical](#)
 - [Socioeconomic](#)
 - [Governance](#)

Outputs:

Implications of Biophysical Global Change Factors

on Evaluation of Management Effectiveness of Protected Areas:

- Site and system-level assessments give different info vis a vis global change
- What is tractable and within the domain of the PA manager, administration or government?
- Effectiveness of Global PA network vs individual systems/sites vs effectiveness of global management
- How to gauge what a PA manager can/cannot control or do within a single PA (e.g. reduction of impacts)
- Do we need to revisit the general and specific objectives of PAs in the context of change (e.g. extirpation of key species)
- PAs can be valuable in understanding implication of change, and also to test hypotheses
- Making assumptions explicit and testing hypotheses is vital in changing conditions especially in assessing outcomes
- How to use PA staff to communicate importance of connectivity of habitats and processes to broader landscape/community (advocacy)
- Monitoring key species and systems indicators of global change e.g. coral bleaching, butterflies amphibians [site level]
- Accountability within PA to reduce factors that contribute to global change (energy consumption and waste minimization) [site/system]
- Need to look again at PA values as global and regional conditions change [site/system]
- Early warning (invasive species) [site/national]
 - Prevention/early control vs eradication and restoration
 - Adequate training for identification of target species
 - Modeling spread for predicting invasions
- Role outside the PA boundaries (e.g. buffering against climate change) [site/national]
- How to do "triage" for PAs that may disappear? "one minute to midnight" [national]
- Design (e.g. of corridors) doesn't currently consider global change, options are increasingly limited [system/national/regional]
- How to measure efficacy in terms of changing context [site/national/global]
- How to build into prioritization the range of scenarios; what is confidence in predictions? [national/regional/global]
- Resilience (to climate change and other forces) a key factor in EME [national/regional/global]
- Review design of PA systems; looking at range of dynamic changing factors [regional/global]
- Redundancy and connectivity to enable flexibility, multiple options [national/regional/global]
- Need to look at broad PA effectiveness as well as management effectiveness [national/regional/global]

**Implications of Socioeconomic Global Change Factors
on Evaluation of Management Effectiveness of Protected Areas:**

- Globalisation is "shrinking" the world - making resource exploitation more accessible to a wider market
- PA systems must consider impacts generated by neoliberal policies
- Increased interest in "ecotourism" → people are wanting to get closer and closer to "the wild" → more pressure on protected areas
- Assessment processes need to be more anticipatory, should link into regional and national planning processes
- Large scale projects (e.g. dams, roads) are displacing people - only land available: forests and PAs
- Need for collaboration and data sharing across sectors that may influence PAs
- Assessment process must fully understand context; must go beyond PA boundaries
- ME of PA must consider impacts of warfare and increase of threats (migration of refugees)
- Assessment process should consider migratory patterns and what is driving them (way to measure/influence those drivers?)
- Natural disasters are influencing how people are using resources and displacing people
- Monitoring of PAs will need to consider natural disasters or eco/agricultural crises that may threaten resource base
- Unless PA managers ensure sustainable livelihoods of people living around PAs they will eventually have adverse impacts on PAs
- Urban population growth → increasing demand on water resources
- Monitoring ecosystem services will become increasingly important

Implications of Global Change Factors related to Governance on the Evaluation of Management Effectiveness of Protected Areas:

- Increasing likelihood of pressure to exploit PA resources implying....
 - ME systems need to accommodate pressure to exploit
 - Different set of management objectives
- Communication and the opportunity to share information is improving implying....
 - Better systems and processes
 - Increasing onus to exploit opportunities
 - Cross-site comparisons
- Central governments will need to be less autocratic in PA management implying...
 - ME evaluation needs to be more open, participatory, transparent and credible
- PA managers will be much more accountable to communities implying...
 - Indigenous views need to be taken into consideration, or drive it or applied in debate concerning management objectives
- PA managers will be much more accountable to indigenous communities
 - Indigenous communities more involved and engaged
- Redistribution of central government responsibilities implying...
 - Management agency as "police" or need for policing of standards
 - Increasing level of cooperation
 - Increases or decreases in resourcing
- Political instability implying...
 - Who controls evaluation?
 - Undermine evaluation directly/indirectly
 - Control of process
 - May become irrelevant due to destruction of PAs

15. Next steps: Environment, Parks and People Chapter

Fiona Leverington will develop a chapter on Evaluation of Management Effectiveness for the Ecosystem, Parks and People project, drawing on outputs of this workshop. The chapter is due 31 March 2003. Authors must follow the following general format ([Click here for more details](#)):

- What is the issue?
- How does the issue relate to PAs and human well-being?
- What can we do about it
- Lessons
 - Challenges
 - Options
 - Guidelines
 - Examples

Preparing the EME Chapter for the Ecosystem, Parks and People Project

EPP Project Description

[Click here to access](#)

Questions posed to workshop participants:

- What should be the main messages of the chapter?
- How should it be structured?
- What should be included?

[Click here for outline generated in plenary](#)

16. Next steps: WPC Sessions on Evaluation of Management Effectiveness

WPC sessions on Evaluation of Management Effectiveness

After a presentation by Marc Hockings on the WPC and planned EME sessions, self-selected groups formed to brainstorm inputs and process for the WPC sessions on EME.

[Access Management Effectiveness Stream Proposal for WPC⁵](#)

Group 1:

- Content and presentation of ideas for the workshop introduction at WPC plenary
- Content and form of $\frac{1}{2}$ day session introducing EME to WPC participants

Group 2

- Content and form of 2 half-day session on Lessons Learned regarding EME
- Process for preparation of briefing paper for WPC participants

Group 3

- Content and form of session on Application of evaluation results

All groups asked to contribute ideas for the EME presentation at the concluding WPC plenary

⁵ NOTE: This version replaces the one distributed at the workshop.

EME Presentation at WPC Opening Plenary

- Characteristics
 - Dynamic/exciting
 - Visual
 - Easy to translate
 - Tight/integrated
- Possible elements
 - 20 minute "advertorial"
 - intro
 - overview
 - opening story
 - real places/real people
 - visual with voice over
 - flyer/brochure (3 languages)
 - collage of voices and representatives
 - scripted/choreographed role play & discussion; portraying people affected/involved/engaged in EME of PAs (testimonials, NGOs, PMs. Communities. Governments)
 - role play 1
 - traditional evaluation (eg. School inspector vs "new age" EME for PAs)
 - other focal point people that participants can recognise or talk to

EME Stream Plenary

- Include last two points from opening plenary (advertorial, role play)
- Marc Hockings does "EME 101"
 - Aim of session
 - Where from ? (review progress), where to? (highlight challenges)
 - Overview of topics and 2 minute advertorial for each
 - Set of key topics that each session must report back on at closure
- Panel discussion
 - Experienced panelists, articulate, scripted/rehearsed
 - Must weave in substreams (e.g. alien spp. Etc)
 - Communities, PA Managers, NGO, Government
 - Peter Goodman, Geoffrey Robinson
- Relationship to cross-cutting themes needs to be established here

Session on application of evaluation results

- What presentations?
 - Brief initial introduction
 - What is adaptive management?
 - Looking across different fields; look into theory, models, methods
 - Up to 3 inspirational examples from different parts of the world and different levels (site, system)
- What should small groups address?
 - Small group session with short case study presentations will ID lessons learned, barriers and key success factors

Session on Lessons Learned about evaluation of management effectiveness

Key output: validation of lessons learned, identification of issues, proposed next steps

Dealing with language:

Within the room, have breakout groups by language

Have translations of lessons in printout version

Each group would have to have at least one bi-lingual person who could do the reporting

Q: Could we deal with language if we have panel discussion (see below)

Session 2a - Presentation and Validation

How will they be presented?

- Present lessons learned with examples or illustrations?
- Cull down the lessons
- Put up all lessons at once, discuss briefly
- Put up a lesson
- Illustrative example (from panel which would describe Illustrative case studies - final discussion - no panel)
- Chance for audience participation/discussion
- Have "plants" in the audience ready to start discussion

Session 3a - Testing and Refining Methodological Decision Tree, Discussing Issues and Challenges, Policy and work proposals

Providing guidance for selecting methodologies

How to do it?

- Give groups the scenario and the tree to help choose the tool
- Explanatory text and scenarios, will need 3 people to lead it (1 for each language)

Concluding session at WPC Plenary

Option 1:

- Each session chair gives overview presentation (1 hr total)
- Facilitated audience discussion on key points (30 minutes)
- Next steps: what 10 things go into the Durban Accord (30 min)
- Feedback from Audience
 - Visual feedback; pictures/video of 3 days and reactions (10 mins)

Option 2:

- Brief report
- Lessons
- Policy and work program proposals (Recommendations or Next Steps)

Inputs to Convention on Biological Diversity

- PRINCIPLE: evaluation of management effectiveness is an integral part of PA management
- COP adopts assessment of management effectiveness of PA, recognised as an essential tool for national monitoring of PA Systems
- CBD secretariat should prepare case studies of best practice in EME, appropriate for different contexts and management needs
- COP accepts that capacity building and adequate financial resources would be required to operationalise ME assessments nationally.
- CoP agrees to initiate a process to establish minimum universal standards for PA management effectiveness
- PROCESS:
 - WPCA input to CBD information docs
 - WPCA stream presentations at SBSTTA (GISP as model)
 - Case studies and info at SBSTTA
 - WPCA members on national delegations lobby
 - WPCA members/stream leaders in working groups for preparing text
 -

17. Parking Lot Issues

Important issues not covered at the workshop but requiring attention

Parking Lot
<ol style="list-style-type: none"> 1. WCMC updating UN PA list 2. WCMC-UNEP as "monitor" for biodiversity WSSD targets 3. CBD - PA work plan/program with targets and indicators 4. CBD - national reporting obligations

18. Open Space Presentations

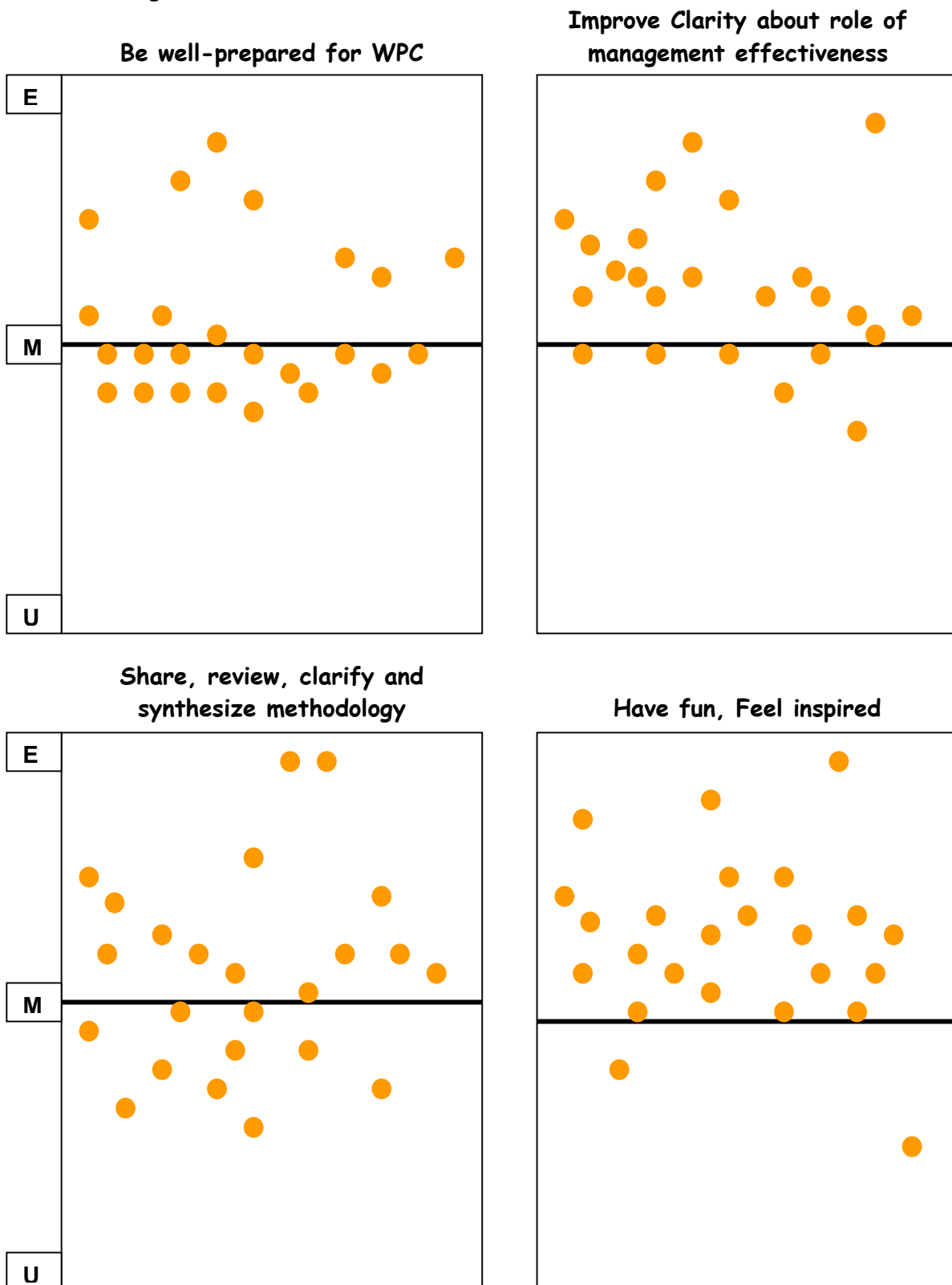
Open Space Presentations
<p><u>Performance Measurement</u></p> <ul style="list-style-type: none"> • Bill O'Connor: Parks Victoria's whole organisation framework for performance evaluation; • Graeme Worboys: Benchmarking for sustainable tourism <p><u>Experiences with broad scale evaluation</u></p> <ul style="list-style-type: none"> • Richard Margoluis and Caroline Stem: Towards a united framework for measuring conservation impact • Nigel Dudley and Kathy MacKinnon: WWF/World Bank tracking tool, measuring progress on PA management effectiveness • Mark Peterson: State of the Parks; How to tell the story of a park's resource condition to the public • Sue Stolton: Enhancing our Heritage, project and methodology <p><u>Others</u></p> <ul style="list-style-type: none"> • José Courrau: Assessing the inputs component of the IUCN Framework • Lani Watson: Marine Parks, methods for evaluating management effectiveness • Ian Dutton: Distinguishing facts from perception in management evaluation of Protected Areas

19. Workshop Evaluation

How well were expectations met?

What I would like to see happen in this workshop is:

Legend: E= Exceeded M = Met U= Unmet



Comments (+/-)
<ul style="list-style-type: none"> • Excellent organisation, facilitation and support from Parks Victoria • Really made a good experience and added depth • Viva Parks Victoria! • Great group of people • Group discussions were interesting • Excellent planning and facilitation of meeting • Made us work really hard but the mind exercise was great • Excellent facilitation process • Good set up (café, relaxed style) • Thanks for the flexibility, dynamic element to the structure • Koalas and kangaroos a grat bonus • Mindmap ++++ • Excellent facilitation: paced • We felt productive and not “pressured” • Excellent hosts at Parks victoria • Extraordinary “punch” of kangaroos and koalas • Some good/useful outputs e.g. lessons learnt and key success factors • Wonderful learning the work of all the participants • More time would have been nice; it was very hard to process everything under tight time constraints (but we recognise time was an issue...) • Unclear about how “unresolved issues” on lessons learned will be addressed, or some parking lot issues • Would have been nice to do some other excursions to get us active • Mindmaps slowed discussions at times....

Unexpected Elements
<ul style="list-style-type: none"> • Parks Victoria - great support • A facilitator who makes the whole brain work • Fantastic, intelligent, vibrant, exciting group to work with • I like international stuff!! • Parks Victoria were exceptional hosts • Koalas! • Jetlag!! • Koalas are real! • Great interaction • José brought music • I didn't have a hangover • Participation active at all times (great group)! • Mindmanager/mindmaps • Open space sessions very informative and interesting, nice diversion

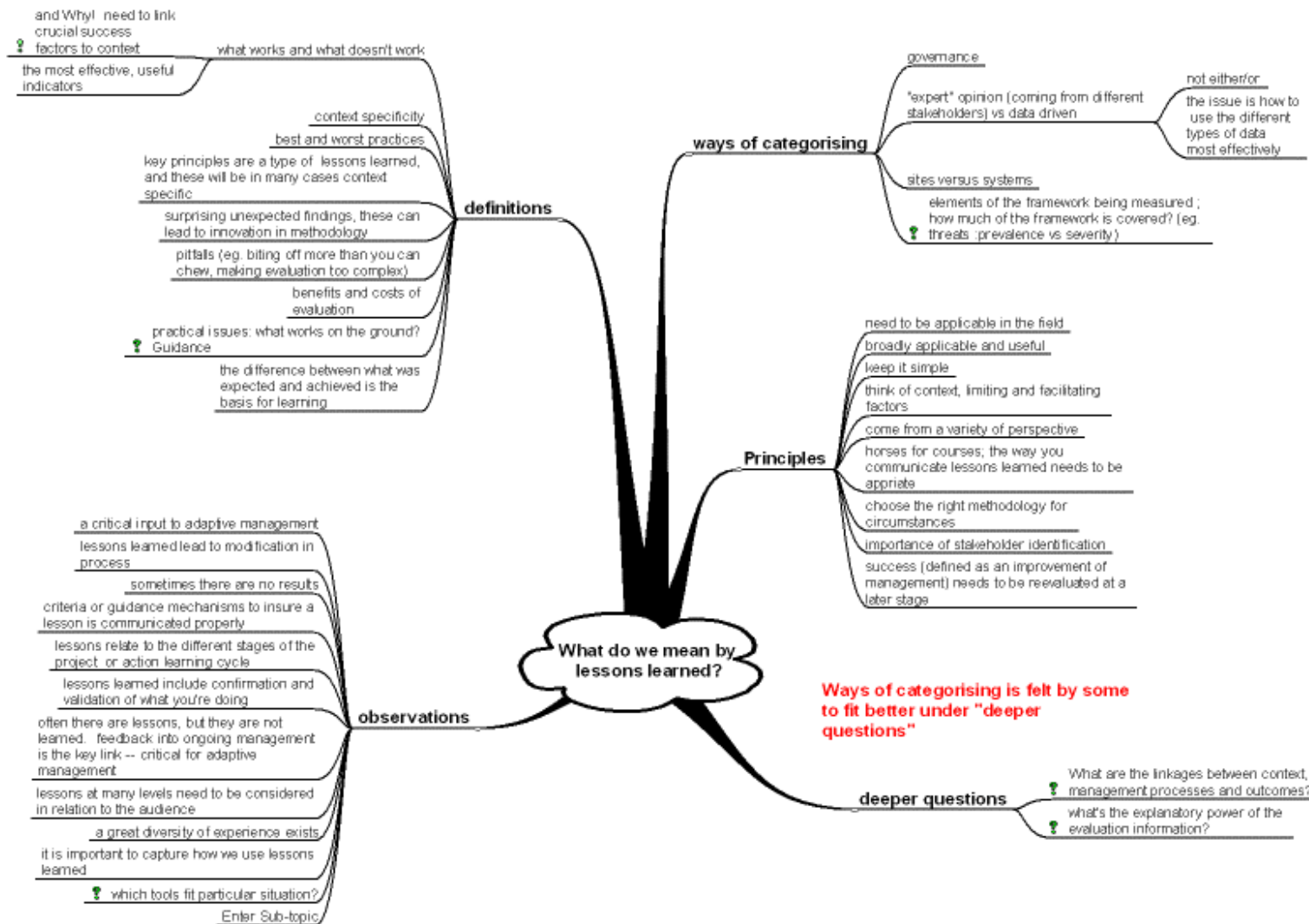
How will you take the outputs of this workshop forward?

- Use outputs in subsession
- Share information with network
- Design the Durban workshop
- Promote research projects
- Work with MH wherever I can be useful to ensure EME succeeds
- Keep in touch with other participants to continue thinking for implementation
- Possibly three years of hard labour
- It will positively impact measures of success efforts
- Would like to continue working with WCPA group where possible, helping to refine some of the workshop outputs
- Will ensure WWF commitment and the process leading to Durban and beyond
- Continue to integrate across biomes
- Use lessons for improving reporting and dissemination of our evaluation project
- Use lessons for improving EME in SKBR and other PA in the southeast of Mexico (as a 1st step)

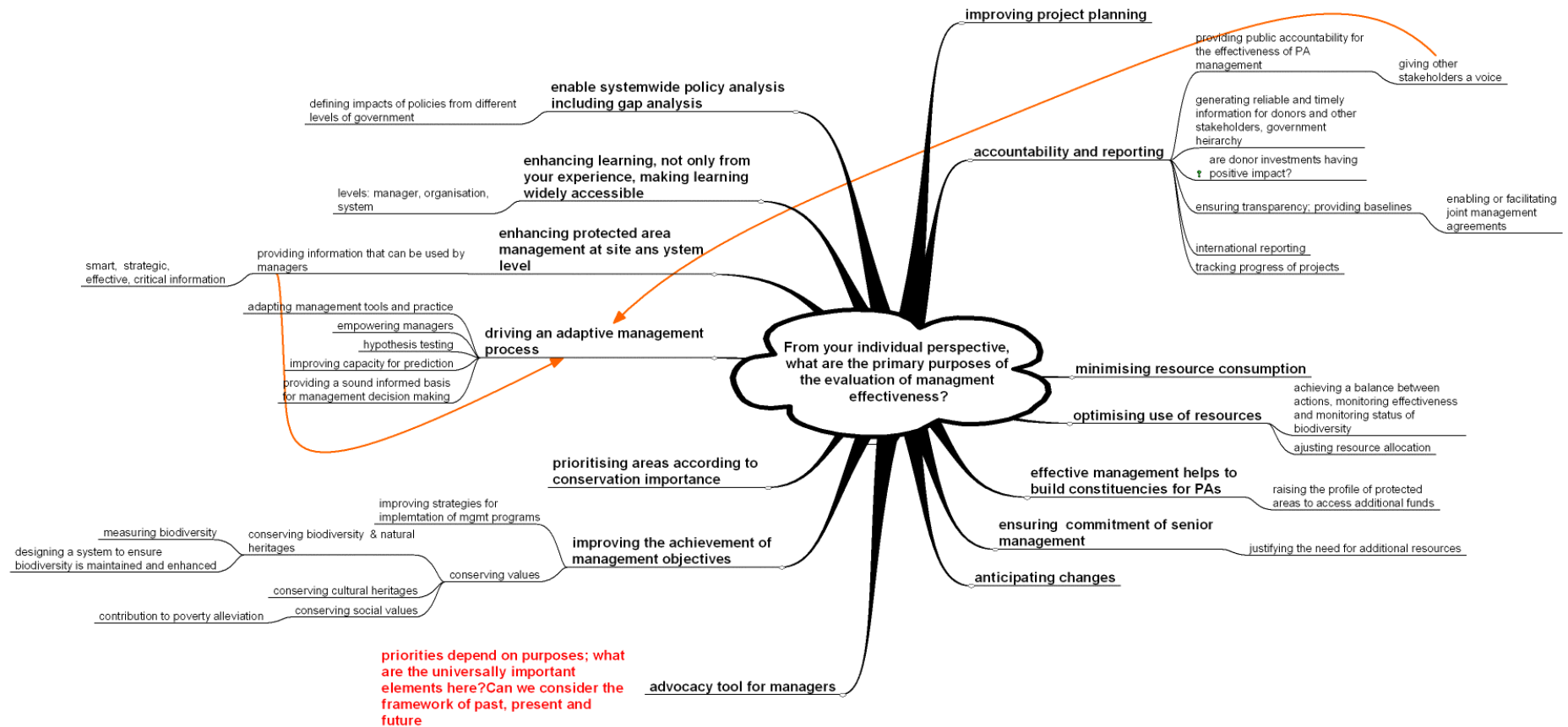
DAY 4

Parks Victoria field trip to [Daendenong Ranges National Park](#)

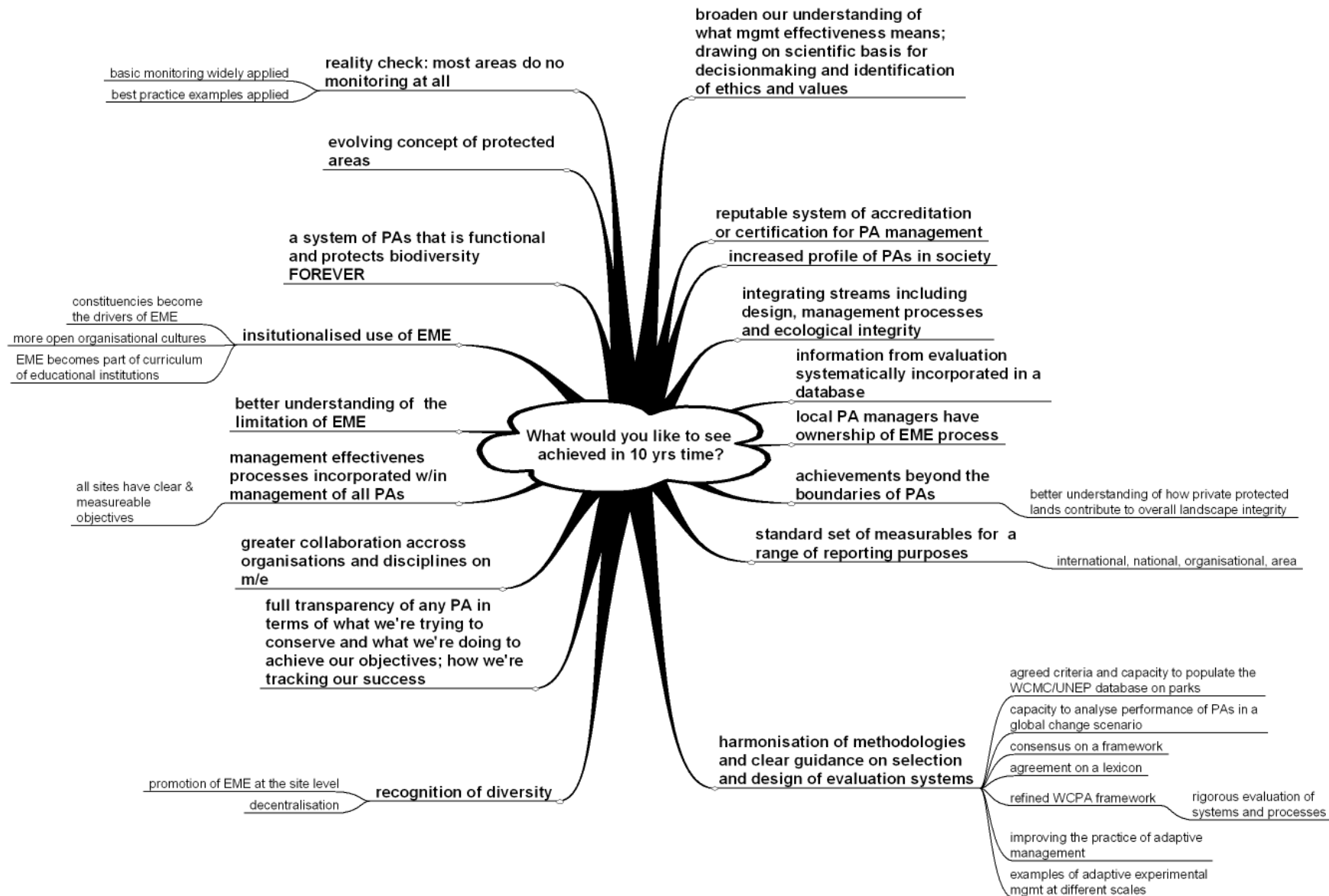
Outputs



Preparing for the World Parks Conference, 2003: Managing Effectively in the Face of Change: What lessons have we learned?



priorities depend on purposes; what are the universally important elements here? Can we consider the framework of past, present and future



Summary of Case Studies on Evaluating Management Effectiveness developed by working groups, Preparatory workshop for WPC2003 4-7 Feb 2003, Linley Estate, Melbourne, Australia

Table: Bwindi
Rapporteur: Ian Dutton
Participants: Jamie Ervin* Nigel Dudley* Rosa Lemos de Sa* Kathy McKinnon* Bill O'Connor

Why was the evaluation done?

- Prioritise protected areas
- Optimise funding
- Part of system conservation planning
- ID systemic threats and weaknesses
- Tracking tool for alliance target
- Generate a picture of the state of the park to use in advocacy in favour of protected areas
- To understand the utility of Protected areas
- To test the WCPA framework
- To develop an evaluation system for Africa
- To introduce a greater focus on stakeholders

How was it conducted?

- Series of workshops
- Questionnaire-based
 - With park managers
- Perception-based scoring
- Scorecard
- Interviews
 - with PA staff
- Annual World Bank supervisions
- Literature review
- Land cover assessment

Who was involved and why?

- PA managers
- Stakeholders
- PA administrators
- WWF International
- World Bank
- IUCN
- Local government agencies (in African countries)
- Conservation International
- WCPA
- Local NGOs

* Case study authors

<p><i>How was the evaluation process developed?</i></p> <ul style="list-style-type: none"> • Extensive field testing, Peer review, Case studies, Systemwide analysis • Satellite analysis and interviews to obtain an “objective” dataset • Extensive field testing in S, SE and E Asia • Questionnaires designed with stakeholders and “experts” on evaluation; peer review, Dissemination of results • Developed by WWF, Refined by consultants, field tested, further refined
<p><i>What was covered in the evaluation and why?</i></p> <ul style="list-style-type: none"> • Mostly contextual (threat, biological implications etc) • Management weaknesses • PA management issues: legal, resources, planning, social, (trends over time) • Federal level strict-use PA (categories I-III) in the country • Pressure (measured in forest cover) • Capacity • Some measures of inputs (eg Staffing) • Management and stakeholder opinions • History of management
<p><i>Which elements of the WCPA framework were evaluated?</i></p> <ul style="list-style-type: none"> • All • All • none • Context, outcome, inputs • All, but with main focus on 1-5
<p><i>How was the evaluation reported?</i></p> <ul style="list-style-type: none"> • Meetings with government agencies • Case studies to be widely distributed • Meeting with government agencies • Supervision reports • Alliance targets • Widely disseminated report • Mostly through maps, reports • SWOT Score
<p><i>What changes in management resulted?</i></p> <ul style="list-style-type: none"> • Reallocation of budget • Fed into conservation planning • Led to conduct of additional analyses • Fed into next steps for planning at PA level with Government/donor to address issues • Not yet measured • Too early to say but donors are interested • Incorporation into different systems in Africa • Governments using EME to justify need for greater resources

What did you learn about the process of assessment?

- Find a champion
- Hold initial planning meetings
- Recurring threats and management weaknesses exist
- Keep it simple and replicable
- Must be non-threatening
- More useful when repeated over time
- Needs to be cheap and cheerful
- Evaluator should not influence process – should be independent
- All systems should be flexible
- Independent evaluation but local assessor important
- Stakeholder involvement was positive
- Need greater buy in from government agencies
- Improved communication process among stakeholders

What have done differently or what will you do differently based on what you learned about evaluation?

- Clarify range of parameters
- Tie to follow-up support
- World Bank/GEF projects will use as minimum monitoring tool to assess impact of project
- Look to fewer issues
- Simplify further

What were the key factors contributing positively to the evaluation?

- WWFs role carried weight
- PA manager enthusiasm
- Very large World Bank/GEF biodiversity/PA portfolio – need tools
- Simple and sustainable
- WWF and IUCN's role was helpful
- Inexpensive
- Can be used to identify gaps

What were the key factors limiting or threatening the evaluation?

- No funding to offer
- Basic evaluation only – other tools would bring added value
- Land cover not the sole key factor
- Risk of being ingored by project staff
- Critical of implementing agency and environmental ministry performance

<p><u>Questions arising from case studies</u></p> <ul style="list-style-type: none"> • Who are the users? • What is the role of the evaluator? • Who owns the process • How do you get uptake in Africa
<p><u>Issues arising from case studies</u></p> <ul style="list-style-type: none"> • Correlation between biological and social values (not fully explored and requires further analysis) • Incorporation into national level monitoring • Data rollup to protect site managers, leadership threatened • Land cover analysis not enough • Resistance by managers • Lack of incorporation of findings into management
<p><u>Insights</u></p> <ul style="list-style-type: none"> • Evaluation is not enough; it is not an endpoint, should inform a broader management process • Evaluation is not and either/or tool • Value added and synergy across programs • Huge step up from current practice • Communication has been strong in all phases of process • Well focussed but still too broad • It would be preferable to have evaluation run in country
<p><u>Anything else</u></p> <ul style="list-style-type: none"> • Relationships between community relationships and threats • Self assessment works • GEF will require EME

Table: Kerinci
 Rapporteur: Rod Atkins
 Participants: Lani Watson* José Courrau* Ileana Solares* Leonardo Lacerda,
 Geoff Vincent,

<i>Why was the evaluation done?</i> <ul style="list-style-type: none"> • Adapting a methodology for a specific need • Respond to a need to have a system of monitoring • Respond to a management decision to revise a management plan
<i>How was it conducted?</i> <ul style="list-style-type: none"> • Workshops • Self-evaluation • Develop evaluation process as a part of the project • Adapt an existing process
<i>Who was involved and why?</i> <ul style="list-style-type: none"> • PA staff (at site and national level), Broad list of stakeholders (inclusive as possible) • International marine PA, marine experts, PA Staff • Independent facilitator familiar with methodology and the PA; PA management (technical, administrative, operational)
<i>How was the evaluation process developed?</i> <ul style="list-style-type: none"> • DEVELOPMENT: Link indicators to PA management goals and objectives; Review existing methodologies and needs; adopt existing methodology. Develop methodology in consultation with experts and site managers • IMPLEMENTATION: self assessment workshops – test method by using guineapig sites, Apply methods at site and national level; literature review; use existing site-specific reports, plans, documents; SWOT analysis
<i>What was covered in the evaluation and why?</i> <ul style="list-style-type: none"> • Biophysical • social • economic • governance (legislature, policy, site administration planning) • cultural resources • knowledge • management programs • Threats (to values)
<i>Which elements of the WCPA framework were evaluated?</i> <ul style="list-style-type: none"> • Inputs, processes outputs • Outputs and outcomes • all
<i>How was the evaluation reported?</i> <ul style="list-style-type: none"> • Develop guidebook for implementing a methodology • Develop guidebook for implementing evaluation • Produce database • Produce site level reporting form • Informal report on outcomes • Implementation plan • On-going training

<p><i>What changes in management resulted?</i></p> <ul style="list-style-type: none"> • Development of action plan for adapting management plan • Prioritisation of management actions at site level • Prioritisation of allocation of resources at system level • Construction of institutional memory for each site
<p><i>What did you learn about the process of assessment?</i></p> <ul style="list-style-type: none"> • Training on implementation of process is important • Inclusion of all stakeholders is important • Empowerment of all stakeholders • Important to have facilitator who knows the process and the PA • Have clear, measurable objectives • Get the ME process embedded in management • Have a menu of indicators to choose from to assist with site-specific application
<p><i>What have done differently or what will you do differently based on what you learned about evaluation?</i></p> <ul style="list-style-type: none"> • Continue to provide training • Document changes implemented • Spend more time on analysis of alternate methodologies • Anecdotal input (experiences)
<p><i>What were the key factors contributing positively to the evaluation?</i></p> <ul style="list-style-type: none"> • Political and institutional willingness • Perceived need for evaluation • Simplicity of method • Availability of resources • Commitment
<p><i>What were the key factors limiting or threatening the evaluation?</i></p> <ul style="list-style-type: none"> • Lack of training • Change of priorities • Lack of resources for development and implementation
<p><u>Questions arising from case studies</u></p> <ul style="list-style-type: none"> • How can one ensure “institutionalisation” of M/E and continuity when the project is over? • Is there a “perfect” and readily adoptable methodology? (Needs are specific and there is a need for adaptations)
<p><u>Issues arising from case studies</u></p>
<p><u>Insights</u></p> <ul style="list-style-type: none"> • Pattern of responding to needs at a thematic, regional (>1 country) and site level • Engagement with broad range of stakeholders underpins success • Training target audience periodically ensures sustainability of institutionalisation of ME in the face of constant staff changes • Consistency, adaptability and applicability is important
<p><u>Anything else</u></p>

Table: Oulanka
 Rapporteur: Mark Peterson*
 Participants: Fiona Leverington* Robbie Robinson, Rauno Vaisanen* Josep-Maria Mallarach*, Neil McCarthy (Chris Fagan**)

<i>Why was the evaluation done?</i> <ul style="list-style-type: none"> • To improve protected area resource conditions <ul style="list-style-type: none"> ◦ Evaluate current conditions, resources ◦ Status of management ◦ ID changes needed • Develop certification standards
<i>How was it conducted?</i> <ul style="list-style-type: none"> • WCPA methods -- focus on outcomes • Existing info + interviews/participatory approach • Iterative learning process
<i>Who was involved and why?</i> <ul style="list-style-type: none"> • PA staff • NGOs • Scientists • Stakeholders • Trained evaluators
<i>How was the evaluation process developed?</i> <ul style="list-style-type: none"> • Participatory • Iterative • Adaptive management
<i>What was covered in the evaluation and why?</i> <ul style="list-style-type: none"> • WCPA methods focused on outcomes • Threat analysis • Gaps – info and within system
<i>Which elements of the WCPA framework were evaluated?</i> <ul style="list-style-type: none"> • all
<i>How was the evaluation reported?</i> <ul style="list-style-type: none"> • Public document • Internal – agency • Marketing -- promote PA image • WCPA community
<i>What changes in management resulted?</i> <ul style="list-style-type: none"> • Awareness • Localized change • Too early to evaluate
<i>What did you learn about the process of assessment?</i> <ul style="list-style-type: none"> • Time involved • Building trust/cooperation • Keep simple • Iterative process – helpful • Get into to staff – draft and final

** not present; case study presented by Mark Peterson

What have done differently or what will you do differently based on what you learned about evaluation?

- Make all info available to evaluators
- To early to tell

What were the key factors contributing positively to the evaluation?

What were the key factors limiting or threatening the evaluation?

Table: Sian Ka'an
 Rapporteur: Graeme Worboys
 Participants: Glenys Jones*, Marc Hockings*, Richard Margoluis*, Dan Salzer*, Sally Troy

Why was the evaluation done?

- To assess the effectiveness of management under successive management plans
- To improve ongoing management
- To provide accountability to funders and the public and the managing agency
- To learn about the conditions under which a specific intervention works

How was it conducted?

- Partnership between managers and researcher
- Performance evaluation was integrated into the management plan for the area (on-going)
- Project: training meeting; analysis process check meeting ; final report
- Project based, integrated into plan of mgmt – on-going

Who was involved and why?

- Project staff/site managers
- Researchers/consultants (experts)
- Coordinator
- All manager driven

How was the evaluation process developed?

- Guidance from an expert consultant
- Partnership – managers and researchers
- Evolved over time
- Developed by a task force and extensively field tested
- Developed by the land management agency by the agency planners

What was covered in the evaluation and why?

- Status actions; in management plan (audit to outcome assessment)
- Indicators of objective achievement (using scientific and measured data)
- Scientific and other measured data
- Assessment and critical comment – management perf.
- Scientific data: status of conservation, status of threats, impact of specific tools or strategies

<p><i>Which elements of the WCPA framework were evaluated?</i></p> <ul style="list-style-type: none"> • Outcomes primarily • Complemented but outputs • Process and input measures (added later) • Context driven
<p><i>How was the evaluation reported?</i></p> <ul style="list-style-type: none"> • Scientific papers • Internal reports • Workshops – internal and external stakeholders • Reports to advisory bodies/donor bodies • Formal public document • Brochures (etc) based on a communication plan • World heritage reporting • Through websites
<p><i>What changes in management resulted?</i></p> <ul style="list-style-type: none"> • Actively guiding the development and the next generation of plans of management • Evaluation demonstrated intervention did not work – project terminated • Evaluation demonstrated successful intervention – project continued • Specific decisions in action plans resulted from effectiveness evaluation including priorities, research programs, World Heritage values evaluation; information source for ministerial replies
<p><i>What did you learn about the process of assessment?</i></p> <ul style="list-style-type: none"> • Better process needed (more process measures) – explanatory power of assessment • Agency/manager commitment (at high level) • Long term, secure commitment (money and resources) • Uniform reporting structures for data • Need for clearly articulated assumptions • Ask the right questions
<p><i>What have done differently or what will you do differently based on what you learned about evaluation?</i></p> <ul style="list-style-type: none"> • More elements/broader range of elements VS (NOTE: difference of view) confine the no. of elements very carefully • Identify value to threats • Identify specific indicators to be selected and reported on • Develop web based reporting systems
<p><i>What were the key factors contributing positively to the evaluation?</i></p> <ul style="list-style-type: none"> • Management buy in • Demonstrating success as well as failure • One person accountable for program (and continuity of key staff) • Institutional curiosity • Extensive stakeholder support for program (also financial support) • Demonstrating value of program to managers • Analytical skills of team

What were the key factors limiting or threatening the evaluation?

- Crisis management
- Ad-hoc management
- Availability and insecurity of funds
- No change management strategy
- Structural changes in institution
- Magnitude of the workload – too intensive
- Insecure managers – threatened by evaluation process

Questions arising from case studies

- Where is stakeholder involvement important?

Issues arising from case studies

Insights

- Evaluating past (reporting accuracy), present (adaptive) future (planning)
- Greatest use of the information was for forward management planning
- Examples are site based
- Stakeholders had limited involvement in some processes
- Intersection of data against all elements (outcomes, outputs, inputs and process) provided the most useful information
- Reporting tailored to audience needs
- Communication linked to original project sponsor/originator
- Timeliness of reporting critical

Anything else

- Planned for web based reports

Table: Yellowstone
 Rapporteur: Moses Mapesa*
 Participants: Sue Stolton*, Shekhar Singh*, Caroline Stem, Brett Cheatley

<p><i>Why was the evaluation done?</i></p> <ul style="list-style-type: none"> • For reporting to national governments and international organisations • To improve management • To optimise use of resources • To identify and prioritise institutional and ecosystemic gaps
<p><i>How was it conducted?</i></p> <ul style="list-style-type: none"> • Involve all critical stakeholders • Questionnaires • Manager workshops • Field visits • Primary data collection • Consultative workshops • Analysis • Feedback mechanisms • Incentives for participation • Capacity development
<p><i>Who was involved and why?</i></p> <ul style="list-style-type: none"> • Site implementation groups • Supporting consultants • PA managers and authority • NGOs • State officials • Community • Different people took the lead at different points
<p><i>How was the evaluation process developed?</i></p> <ul style="list-style-type: none"> • Collectively with stakeholders • From a base of looking at other experiences • Field testing • “cherry picking” of methodologies
<p><i>What was covered in the evaluation and why?</i></p> <ul style="list-style-type: none"> • Legal status • Management status • Biological profile • Geographical profile • Socioeconomic profile • management objectives identified
<p><i>Which elements of the WCPA framework were evaluated?</i></p> <ul style="list-style-type: none"> • ALL
<p><i>How was the evaluation reported?</i></p> <ul style="list-style-type: none"> • Public presentations • Publications • Web-based • Workshops • International meetings • Management reports

<p><i>What changes in management resulted?</i></p> <ul style="list-style-type: none"> • Justification for more resources (staff, funds equipment) • Increased in funding • Changes in laws/policies • Greater transparency • Increased cooperation with partners in park
<p><i>What did you learn about the process of assessment?</i></p> <ul style="list-style-type: none"> • Building a team is important (site point of view) • Need to identify management objectives in order to be able to assess site • Simplify – make methods user friendly • Motivate partners and PA staff • Feedback is important
<p><i>What have done differently or what will you do differently based on what you learned about evaluation?</i></p>
<p><i>What were the key factors contributing positively to the evaluation?</i></p> <ul style="list-style-type: none"> • Funding for implementation • Existing assessment systems and capacity • Past record of effectiveness • Address felt needs • Wide range of participation • Existence of management plans
<p><i>What were the key factors limiting or threatening the evaluation?</i></p> <ul style="list-style-type: none"> • Unwillingness to make methodologies flexible to local situation • Mutual suspicion • Unavailability of independent, objective data • Unprocessed data • Lack of capacity • Political sensitivities
<p><u>Questions arising from case studies</u></p> <ul style="list-style-type: none"> • Is there a need to harmonise terminology? • Need for translating results to local languages • Should there be separate funding for monitoring and assessment including financial incentives)?
<p><u>Issues arising from case studies</u></p> <ul style="list-style-type: none"> • How to build local capacity • Addressing felt needs and emerging issues
<p><u>Insights</u></p> <ul style="list-style-type: none"> • Need for sustainability of process • Need to feed back positive effects of assessment to managers • Need to clearly identify management objectives • Accept diversity of terminology • Need clarity of terminology
<p><u>Anything else</u></p> <ul style="list-style-type: none"> • TIME!

INITIAL SYNTHESIS OF LESSONS LEARNED AND UNRESOLVED ISSUES

1. METHODOLOGIES		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> Which elements of WCPA framework are most relevant to specific needs? How does the purpose/context of the evaluation influence the choice of methodology/tools/system for evaluation? How can tools and methodologies be matched to evaluation purposes and circumstances? How does the purpose of the evaluation affect its utility, acceptance and sustainability? 	<ul style="list-style-type: none"> Need to consider context, limiting and facilitating factors The importance of tools being adaptable to meet individual needs and to continue being developed Keep it simple; focus attention on particular issues SWOT analysis can be very useful Self-assessments do work Iterative process is helpful; sequential process of improvements over time 	<ul style="list-style-type: none"> The need for guidance on selection and design of evaluation systems The need for harmonisation of methodologies How to draw together approaches/tools that work in different situations/contexts/ purposes

2. STAKEHOLDERS, REPORTING & COMMUNICATION		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> Where is stakeholder involvement important? What are the results of having different players involved in the evaluation? Who owns the process of evaluation? How can scientific community be involved? Who is responsible for coordinating the evaluation? How can the findings/recommendations of evaluation be better reported? How can reporting requirements be harmonised or standardised? Other? 	<ul style="list-style-type: none"> The way findings are reported must suit needs of intended audience (Who will be the primary user of the information?) e.g. Reaching public (public document); reaching managers and decision-makers (internal report) Timeliness of reporting is critical in making it useful Provide information in a way that can be used by managers Plan for web-based reports Public availability of findings/results Develop communication plan Importance of stakeholders being involved in communicating the findings and recommendations of evaluation Uniform reporting structures for data Marketing to promote PA image 	<ul style="list-style-type: none"> How to create transparency of objectives; actions and monitoring (success tracking) processes How to create capacity to analyse performance of PAs in a global change scenario The utility of Web-based-reporting tools

3. SUPPORT FOR EVALUATION		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> • How can long term commitment to evaluation be fostered? • How can long-term sustainability of process of evaluation be ensured? • How can the value of evaluation methods be demonstrated in order to promote use by managers? • How can level and security of funding for evaluation be increased? • How to obtain high level commitment of agency and managers • Should there be separate funding/financial incentives for monitoring and assessment? 	<ul style="list-style-type: none"> • The importance of a non-threatening stance (to overcome mutual suspicion); gaining ownership and buy-in • Findings of evaluations need to be applicable and useful • Marketing can promote PA image 	<ul style="list-style-type: none"> • The need for evaluation of management effectiveness to become part of curriculum of educational institutions

4. FEEDBACK TO ADAPTIVE MANAGEMENT		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> • How to ensure that findings are better linked to ongoing management and more strongly influence decision-making (e.g. by park managers and higher levels)? • How can the findings/recommendations of evaluation be better utilised? • How can the use of the evaluation findings be extended and enhanced (eg adaptive management, accountability, advocacy, propagation of good practice) • How can evaluative mechanisms for PAs relate to broader landscape-scale issues? • How can institutional learning be encouraged? 	<ul style="list-style-type: none"> • Greatest use of information has been to forward management planning process • Intersection of data against all elements of WCPA framework provided most useful information • First things to change are at local level – need to look at different scales • Clearly identify changes needed in management 	

5. EVALUATION SYSTEMS		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> • How can evaluation systems be improved? • How can the robustness of evaluation systems be determined and/or improved • Should evaluation systems (e.g. processes, indicators) be standardised or harmonised? • How to get replication of evaluation process across borders? • Is there a minimum set of indicators for minimum viable effectiveness of a protected area? • How can management effectiveness processes be incorporated into management of all PAs • How to ensure important historical data sets are safeguarded --Keeping/managing data sets • Separation or integration of evaluation process into management plans • How can certification fit into WCPA framework 	<ul style="list-style-type: none"> • Protected Areas should have clear and measurable management objectives • Make learning and experience in evaluation widely accessible • Certification can act as incentive for improving management • Use iterative learning process e.g. reflect/review usefulness of evaluation process in improving management • Create institutional memory for the PA 	<ul style="list-style-type: none"> • The need for greater availability of Best Practice Principles/Examples • How to build better collaboration across organisations and disciplines • The need for an agreed lexicon for evaluation • The need to build a set of common approaches to build on. • How to build management capacity • The need for certification standards

6. WHAT ARE THE KEY FACTORS FOR GOOD EVALUATION?		
DISCUSSION POINTS	LESSONS LEARNED	UNRESOLVED ISSUES
<ul style="list-style-type: none"> • What are the key factors that contribute to successful evaluation processes and outcomes? • What are universally important elements? 	<ul style="list-style-type: none"> • Ownership/trust in evaluation process is critical • Training in evaluation is often needed • Communication between all parties involved needs to be strong in all phases of the project. 	

Lessons learned and unresolved issues

Table : Bwindi

Members: Josep Maria, Geoff, Ian, Neil, Richard

Topic: **Lessons Learned about Methodologies**

Lesson	Context(s)	Illustrative case study(ies)
<p>1. Need to consider context, limiting and facilitating factors</p> <p>Factors of context include:</p> <ol style="list-style-type: none"> 1. Scale (site (project), program, organization, country, region), 2. Purpose/intent of the evaluation 3. Organizational capacity (resources available) 4. Age of PA 5. Primary beneficiary of results (audience) 6. Primary driver of the process. <p>***Process note: For this and other factors listed below for methodologies and tools, can develop a decision tree to determine the most appropriate approach/methodology/tool under varying conditions (context). ***</p>	<p>Preconditions:</p> <ol style="list-style-type: none"> 1. Culture of evaluation (How is evaluation perceived in context?) 2. Funding 3. Verifiable base data; Preexisting information 	<p>Forest innovations Program: Congo Basin (Nigel)</p> <p>Catalonia (Josep-Maria)</p> <p>Sustainable Agriculture in Mexico and Guatemala (Richard/Caroline)</p> <p>Brazil WWF (Rosa)</p>
<p>2a. Importance of tools being adaptable to meet needs (different tools for different applications)</p> <p>Factors for evaluating different available tools:</p> <ol style="list-style-type: none"> 1. Cost-effectiveness 2. Repeatable 3. Robust 4. Statistically valid 5. Simple 6. Field-tested 7. Documented (manuals, etc.) 8. Auditable (honest, non-corrupt) 9. Unambiguous results 10. Congruence with community 11. Scaleable 12. Speed of output 	<p>Context determines the complexity of the process/tool</p> <p>Time constraint dictates tool.</p> <p>Funding determines tools used.</p>	<p>RAPPAM (Jamie)</p> <p>Forrest Innovation(Nigel)</p> <p>Costa Rica(Jose)</p> <p>Oulanka, Finland(Rauno)</p> <p>Parks Victoria(Bill)</p> <p>IPA(Ian)</p>

Lesson	Context(s)	Illustrative case study(ies)
<p>2b. Methodologies and tools capable of being adapted for different circumstance</p> <p>Decision tree determines methodologies/tools, and context determines the degree of adaptation required</p> <p>Don't reinvent the wheel – review existing methodologies/tools before innovating</p>	<p>These factors (and others) should be included in a decision tree to determine tools:</p> <p>Scale Intent Culture Utility of tools</p>	<p>MPA Evaluation Guidelines(Lani) Forest innovation(Nigel) World Bank/WWF Alliance(Kathy) Fraser Island(Marc) Cosumnes/TNC(Dan)</p>
<p>3. Focus attention on particular issues</p> <p>Define key issues for evaluation by running a proof-of-concept process.</p> <ol style="list-style-type: none"> 1. Stakeholder analysis 2. Cost-Effectiveness analysis 3. Review of previous work: <ol style="list-style-type: none"> a. External to project b. Own documentation 4. Priority setting 5. Review of objectives/targets <p><i>(Process note: "Keep it simple" treated in determining appropriate methodology and tools above. Methodologies group feels that it must be kept as simple "as possible.")</i></p>		<p>Cosumnes/TNC(Dan) Costa Rica(Jose) NPCA(Mark) IPA(Ian) Tasmania(Glenys) Fraser Island(Marc) Sustainable Agriculture(Richard/Caroline)</p>
<p>4. SWOT analysis can be useful <i>(Process note: Incorporated into the discussion above on tools – "In what context is it appropriate to use X tool?")</i></p>		<p>Forest Innovation(Nigel)</p>
<p>5. Self assessments do work <i>(Process note: Incorporated into discussion above: "In what context is self assessment appropriate?")</i></p>		<p>WB/WWF(Kathy) Sustainable Agriculture(Richard/Caroline)</p>
<p>6. Iterative process is helpful <i>(Process note: Incorporated into discussion above: "In what context is an iterative process appropriate?")</i></p>		<p>Parks Victoria(Bill) Sustainable Agriculture(Richard/Caroline)</p>

Table : Bwindi
 Members: Josep Maria, Geoff, Ian, Neil, Richard
 Topic: **Unresolved issues concerning Methodologies**

Unresolved issue	What should be done to address this?	Who should do it?
The need for guidance on selection of systems – see Lessons Learned The need for harmonization of methodologies How to draw together approaches/tools (categorization)	Compendium volume for training – build guidance based on framework to help select methods Revise WCPA guidelines to add context detail (“Under what conditions”) Categorization of approaches/methods/tools	A WCPA working group TBD
<u>New “Unresolved Issues”</u>		
Important to develop minimum data exchange standards and meta standards	Implementing organizations work together to try to do this	
Possible to develop decision tree for determining most appropriate indicators under different conditions		
Need to develop certification/accreditation of processes related to process (methods, tools)		

Table : Kerinci

Members: Kathy MacKinnon, Robbie Robinson, Sue Stolton, Rod Atkins, Peter Cochrane, Glenys Jones

Topic: **Lessons learned about Stakeholders Reporting and Communication**

Lesson	Context(s)	Illustrative case study(ies)
<ul style="list-style-type: none"> • Stakeholder involvement is important in: <ul style="list-style-type: none"> ➤ scoping and design of the evaluation ➤ the process of evaluation ➤ reporting and communicating the findings and recommendations of evaluation ➤ reporting the on-ground successes from adaptive management <p>HOW Stakeholder involvement should be facilitated through ongoing processes</p> <p>WHY For evaluation to be credible, need stakeholder input</p>	UNIVERSAL	<p>Stakeholder involvement – TNC Enhancing Our Heritage, Proca Capas Central America, Bwindi</p> <p>Reporting – World Bank/WWF Alliance, Lani's marine, EOH</p> <p>Marketing example Finnish certification PAN Parks</p>
<ul style="list-style-type: none"> • Management agency (including site managers) should own the process of evaluation and coordination (key for sustainability) 		Tas Wilderness WHA
<ul style="list-style-type: none"> • Evaluations need to be integrated into the managing agency's normal processes (This helps to capture and retain learning, data sets, influence budget/resource allocations, adaptive management culture etc) 		<p>Integration into management plan example : Tas Wilderness WHA</p> <p>Feedback to management example is Ileana's Sian Ka'an</p>

Lesson	Context(s)	Illustrative case study(ies)
<ul style="list-style-type: none"> • There is a need for harmonised or standardised reporting for: <ul style="list-style-type: none"> ➤ comparisons across sites, and ➤ to efficiently address multiple reporting obligations 		
Design and collection of performance data needs to meet multiple reporting needs		
Need to report on the achievement of management objectives including key values of PA's		
<ul style="list-style-type: none"> • The way findings are reported must suit intended audience (e.g. who will be the primary user of the information? Reaching public (public document); reaching managers and decision-makers (internal report) 		
<ul style="list-style-type: none"> • Timeliness of reporting is critical in making it useful 		
<ul style="list-style-type: none"> • Develop communication plan to: <ul style="list-style-type: none"> – report back to stakeholders – To feed into marketing strategy for PA as appropriate 		
<ul style="list-style-type: none"> • Tailor reporting to audience needs 		

Table : Kerinci

Members: Kathy MacKinnon, Robbie Robinson, Sue Stolton, Rod Atkins, Peter Cochrane, Glenys Jones

Topic: **Unresolved issues concerning Stakeholders, Reporting and Communication**

Unresolved issue	What should be done to address this?	Who should do it?
<ul style="list-style-type: none"> • There is a need for a transparent process of stakeholder selection and involvement. Eg to assist in determining the level and breadth and process of stakeholder involvement (including funding/resourcing to support stakeholder involvement) 		
<ul style="list-style-type: none"> • There are no or low budgets for performance evaluation processes 		
<ul style="list-style-type: none"> • How to get effective transfer of ownership of ME from donor led projects to national ownership 		Donors and national agencies, IUCN, World Heritage Commission, NGO scrutiny
<ul style="list-style-type: none"> • Need to develop harmonised reporting formats for global or regional reporting 		
<ul style="list-style-type: none"> • Need transparency of what is trying to be achieved; what's being done; and how success is being tracked 		
<ul style="list-style-type: none"> • Need capacity to analyse performance of Pas in a global change scenario 		
<ul style="list-style-type: none"> • Need Web sites reporting tools 		

Table : Oulanka
 Members: Mark Petersen, Rosa, Shekhar, Jose, Marc H
 Topic: **Lessons learned about Support for Evaluation**



Lesson	Context(s)	Illustrative case study(ies)
The sustainability of evaluation process is directly proportional to the impact of the evaluation findings.		Brazil – 1998 WWF survey leading to PA system bill approval India – 1989 survey led to revision of Wildlife Protection Act
Evaluation systems should be established with a non-threatening stance (to overcome mutual suspicion); gaining ownership and buy-in		WWF Brazil system seen as threatening by implementing agency
Sustainability is dependent on the availability and continuity of necessary resources, preferably without diverting resources from other functions		
Establishing systemic requirements for evaluation (e.g. into legislation)		Parks Canada Ecological Integrity
In designing an evaluation system, the issues addressed must relate to the felt needs of primary stakeholder(s)		
Evaluation should be capable of showing management success as well as identifying problems		
To the extent possible, the larger the number of stakeholders groups whose needs can be addressed, the more sustainable the system will be.		
Results must be presented fairly and in context taking account of the constraints that apply		
Wide dissemination of results to stakeholders will maintain support for the evaluation process from the broadest possible group.		India – WWF case in Supreme Court arising from 1989 survey
Sustainability is dependent of the availability of capacity of stakeholders and participants to carry out the evaluation process		
Sustainability is sometimes dependent on wide involvement of stakeholders in the evaluation process	Stakeholder involvement should be proportional to the relevance and usefulness of their interests	

Table : Oulanka

Members: Mark Petersen, Rosa, Shekhar, Jose, Marc H

Topic: **Unresolved issues concerning support for evaluation**

Unresolved issue	What should be done to address this?	Who should do it?
Ensuring that there are enough skilled staff to undertake effective monitoring and evaluation	Build into curricula in relevant training institutions	Governments/educational institutions
	Make information on M&E principles, techniques, processes and experiences widely accessible	IUCN NGOs PA Agencies
	Establish systems for continuing education on M&E principles, techniques, processes and experiences	PA Agencies Educational institutions
Lack of understanding of factors promoting or blocking institutional adoption and integration of evaluation systems	Study to examine factors across a range of institutional settings	Academia NGOs

Table : Sian Ka'an

Members: Fiona Leverington, Jaimee Ervin, Lani Watson, Graeme Worboys, Caroline Stem

Topic: **Lessons learned about Feedback to Adaptive Management**

Lesson	Context(s)	Illustrative case study(ies)
<p>Information gained in evaluation can be very useful for planning processes, including:</p> <ul style="list-style-type: none"> management planning project planning system-wide policy analysis <p>* Note: Any evaluation can be important later input into management planning</p>	<p><i>Management planning:</i> Evaluation of previous management plans --> Adjustment of current management plan</p> <p><i>Project planning:</i></p> <p><i>System-wide policy analysis</i> Assessing broad effectiveness of protected area system</p>	<p>Fraser Island, Tasmania Wilderness World Heritage Areas</p> <p>Sustainable agriculture</p> <p>Rapid assessment case studies</p>
It is most useful to look at causal links between context, processes, and outcomes – it is the combination of all these and teasing out their causal relationships is most useful	<p><i>Threats analysis:</i> Which threats are most severe and how they are affecting ecological integrity</p>	Fraser Island
Process of assessment and/or associated dialogue, rather than formal report, can often have immediate feedback/reaction	Assessments involving diversity of staff and stakeholders that get together for discussions	
Getting together people provides an opportunity for increased understanding and improved learning		
It's important to establish process to reach outcomes and measure progress along the chain towards outcome (esp. for longer-term outcomes where impact/outcome level change will not be seen in the near future)		

Lesson	Context(s)	Illustrative case study(ies)
Recommendations should be clear, concrete, feasible, and prioritized		
Ownership of site level adaptive management – has to be by protected area management system for AM to be most successful		
Broad survey tools are not well-designed for adaptive management, except when used in a discussion/learning process		
Adaptive learning can also be used for broader landscape conservation – use results as communication or advocacy tool		
Findings must be relevant to evaluation audience and presented in a way that is meaningful to them		

Table : Sian Ka'an

Members: Fiona Leverington, Jaimee Ervin, Lani Watson, Graeme Worboys, Caroline Stem

Topic: **Unresolved issues concerning Feedback to Adaptive Management**

Unresolved issue	What should be done to address this?	Who should do it?
How do you design methodologies that encourage meta assessments to identify underlying causes – assessments that go beyond than the obvious	Need to do more in-depth meta analysis	Researchers with managers
Process of reviewing the integration of all elements has not been systematized	Need to think about how to do this kind of review – find examples in the case studies that tease out correlations that are surprising or contradictory to conventional wisdom	Policy experts (those developing methodologies)
There is an increasing social mandate for performance reporting, but it's at an early stage of evolution	Continued investment in refining evaluation processes for protected areas	Society (govts, managers, stakeholders, researchers, donors)

Unresolved issue	What should be done to address this?	Who should do it?
How can we show the value of evaluation when change is often subtle, long-term, or difficult to measure?	Develop benchmarks of progress along the way (e.g., how has policy changed) Demonstrate achievements along the way	Managers, organizations, gov'ts (i.e., those who are doing evaluation)
Need process for using lessons learned – how do we establish the link between the evaluation and the change?	Create capacity and skills Plan for change from the start (should be a participatory process) Need to identify critical success factors (e.g., openness, willingness to change, value of failure) for facilitating organizational change	Key stakeholders and those who will be affected by or implementing change
How to conduct assessments at multiple scales (site, system, national, regional, international, global) and how to link those scales? (e.g., Need to integrate adaptive management with system-wide analysis)		
Culture and local context will affect how willing people will be to (auto)criticize – how do we encourage adaptive management under those circumstances? Must be flexibility to adapt to cultural context?		

Other issues:

TOPIC: CAPACITY BUILDING (OR METHODOLOGIES)

- Need for a series of modules that address most recurring management threats and weaknesses (e.g., natural resource inventories, community relations, management planning, financial management practices)
- Need for rapid threat assessment tools

TOPIC: METHODOLOGIES

- Tension between harmonizing and adapting methodologies. If we could have a common set of core indicators, processes, and principles - then those using them could adapt them to their needs.
- We should refine methodologies that are weak and use methodologies for the right purpose – avoid exposing ourselves to criticism

TOPIC: SUPPORT FOR EVALUATION

- Need to educate evaluation audiences (esp. those who could have a critical impact – e.g., funders) on methods and expectations for demonstrating impact
- Identify what methodologies exist, what they could be used for (or not) – this needs to come from an external audience (not us, people with vested interest) – could come from research practitioner.

Table : Yellowstone

Members: Ileana Solares, Leonardo Lacerda, Moses Mapesa, Nigel Dudley, Rauno Vaisanen, Dan Salzer

Topic: **Lessons Learned about Evaluation Systems**

Lesson	Context(s)	Illustrative case study(ies)
<u>Types/characteristics of Evaluation Systems</u>		
There are two main categories of evaluation systems that differ based primarily on methodology <ul style="list-style-type: none"> - Overview (Questionnaires, based on subjective evaluations) - Target-based (data-driven) 	Target-based and overview can be used at both site-level and system level evaluations	World Bank/WWF, RAPPAM, PAN Parks, Enhancing our Heritage, TNC 5-S, State of Parks
Protected Area should have clear and measurable management objectives		
Increased learning and sharing of experiences requires: <ul style="list-style-type: none"> - Core commitment of organization - Min criteria (standards) for evaluation - Information management system - Communication & delivery mechanisms 		
Evaluation should be part of learning process in an organization <ul style="list-style-type: none"> - Depends on engagement of practitioners in the evaluation - Results of evaluation should be interpreted in an appropriate way for all levels of the organization 		
<u>Role of evaluation with management planning</u>		
Evaluation should be integrated into management planning		
Monitoring is different from evaluation <ul style="list-style-type: none"> - Need monitoring for all sites - Need systems to manage monitoring information - Data must be analyzed and used to inform mgmt decisions and evaluation 		
Need to have clear measurable, time bound output statements guiding management and used for evaluation		

Lesson	Context(s)	Illustrative case study(ies)
Specificity of advice from evaluation needs to be clear enough to improve conservation practices (not too general) and realistic (address priority topics and feasible solutions).		
<u>Select a minimum set of indicators</u>		
Need to have indicators for each of the WCPA framework categories – explanatory power of evaluation is weakened when indicators are only in one or a few categories.		
<u>Certification</u>		
Certification can act as incentive for improving management		- Pan Parks - Charter for Sustainable Tourism
Certification can help motivate donors to support projects		

Table : Yellowstone

Members: Ileana Solares, Leonardo Lacerda, Moses Mapesa, Nigel Dudley, Rauno Vaisanen, Dan Salzer

Topic: **Unresolved Issues concerning EVALUATION SYSTEMS**

Unresolved issue	What should be done to address this?	Who should do it?
<u>Types of Evaluation Systems</u>		
Lack of harmonization between different evaluation systems	Comparison of different methods, classification, distill best practices, come up with common standards for evaluation systems	Conservation Measures Group?
Lack of central repository for results of evaluations	<ul style="list-style-type: none"> - Investigate potential WCMC protected area database to capture evaluation information - Engage academic partnerships (will work in some cases) - Need to develop data sharing protocols 	<ul style="list-style-type: none"> - IUCN - CBD

Unresolved issue	What should be done to address this?	Who should do it?
<u>Role of evaluation with management planning</u>		
Perceived validity of internal vs. external types evaluation (external only without local participation will decrease utility for management planning)		
Acceptance of evaluation and its role in improving management will take time	Allow time to let acceptance of evaluation idea to evolve	
Changes in conservation situation might cause sudden changes in direction	Need adaptable, flexible system	
Perception that evaluation is top down, bureaucratic, involving too much paperwork	Evaluation should not be more detailed or time consuming than necessary	
<u>Select a minimum set of indicators to use for evaluation</u>		
Lack of guidance on how to obtain a narrow set of efficient and effective indicators for each component of the WCPA framework	<ul style="list-style-type: none"> - Need helpful guidance/training - Develop menu of suggested indicators for certain types of systems/situations - Research current examples 	Marc Hockings and colleagues
<u>Certification</u>		
Lack of standards to use in a certification process	<ul style="list-style-type: none"> - develop minimum standards for effective management of protected areas – separate ones for IUCN categories - make a voluntary process 	Conservation Measures Group? Julia Carabias
Costly – need ways to pay for a new process	- educate donors on value of certification	
Difficulty to conduct certification help with international reporting for WCPA	- suggest CBD look at certification process	
Unresolved as to whether certification is a good idea – NGO's like it – Governments hate it		

KEY FACTORS FOR GOOD EVALUATION

Lesson	Context(s)	Illustrative case study(ies)
<i>Newly Added:</i>		
Evaluation must be embedded in governance/work cycles		Parks Victoria(Bill);WB/WWF(Kathy) Tasmania(Glenys);Fraser(Marc)
Need robust, valid, repeatable, ethical, transparent evaluation processes		Parks Victoria(Bill);WB/WWF(Kathy) Tasmania(Glenys);Fraser(Marc) Catalonia(Josep); MPA(Lani) CI(Alex);
Must be clear link between evaluation process and outcome for PA		Costa Rica(Jose);Cosumnes(Dan) Sustainable Agriculture(Richard/Caroline)
Leads to positive change from agency's viewpoint - don't start unless you are prepared to act on results		India(Shekhar) Sustainable Agriculture(Richard/Caroline) Parks Victoria(Bill)
Comparable at multiple levels and between sites		RAPPAM(Jamie);WB/WWF(Kathy) Sustainable Agriculture(Richard/Caroline)
Build on previous work – don't reinvent wheel.		WB/WWF (from IUCN)(Kathy) Parks Victoria (from Gov. framework)(Bill) Catalonia (from WCPA)(Josep) Sustainable Agriculture (from public health and Biodiversity Conservation Network)(Richard/Caroline);

Table : Kerinci

Members: Kathy MacKinnon, Robbie Robinson, Sue Stolton, Rod Atkins, Peter Cochrane, Glenys Jones

Topic: KEY FACTORS FOR GOOD EVALUATION

Lesson	Context(s)	Illustrative case study(ies)
High level commitment of evaluation by managers and owners of PA's is a critical success factor.		
Good facilitation /coordination of the evaluation process is essential.		
PAs should have clear and measurable management objectives		
There is a need to clearly base the evaluation on the management objectives (ask the right questions)		Tas Wilderness World Heritage Area 1999 management plan
Stakeholder involvement from the outset is critical		
Communication between all parties involved needs to be strong in all phases of the project.		
Need dedicated resources and capacity to undertake evaluations.		
Ownership/trust in evaluation process by site managers, agencies and key stakeholders is critical;		
The mechanism, capacity and resources to address/implement the finding and recommendations of evaluation		
The findings and recommendations of evaluation need to feed back into management systems to influence future plans, resource allocations and management actions.		

Lesson	Context(s)	Illustrative case study(ies)
Evaluation programs should start simply and may evolve over time.		Examples of keeping it simple: WB/WWF Alliance, Mark Petersen State of the Parks
Repeated evaluations using consistent methodologies increase the value of evaluation and allow trends and changes to be detected.		
Evaluations that are integrated into the managing agency's culture and processes are more successful and effective in improving management performance in the long term.		Integration of evaluation into management processes: Tas Wilderness WHA, Fraser Island, RAPPAM KZN
Learning from others experiences can contribute to the efficiency and effectiveness of evaluations.		Sharing and learning from diverse experience eg. Fraser Island, WCPA Management Effectiveness Framework, MPA Lani RAPPAM, Catalonia, UNESCO World Heritage Regional Reporting process, IUCN regional programs

Table : Kerinci

Members: Kathy MacKinnon, Robbie Robinson, Sue Stolton, Rod Atkins, Peter Cochrane, Glenys Jones

Topic: KEY FACTORS FOR GOOD EVALUATION

Unresolved issue	What should be done to address this?	Who should do it?
Worldwide there is no or low allocated budgets for evaluating management effectiveness		Owners (e.g. national/state governments) and managers of PAs need to ensure adequate dedicated resources for evaluation and management capacity
Variable management culture for evaluating management effectiveness		
How to get dedicated resources for evaluation and management capacity?		
How to ensure mechanism, capacity and resources to address/implement the finding and recommendations of evaluation		
How to ensure that evaluations are integrated into the managing agency's culture and processes		
How to optimise sharing and learning from diverse experiences		IUCN

Table : **Sian Ka'an**

Members: Fiona Leverington, Jaimee Ervin, Lani Watson, Graeme Worboys, Caroline Stem

Topic: Key Factors for Good Evaluation

Lesson	Context(s)	Illustrative case study(ies)
Ownership/trust in evaluation process is critical		
Training in evaluation is often needed		
Communication between all parties involved needs to be strong in all phases of the project		
Evaluation and adaptive management is an integral part of protected area management		
Incentives are correct for fostering a valid assessment		
Evaluation should spell out need for planned change or should encourage reinforcement of what's going well (site or organizational level)		
Robust data/evidence (objective & subjective) are important	Triangulating data with multiple sources Developing agreed thresholds for interpreting subjective data	

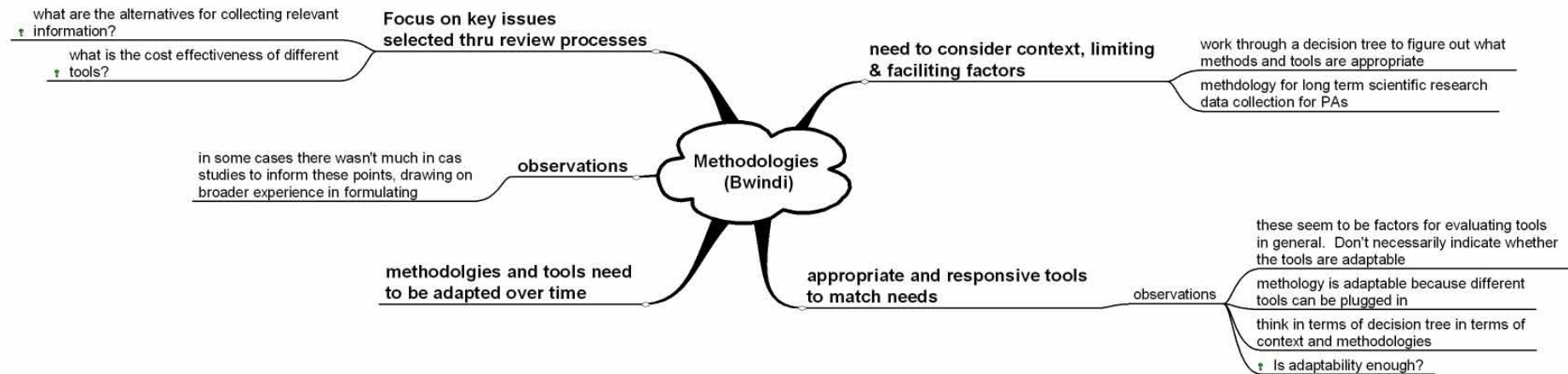
Table : **Oulanka**

Members: Mark Petersen, Rosa, Shekhar, Jose, Marc H

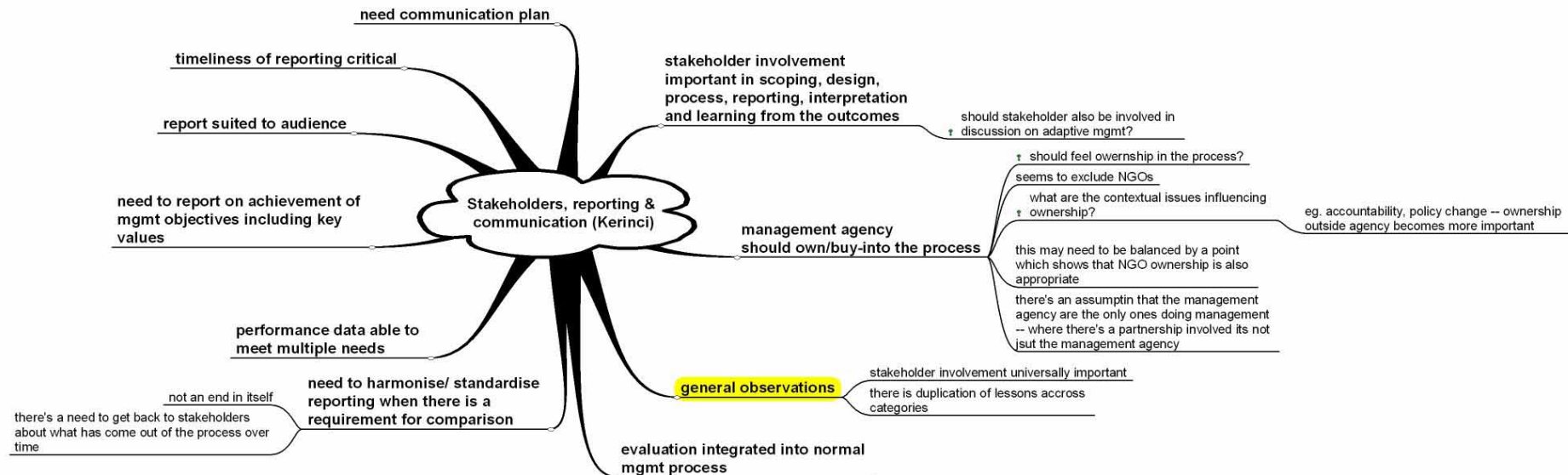
Topic: Key factors for good evaluation

Lesson	Context(s)	Illustrative case study(ies)
The evaluation design should maximize the capacity to elucidate factors responsible for particular outcomes, inter-linkages between these factors, trends and constraints rather than just the status of outcomes		Fraser Island India – 1989 survey
Access to objective data sets and analysis		
Matching the level of detail in the assessment system to its purpose		
Language and terminology used in collecting and reporting evaluations should be commonly understandable.		
Scope of evaluation should be broad enough to be useful (i.e. to capture the relationships and inter-linkages between various factors affecting PA management)		
6. What are the Key Factors for Good Evaluation		
Must have good connection between evaluation and management		
Ownership/trust evaluation process is critical		
Scope of evaluation must be clear		
Communication between all parties involved needs to be strong in all phases of the project		
Local understanding/expertise critical		
Clear reason for evaluation	- Link to funding Link to management plan - other needs	
Transparent evaluation process clear to all participants and audiences		
Valuable to have self evaluation first, then check against standards to get participants interested and engaged		
Build evaluation as a regular part of all conservation project budgets		
Keep evaluation positive – identify challenges not blame		

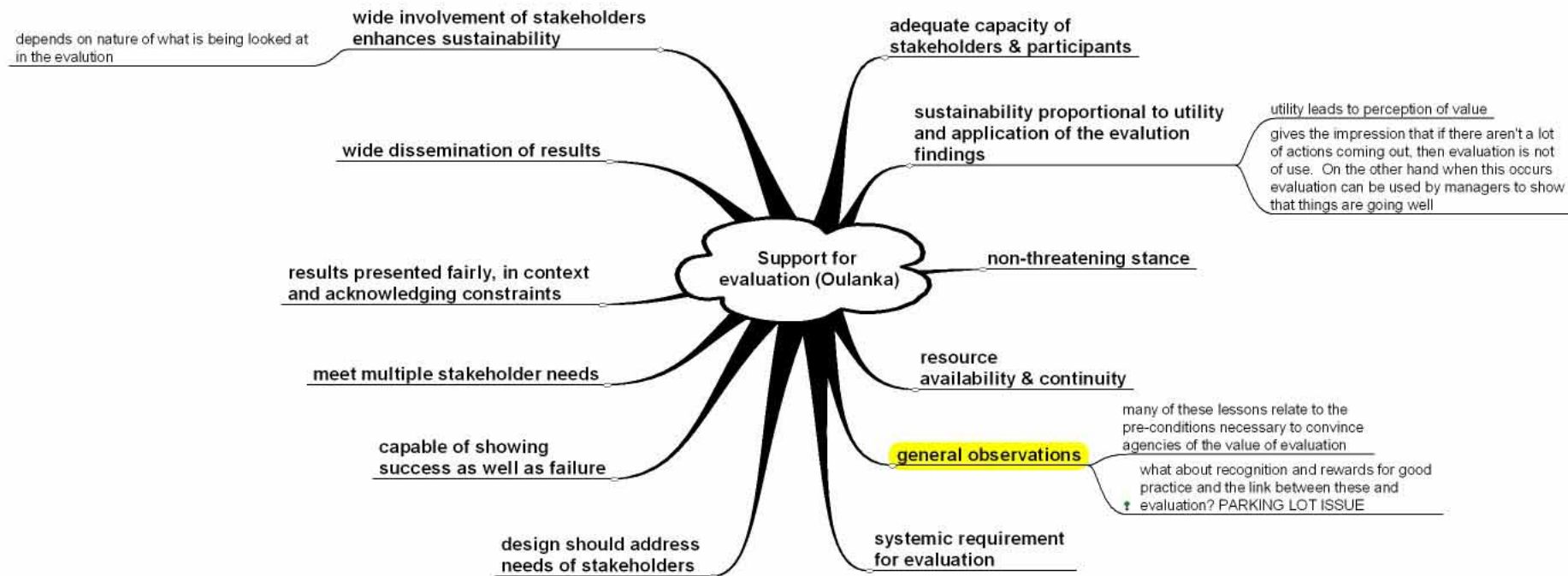
Lessons Learned: Methodologies



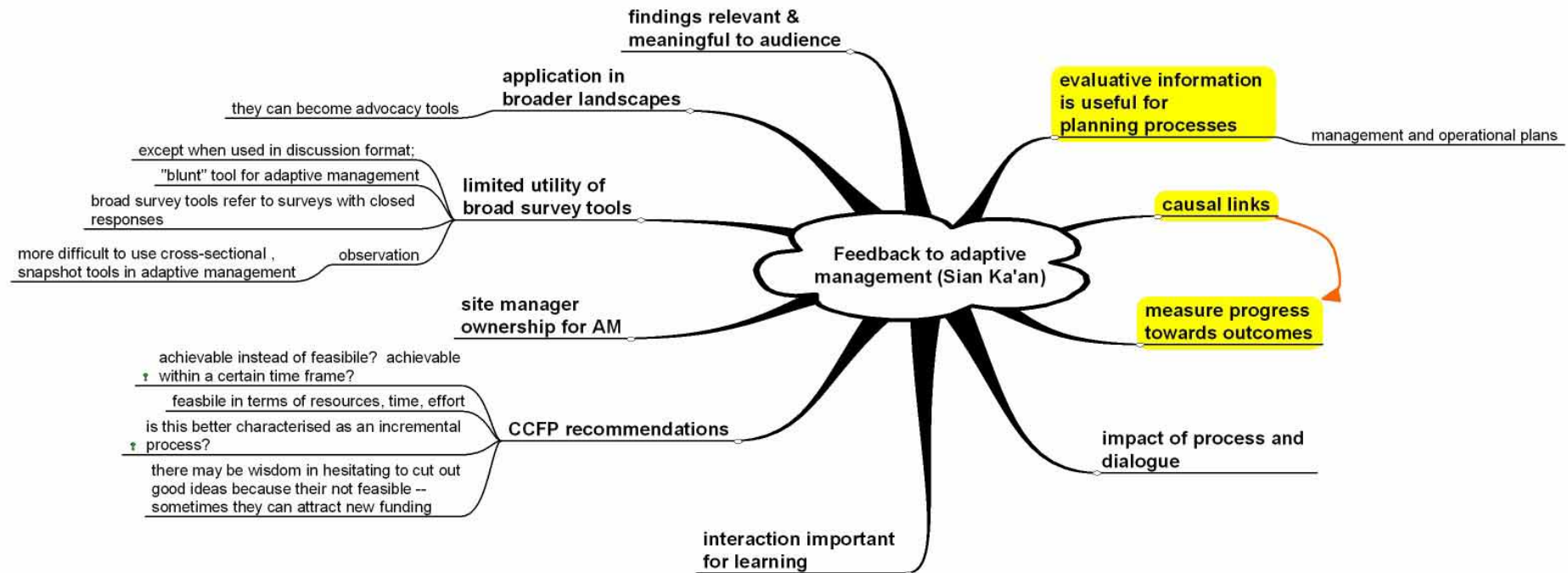
Lessons Learned: Stakeholders, reporting and communication



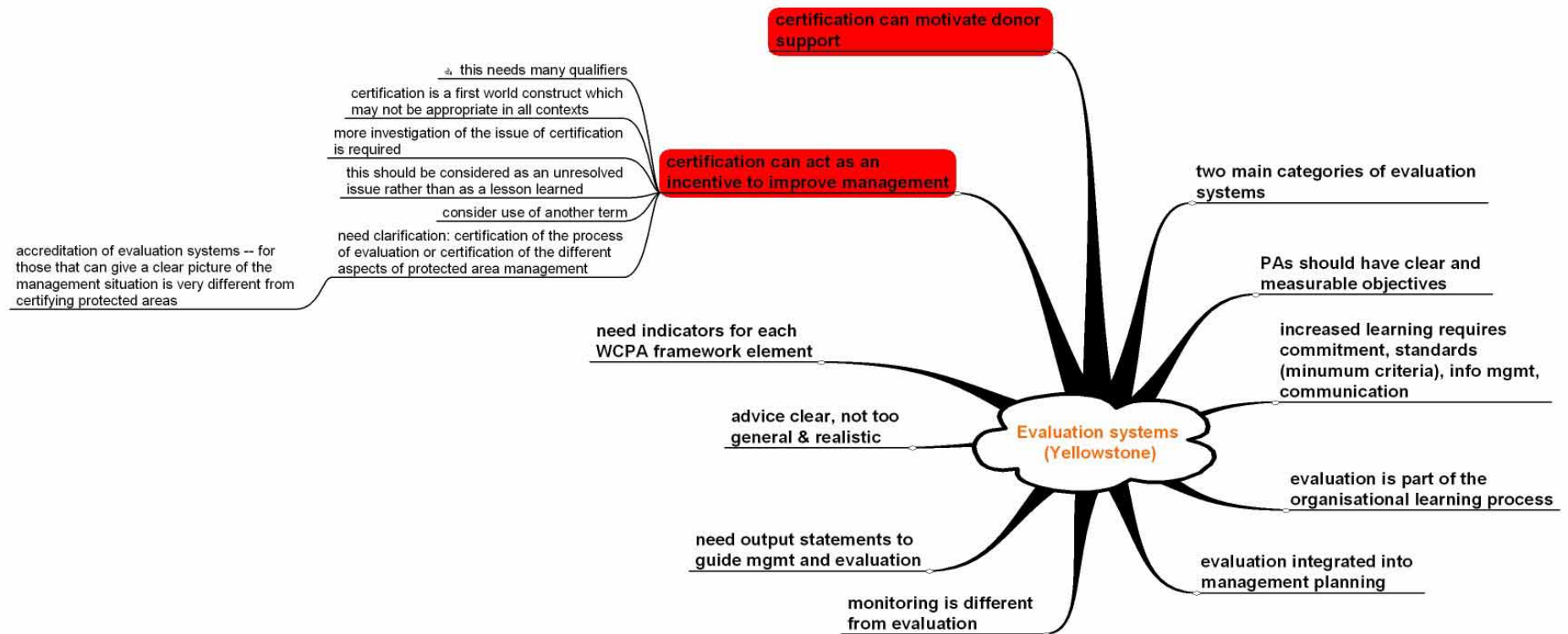
Lessons Learned: Support for Evaluation



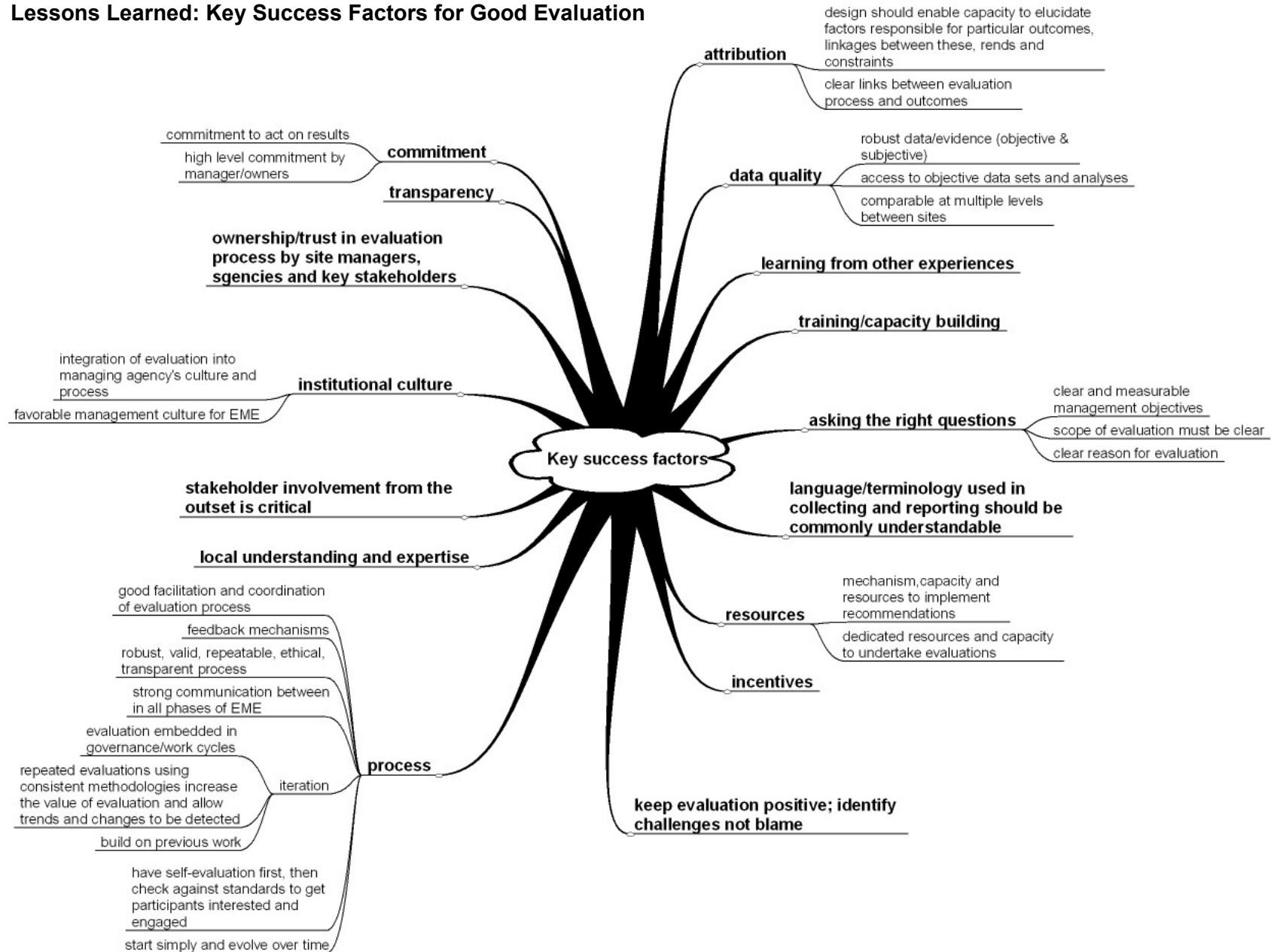
Lessons Learned: Feedback to Adaptive Management



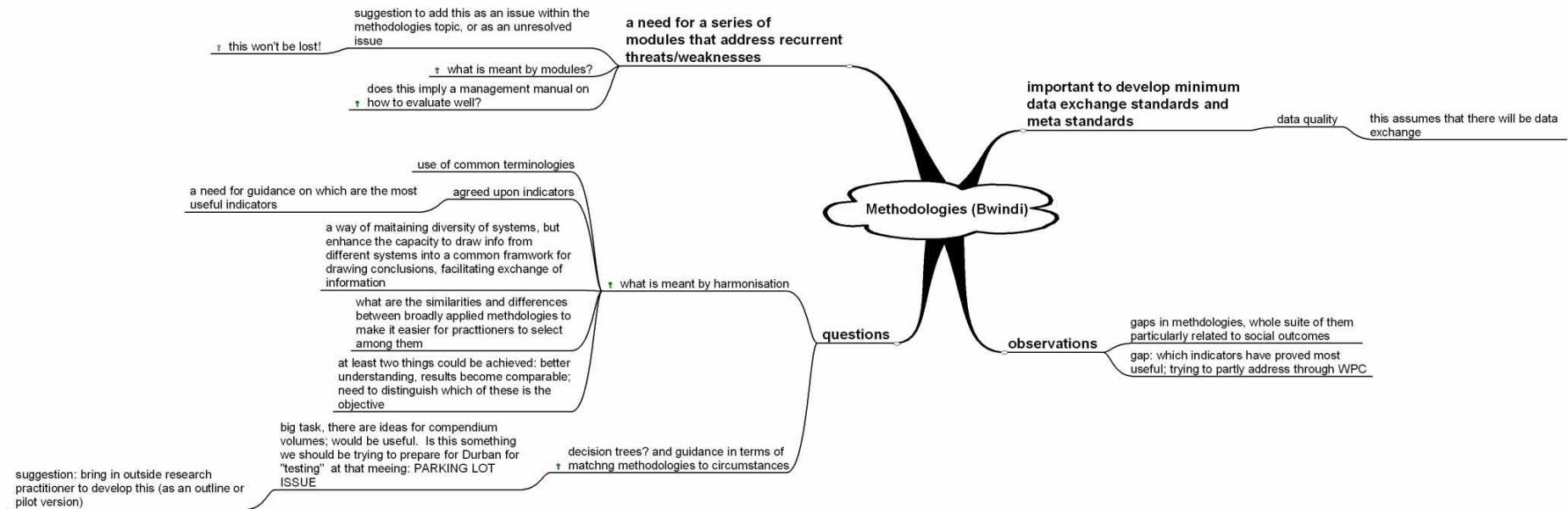
Lessons Learned: Evaluation Systems



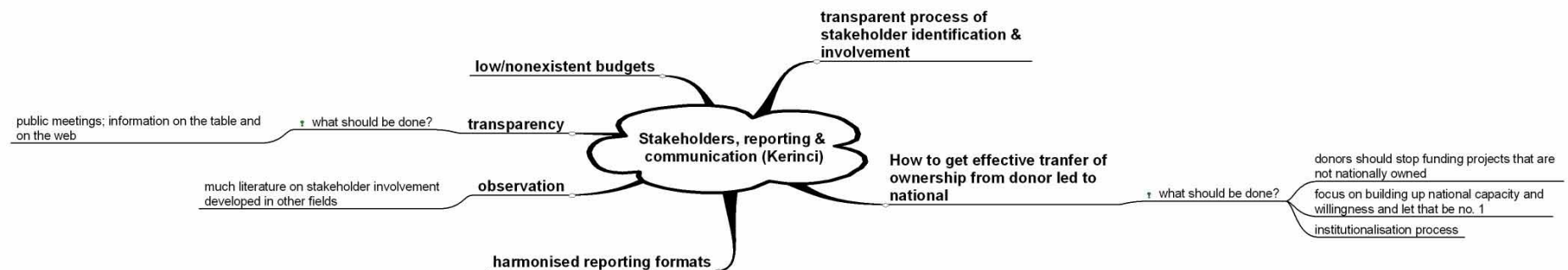
Lessons Learned: Key Success Factors for Good Evaluation



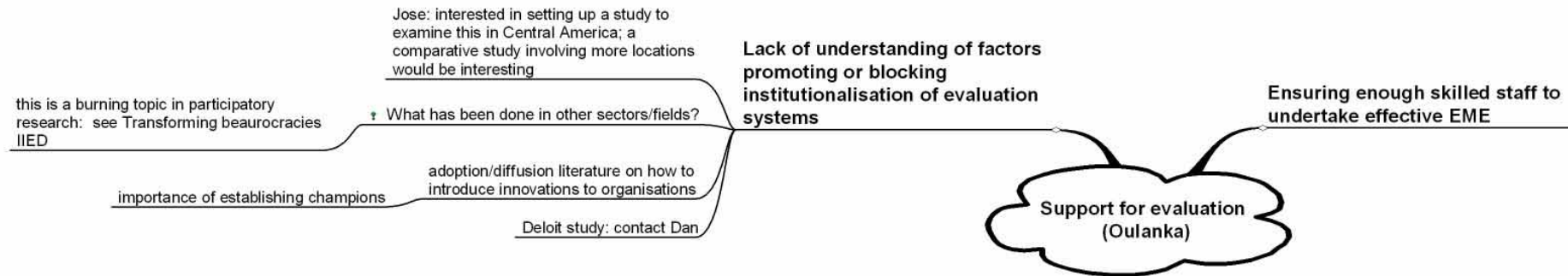
Unresolved Issues: Methodologies



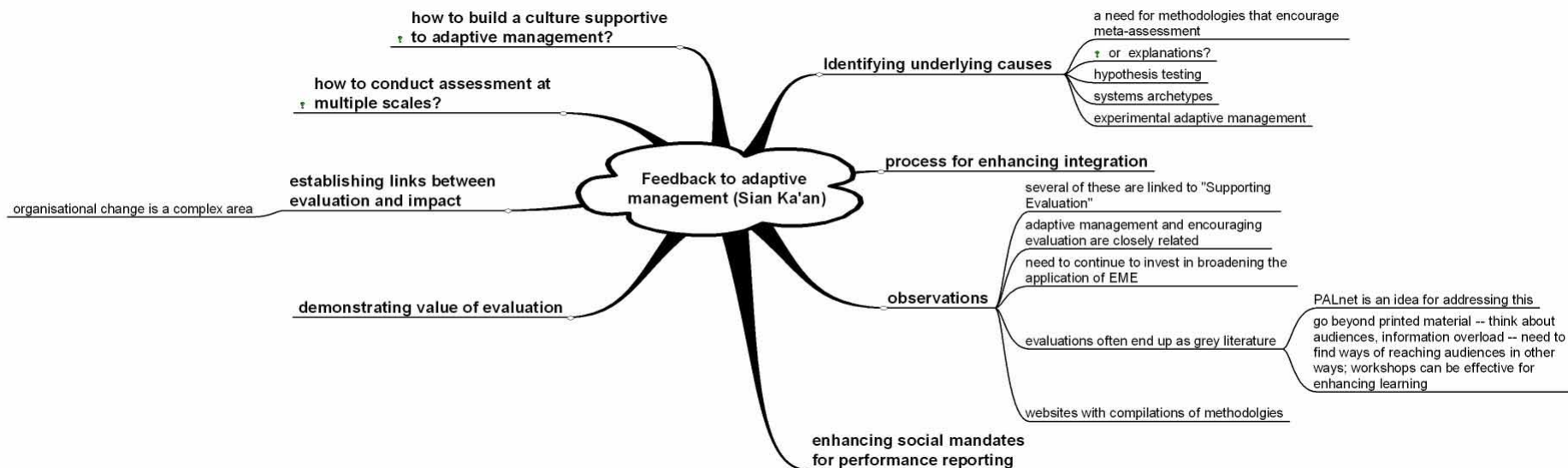
Unresolved Issues: Stakeholders, reporting and communication



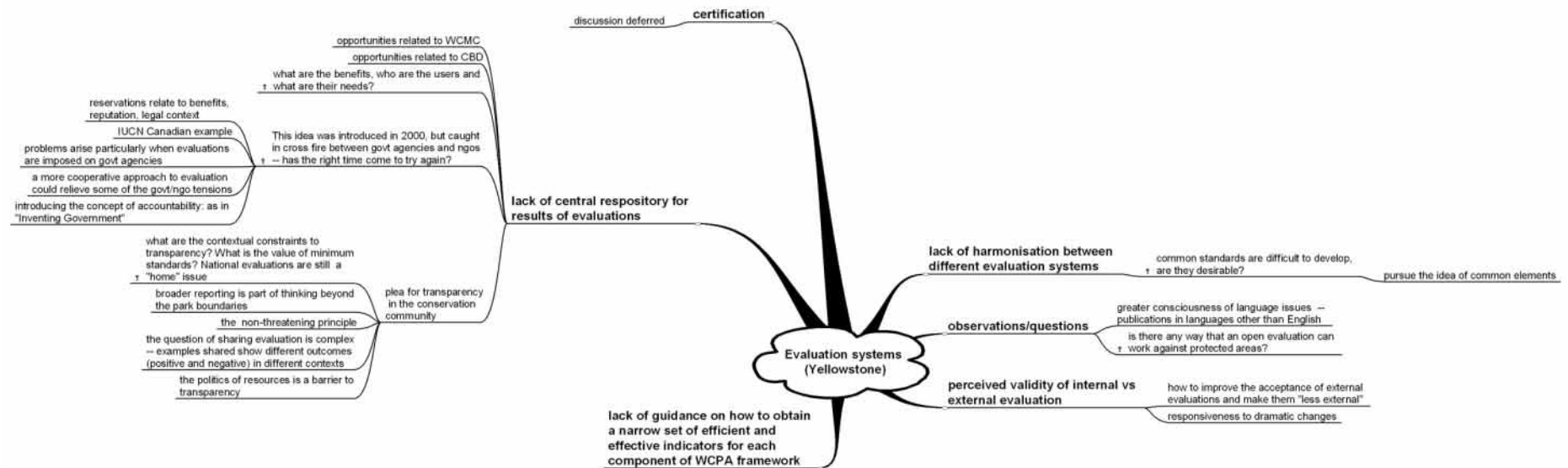
Unresolved Issues: Support for evaluation



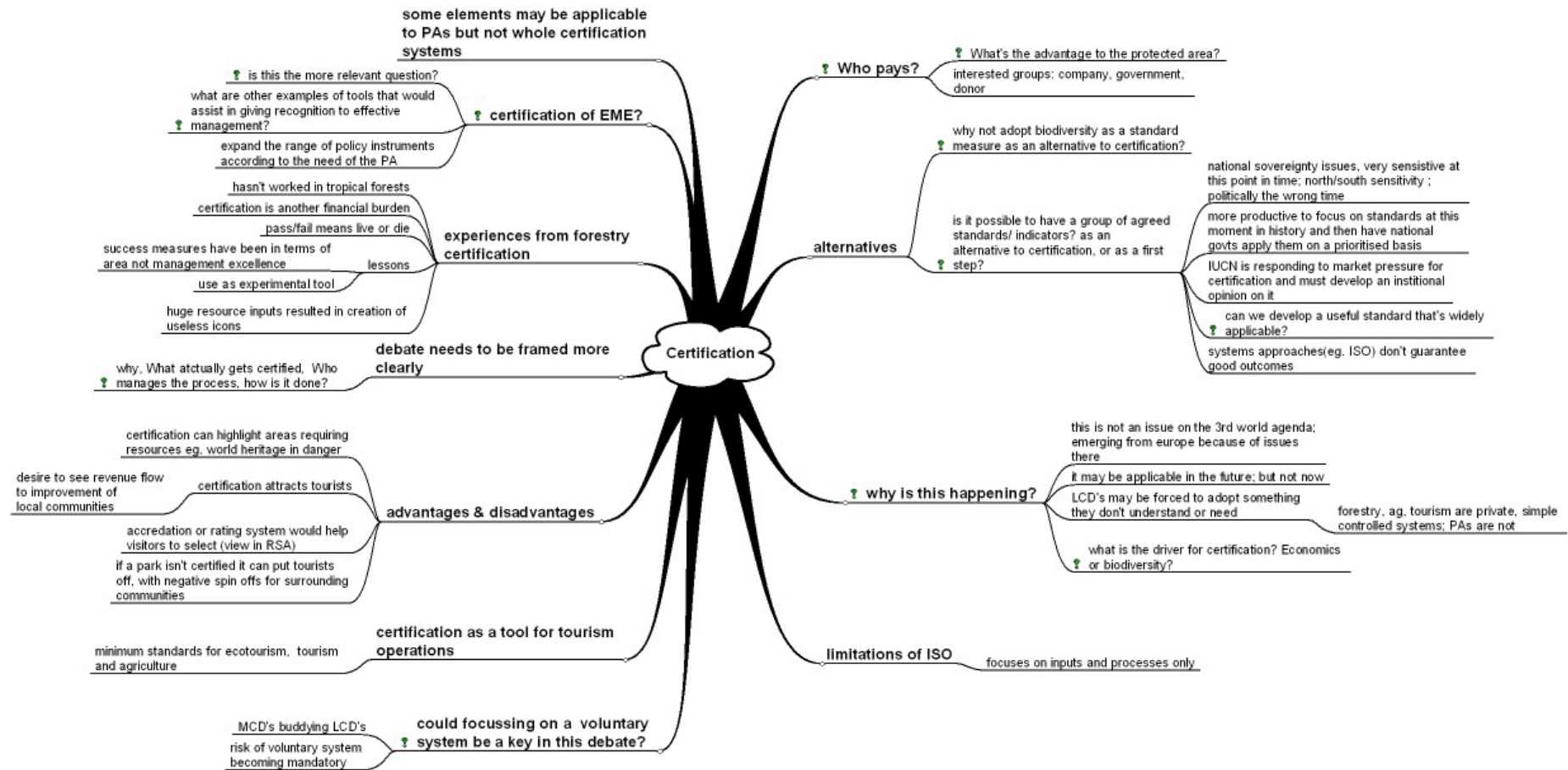
Unresolved Issues: Feedback to adaptive management



Unresolved Issues: Evaluation Systems



Summary of discussion on certification of Protected Areas



Compiled/edited lessons from breakout and plenary group work

Questions??? - R. Margoluis - Richard@FOSonline.org

Some notes on "Lessons..."

1. The way groups wrote lessons varied considerably. I've edited the results to distinguish more precise/specific **lessons learned** and more general **observations** by writing lessons as "commands" (e.g., *Make findings relevant to evaluation audiences and present these findings in ways that are meaningful to these audiences.*) and general observations as "statements of fact" (e.g., *Sustainability is dependent on the availability of capacity of stakeholders and participants to carry out the evaluation process*)
2. I combined some of the lessons that were either identical or very similar. So, in some cases, I ended up deleting redundant lessons.
3. I used "Revisions-Track Changes" so you can see how I modified the text from the group. If you think I went to far, you can always undo the changes.

Design and Planning of Evaluation
Ask the right questions – <u>make sure that the evaluation is clearly based on</u> There is a need to clearly base the evaluation on the management objectives
Protected Areas should have (RM: and thus evaluations should be based on) clear and measurable management objectives
<u>Ensure that the purpose and sScope</u> of evaluation must be clear
<u>Clear reason for evaluation</u>
<u>Ensure that the sScope</u> of evaluation should be broad <u>is comprehensive</u> enough to be useful. (i.e. to capture the relationships and inter-linkages between various factors affecting PA management)
<u>Match</u> ing the level of detail in the assessment system to its purpose.
Build on previous work <u>to design your evaluation.</u> —(don't reinvent wheel.)
Don't reinvent the wheel — review existing methodologies/tools before innovating
<u>Design your evaluation to be a</u> Need robust, valid, repeatable, ethical, <u>and</u> transparent evaluation processes
Transparent evaluation process clear to all participants and audiences
<u>Design your evaluation system to</u> In designing an evaluation system, the issues addressed must relate to the felt needs of primary stakeholder(s) <u>and audiences.</u>

Ensure stakeholder involvement is important in:

- scoping and design of the evaluation
- the process of evaluation
- reporting and communicating the findings and recommendations of evaluation
- reporting the on-ground successes from adaptive management

Ownership/trust in evaluation process by site managers

Need robust, valid, repeatable, ethical, transparent evaluation processes

Clearly articulate assumptions inherent in the project – and design your evaluation to test these assumptions. It is most useful to look at causal links between context, processes, and outcomes – it is the combination of all these and teasing out their causal relationships is most useful

Design your evaluation to ~~The evaluation design should~~ maximize ~~the capacity~~ your ability to elucidate factors responsible for particular outcomes, inter-linkages between these factors, trends and constraints rather than just the status of outcomes

During the design of your evaluation, It's important to ~~establish a process to reach outcomes and~~ measure progress along a causal ~~the~~ chain towards the intended outcome. This hold true especially ~~(esp.~~ for longer-term outcomes where impacts/outcomes level change ~~will not be seen to change~~ in the near future)

~~Need to have clear measurable, time bound output statements guiding management and used for evaluation~~

Understand the context of where the evaluation will take place ~~When trying~~ to determine appropriate approaches, methods, and tools for evaluation, ~~need to~~ by evaluating:

- Scale (site (project), program, organization, country, region),
- Purpose/intent of the evaluation
- Organizational capacity (resources available)
- Age of PA
- Primary beneficiary of results (audience)
- Primary driver of the process.

Select specific evaluation tools by assessing ~~Evaluation tools must be evaluated to determine~~ the extent to which they are:

- Cost-effectiveness
- Repeatable
- Robust
- Statistically valid
- Simple
- Field-tested
- Documented (manuals, etc.)
- Auditable (honest, non-corrupt)
- Unambiguous results
- Congruence with community
- Scaleable
- Speed of output

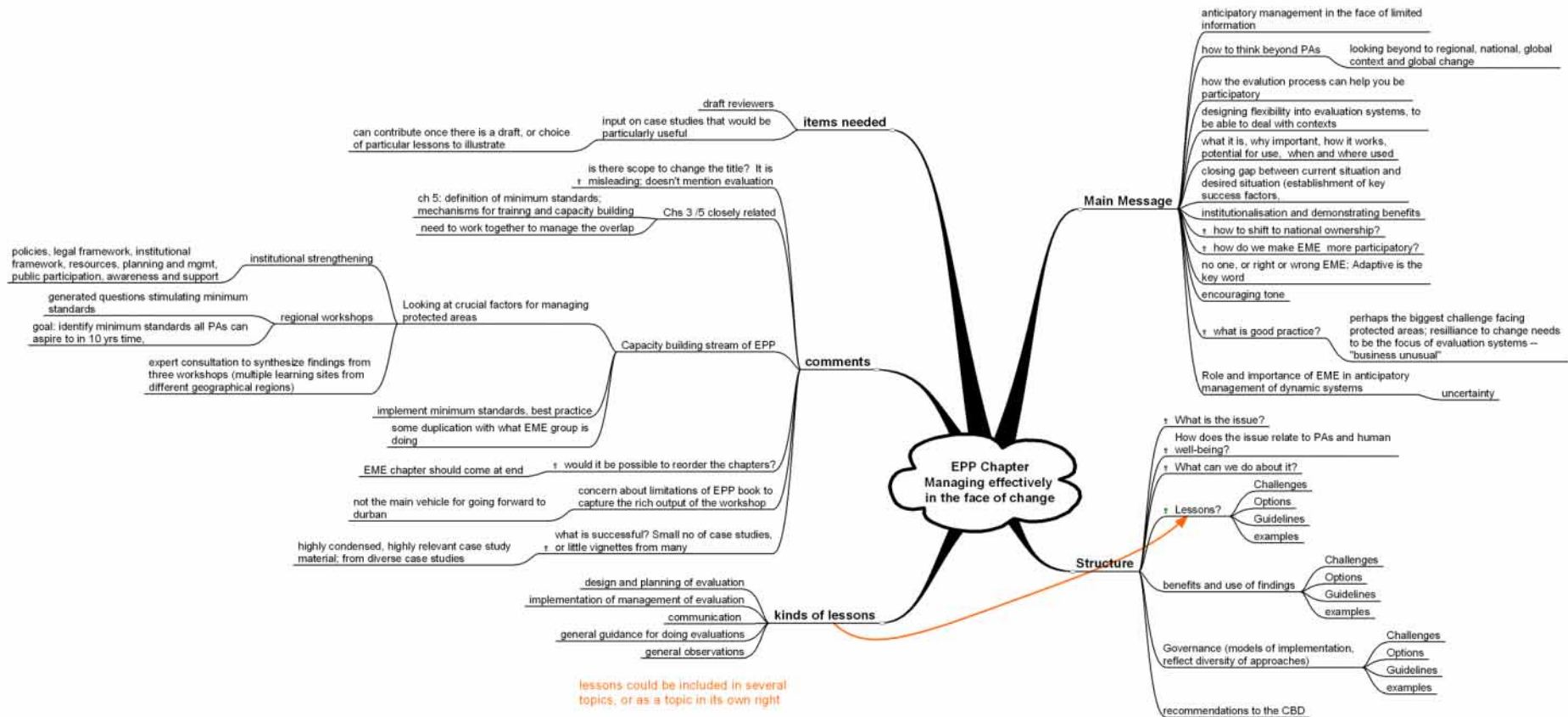
<p>Define key issues for evaluation by running a proof-of-concept process.</p> <ol style="list-style-type: none"> 1. Stakeholder analysis 2. Cost Effectiveness analysis 3. Review of previous work: <ol style="list-style-type: none"> a. External to project b. Own documentation 4. Priority setting 5-6. Review of objectives/targets
<p>Need to have indicators for each of the WCPA framework categories – explanatory power of evaluation is weakened when indicators are only in one or a few categories.</p>
<p>Implementation and Management of Evaluation</p>
<p>Must be clear link between evaluation process and outcome for PA–</p>
<p><u>Collect and analyze only those data that will</u> Data must be analyzed and used to inform management decisions.</p>
<p>Do not initiate an evaluation unless you are prepared to act on results.</p>
<p><u>Initiate evaluations that management agencies can use to make</u> Leads to positive change from agency's viewpoint –</p>
<p><u>Incorporate</u> The findings and recommendations of evaluation need to feed back into management systems to influence <u>management actions</u>, future plans, <u>and</u> resource allocations and management actions.</p>
<p>Evaluations need to be integrated into the managing agency's normal processes (This helps to capture and retain learning, data sets, influence budget/resource allocations, adaptive management culture etc)</p>
<p><u>Evaluation must be embedded in governance/work cycles</u></p>
<p><u>Evaluation of</u> PAs should have clear and measurable management objectives</p>
<p>Must have good connection between evaluation and management</p>
<p>Evaluation should be capable of showing management success as well as identifying problems</p>
<p><u>Regularly</u> Build evaluation <u>into</u> regular part of all conservation project budgets.</p>
<p><u>Ensure sufficient</u> Need dedicated resources and capacity to undertake evaluations.</p>
<p><u>Secure</u> hHigh level commitment of to evaluation by managers and owners of PA' <u>other</u> key stakeholders is a critical success factor.</p>
<p><u>Secure and maintain good</u> Good facilitation /coordination <u>and facilitation</u> of the evaluation process is essential to ensure success.</p>
<p>Specificity of advice <u>Learning and analysis</u> from evaluation needs to be clear enough to improve conservation practices (not too general) and realistic (address priority topics and feasible solutions).</p>

Communication of Evaluation Results
<u>Ensure strong c</u> ommunication between all parties involved needs to be strong in all phases of the project.
<u>Make findings (content and format) relevant</u> Findings must be relevant to evaluation audience and presented present these findings in ways that are in a way that is meaningful to the <u>audience</u> .
The way findings are reported must suit intended audience
<u>Report r</u> esults must be presented fairly and in context, taking account of the constraints that apply.
Develop <u>a</u> communications plan to a) report back to stakeholders, and b) to feed into marketing strategy for PA as appropriate.
<u>Interpret r</u> esults of evaluation should be interpreted in an appropriate way for all levels of the organization.
Design <u>and the</u> collection of performance data needs to so that it meets multiple reporting needs
Need to r Report on the achievement of management objectives including key values of PA's
<u>Ensure the timely</u> Timeliness of reporting <u>of results in order to make them</u> is critical in making it useful.
Widely dissemination disseminate of results to stakeholders will to maintain support for the evaluation process from the broadest possible group.
General Guidance for Doing Evaluation
Ownership of site level a Adaptive management <u>processes must be "owned" at site or appropriate level</u> – has to be by protected area management system for AM to be most successful
Management agency (including site managers) should own the process of evaluation and coordination (key for sustainability)
<u>Use a</u> Adaptive learning can also be used for broader landscape conservation – use results as communication or advocacy tool
<u>Facilitate s</u> Stakeholder involvement should be facilitated through ongoing processes
<u>Establish your e</u> Evaluation systems should be established with a non-threatening stance. (to overcome mutual suspicion); gaining ownership and buy in
Evaluation programs should s Start <u>your evaluation to be as simple as possible simply and may and let it</u> evolve over time.
<u>Use r</u> Repeated evaluations using consistent methodologies <u>to</u> increase the value of evaluation and allow trends and changes to be detected.
Keep evaluation positive – identify challenges not blame

<i>General Observations on Evaluation (Not sure I'd include these with "Lessons learned" – many of these concepts are included in lessons above.) (Not written as commands)</i>
Need systems to manage monitoring information
Data must be analyzed and used to inform progress of evaluation
Learning from others' experiences can contribute to the efficiency and effectiveness of evaluations.
There are two main categories of evaluation systems that differ based primarily on methodology <ul style="list-style-type: none"> ➤ Overview (Questionnaires, based on subjective evaluations) ➤ Target-based (data-driven)
Evaluation should be part of learning process in an organization
Evaluation should be integrated into management planning
Monitoring is different from evaluation (RM: or take out)
Certification can act as incentive for improving management
Certification can help motivate donors to support projects
There is a need for harmonised or standardised reporting for: <ul style="list-style-type: none"> ➤ comparisons across sites, and ➤ to efficiently address multiple reporting obligations
Establishing systemic requirements for evaluation (e.g. into legislation)
Sustainability is dependent of the availability of capacity of stakeholders and participants to carry out the evaluation process
Ownership/trust in evaluation process is critical
Training in evaluation is often needed
Evaluation and adaptive management is an integral part of protected area management
Robust data/evidence (objective & subjective) are important
Ownership/trust evaluation process is critical
Local understanding/expertise critical
Language and terminology used in collecting and reporting evaluations should be commonly understandable.
The sustainability of evaluation process is directly proportional to the impact of the evaluation findings.
Increased learning and sharing of experiences requires: <ul style="list-style-type: none"> ➤ Core commitment of organization ➤ Minimum criteria (standards) for evaluation ➤ Information management system ➤ Communication & delivery mechanisms
Broad survey tools are not well-designed for adaptive management, except when used in a discussion/learning process

Evaluation should be capable of showing success as well as identifying problems
Evaluations that are integrated into the managing agency's culture and processes are more successful and effective in improving management performance in the long term.
Information gained in evaluation can be very useful for planning processes, including: <ul style="list-style-type: none"> ➤ management planning ➤ project planning ➤ system-wide policy analysis
It is more difficult to use 'snapshot' tools for adaptive management - b Broad survey tools (i.e, non-personal questionnaire processes) are not well-designed for adaptive management, except when used in a discussion/learning process
Adaptive learning can also be used for broader landscape conservation – use results as communication or advocacy tool
Process of assessment and/or associated dialogue, rather than formal report, can often have immediate feedback/reaction
To the extent possible, the larger the number of stakeholders groups whose needs can be addressed, the more sustainable the system will be
Sustainability is sometimes dependent on wide involvement of stakeholders in the evaluation process
Stakeholder involvement from the outset is critical
For evaluation to be credible, need stakeholder input
Getting together people provides an opportunity for increased understanding and improved learning
Sustainability is dependent on the availability and continuity of necessary resources, preferably without diverting resources from other functions
Points not included because they are not lessons or clear observations
Depends on engagement of practitioners in the evaluation
Need monitoring for all sites
Decision tree determines methodologies/tools, and context determines the degree of adaptation required
Incentives are correct for fostering a valid assessment (I don't understand)
Valuable to have self evaluation first, then check against standards to get participants interested and engaged (seems too specific and not always true(???)
Comparable at multiple levels and between sites
The mechanism, capacity and resources to address/implement the finding and recommendations of evaluation
Access to objective data sets and analysis
Clearly articulate Evaluation should spell out need for planned change or should encourage reinforcement of what's going well (site or organizational level)

Outline for EPP Chapter



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