

INSTITUTIONAL TRAINING

Module 1.10: CONSERVANCY MANAGEMENT PLAN DEVELOPMENT



ACKNOWLEDGEMENTS

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GENERAL TRAINING TIPS

Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training)
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders present
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate)

General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand
- Maintain good eye contact with participants
- Speak clearly
- Keep your training language simple and appropriate to your audience
- Bridge one topic to the next
- Provide clear instructions for activities and check to see if your instructions are understood
- Where appropriate summarise each component of the module
- Avoid reading from this trainer's manual

Visual presentation:

- Write clearly and boldly if using flip charts
- Keep your visual aids clear – avoid blocking participants' view of visual aids

Involving the participants:

- Encourage questions and participation
- Ask questions to get participants thinking about the topic and key issues
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language
- Be patient and courteous with all participants
- Talk to your participants and not to the flipchart
- Acknowledge the comments and feedback from participants



NB: Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



ABOUT MODULE 1.10: CONSERVANCY MANAGEMENT PLAN DEVELOPMENT

OBJECTIVES: People who receive training in MODULE 1.10 will gain knowledge on:	<ol style="list-style-type: none"> 1. The importance of management planning 2. What a Management Plan Framework is 3. How to develop a Management Plan Framework 4. How to put the Management Plan Framework into practice
COMPETENCIES: People who receive training in MODULE 1.10 will be able to:	<ol style="list-style-type: none"> 1. Show an understanding of the importance of management planning 2. Show an understanding of the purpose and general contents of a conservancy Management Plan Framework 3. Produce a first draft Management Plan Framework (including the conservancy 'Vision', key management components, a Development Plan and a Scheduled Annual Workplan) 4. Show an understanding of how to put the Management Plan Framework into practice
MODULE 1.10 is intended for:	Conservancy staff, the Conservancy Manager and the Conservancy Committee
Duration of MODULE 1.10:	The training for this Module will usually last 3 days

To train this MODULE 1.10 you will need to have (enough for everyone):

Check
✓

Flipchart stand, sheets and different coloured marker pens ("kokies")	<input type="checkbox"/>
Module 1.10 Handouts #1 – #8 (you may wish to create some or all of these as posters too)	<input type="checkbox"/>
Prepared Flipchart Sheets #1 – #11 if you prefer to use them (all except #7 can be laminated for duplicate use)	<input type="checkbox"/>
Paper and pens for participants	<input type="checkbox"/>
Pieces of card and Prestik	<input type="checkbox"/>

At least one copy of the following:

Labour Act (2007)	<input type="checkbox"/>
Communal Land Reform Act (2002)	<input type="checkbox"/>
Traditional Authorities Act (2000)	<input type="checkbox"/>
Policy on Wildlife Management, Utilisation and Tourism in Communal Areas (1995)	<input type="checkbox"/>
Labour Act (2007)	<input type="checkbox"/>
Communal Land Reform Act (2002)	<input type="checkbox"/>

References/other resources (for each conservancy represented at any given workshop you should ask participants to gather the following before the training):

The conservancy constitution	<input type="checkbox"/>
Any existing Management Plans, Integrated Ecosystem Management	<input type="checkbox"/>





Plans, Benefit Distribution Plans, etc.	
Employment/staff policies, asset management policies, financial management policies, etc.	
The roles and responsibilities of CC members and staff	
Conservancy Zonation Map	
Tourism Plans or information on existing tourism developments	
Any other information/documents that you think may be relevant	

The training of this **MODULE 1.10** will follow generally this schedule:

TOPIC 1:	Introduction to management planning
TOPIC 2:	The Management Plan Framework
TOPIC 3:	How to develop a Management Plan Framework
TOPIC 4:	How to put the Management Plan Framework into practice

KEYWORDS and ACRONYMS for this MODULE

AGM/GM	Annual General Meeting/General Meeting
CC	Conservancy Committee
CGGs	Community Game Guards
CDC	Constituency Development Committee
Component	Each of the key resources or issues that the conservancy has to manage in order to fulfill its purpose or reach its goal
Element	A range of key items that the conservancy has to have in place in order to manage each of its components effectively
Framework	An overall guiding set of principles, plans or rules that provide the outline or basis for future decisions and actions of the conservancy
HWC	Human-wildlife conflict
IRDNC	Integrated Rural Development and Nature Conservation
LAC	Legal Assistance Centre-Namibia
MET	Ministry of Environment and Tourism, Namibia
MLRR	Ministry of Lands, Resettlement and Rehabilitation, Namibia
MOU	Memorandum of understanding
NACOBTA	Namibia Community Based Tourism Association
NAPHA	Namibian Professional Hunting Association
NGO	Non-governmental organisation
NNF	Namibia Nature Foundation
Purpose	The reason for which something exists, or for which it has been done. The goal or the intended outcome of an action or activities
TA	Traditional authority
Vision	An image or concept of how events or developments may look in the future
WWF	World Wide Fund for Nature



NOTE TO TRAINERS/FACILITATORS: HOW TO USE THIS TRAINER'S MANUAL

This training Module is aimed at conservancies who are in the process of developing their Management Plan Frameworks. Training will usually be done with a cluster of conservancies. However, trainers/facilitators must consider the optimum number of conservancies that can be supported by a trainer/facilitator in developing their frameworks at one time, i.e., at any given workshop.

In addition, many conservancies have already developed their Management Plan Frameworks. In these cases, the trainer/facilitator needs to assess the extent to which these frameworks need revising and work with the conservancies to carry out the relevant revisions. This assessment should be carried out before the implementation of the training Module so that you are properly prepared to give the appropriate support to each conservancy.

All conservancies should go through Topics 1, 2 and 4 as a “refresher” course regardless of whether they already have developed a Management Plan Framework or not. This will be particularly important where the participants were not involved in the original development of the framework for their conservancy.

In Topic 3, participants will often work in separate ‘conservancy groups’ to develop a number of new ideas and products that will be specific to their own conservancy (such as a list of resources that must be managed at their own individual conservancy or a ‘Development Plan’ for example). However, at other times during the workshop training, they will all work together to create a more generic product in the course of an activity (e.g., a list of guiding principles for the operation of any conservancy) and may then work in a group made up of representatives of different conservancies. In each instance, we have specified whether participants should all work collectively, or whether they need to be divided up into their conservancy groups.

You will need to ensure that participants are alerted prior to the training that they need to bring certain documents with them (see the list of ‘References/other resources’ on page 3 and under ‘List of Handouts that you should make available for this Module’ at the very end of this Manual).

Sometimes, topics have been divided into ‘sessions’, with amounts of time allocated to them. These time frames are a guide only, and trainers/facilitators might need to adapt them as they deliver the Module.



INTRODUCTION

- 1** **LIST:** The **objectives** of Module 1.10 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #1 prepared in advance (or even laminate this one and others for duplicate use). Explain the objectives in detail.

Objectives of this workshop: you will gain knowledge on –

1. The importance of management planning
2. What a Management Plan Framework is
3. How to develop a Management Plan Framework
4. How to put the Management Plan Framework into practice

- 2** **LIST:** The **competencies** of Module 1.10 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #2 prepared in advance.

People who receive training in Module 1.10 will be able to:

1. Show an understanding of the importance of management planning
2. Show an understanding of the purpose and general contents of a conservancy Management Plan Framework
3. Produce a first draft Management Plan Framework (including the conservancy vision, key management components, a Development Plan and a Scheduled Annual Workplan)
4. Show an understanding of how to put the Management Plan Framework into practice

EXPLAIN: The competencies to the participants.

- 3** **ASK:** If the participants have any questions about the objectives of the Module and the competencies they will gain.




TOPIC 1: Introduction to management planning

Session 1: What is management planning? (Approximately 15 minutes.)

NOTE: The aim of this first session is to get participants involved early on and to lay the foundation for future sessions by developing an understanding of management planning.

- 1** **EXPLAIN:** Session 1 of Topic 1 will focus on **developing an understanding of management planning.**

ASK: What do we mean by 'management planning'?

- 2**  Ask the participant group as a whole to consider this question, and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What is management planning?' and then ask other people to add their contributions (also add to the flipchart sheet).

- 3** **DISPLAY:** Prepared Flipchart Sheet #3, which you may prefer to laminate for duplicate use. Using the responses (above) of participants where appropriate, explain the following (or you can just write up the following points on a flipchart sheet as you explain them, if you prefer.)

Management planning is a process that enables the conservancy to:

- 1. Revisit the reason for forming the conservancy – why it exists.**
- 2. Identify what it wants to achieve, i.e., its purpose or vision.**
- 3. Identify the actions that need to be carried out for the conservancy to achieve its purpose or vision.**
- 4. Identify the resources needed to achieve the purpose or vision.**
- 5. Identify the support needed by the conservancy.**
- 6. Identify when activities should take place and who should carry them out.**
- 7. Prioritise its activities and focus on the most important things that will help to achieve the vision or purpose.**
- 8. Monitor progress and adapt or change its activities if it is not succeeding in achieving the purpose or vision.**

EXPLAIN: Put simply, management planning is about identifying where we want the conservancy to go, and how we can get there in the most efficient way possible.




- 4 **SUMMARISE/LINK:** This first session looked at what we mean by 'management planning'. In the next session of this topic we consider why management planning is important for a conservancy.

Session 2: Why do we need management planning? (*Approximately 30 minutes.*)

NOTE: The aim of this second session is to get participants to think about why a conservancy needs to carry out management planning.

- 1 **EXPLAIN:** Session 2 of Topic 1 will focus on **developing an understanding of why we need management planning.**

ASK: Why do we need management planning?

- 2  Ask the participant group as a whole to consider this question, and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'Why does a conservancy need management planning?' and then ask other people to add their contributions (also add to the flipchart sheet).

- 3 **DISPLAY:** Prepared Flipchart Sheet #4, which you may prefer to laminate for duplicate use. Using the responses (above) of participants where appropriate, explain the following (or you can just write up the following points on a flipchart sheet as you explain them, if you prefer.)

Management planning is needed to:

1. Provide a decision-making framework to ensure decisions are taken that will further the vision and the objectives of the conservancy.
2. Provide a structure for conservancy activities, so that actions are directed towards achieving an identified goal.
3. Provide a clear framework for the activities of conservancy staff so they know what they have to do and when.
4. Enable the conservancy to carry out actions in an efficient way that does not waste resources.
5. Provide a foundation for developing the conservancy budget based on planned activities that have been prioritised according to the Management Plan.
6. Provide a foundation for good governance in a conservancy (e.g., make sure AGMS are held; that the CC communicates with the members; that the finances are managed properly etc.).
7. Enable the conservancy to monitor progress in achieving its purpose or vision.



4 **EXPLAIN:** Put simply, management planning is needed to provide a structure that guides the decisions we take and actions we carry out to achieve our conservancy's purpose or vision.

- We carry out planning all the time. If we are going to visit someone in another town, we think about how we will get there. If we travel by car we check that there is enough petrol in the tank and think about where we will stop to fill up with petrol on the journey. We think about where and when we will eat, and whether to take food with us or stop somewhere to buy food. We make sure we have enough money for petrol and food along the way and in case anything goes wrong (like having to repair a puncture).
- Management planning is simply a more formal and structured way of carrying out the same processes that we go through in our everyday lives. We need the planning process to be more formal and structured because of the many different things that conservancies are trying to achieve, and because many different people are involved.

5 **SUMMARISE/LINK:** This second Topic 1 session looked at why conservancies need to carry out management planning. In the next session we start Topic 2: the Management Plan Framework by asking what this framework is, and why it is useful for conservancies.

Let's just go back and look at our objectives for this workshop to confirm that we are 'on track' so far (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 2: The Management Plan Framework


Session 1: What is the Conservancy Management Plan Framework?

(Approximately 45 minutes.)

NOTE: The aim of this first session is to get participants to think about and understand what a Management Plan Framework is.


1 **EXPLAIN:** Session 1 of Topic 2 will focus on **developing an understanding of what a Management Plan Framework is.**

ASK: What are the different activities that conservancies are carrying out?

2  Ask members of the participant group to quickly give examples of conservancy activities (you want them to mention things like trophy hunting; HWC management; Event Book monitoring; game counts; tourism joint ventures; holding AGMs; developing budgets; financial management, etc.). Note these down in point form on a flipchart sheet under the heading: 'What activities does the conservancy do?'

EXPLAIN: The examples that you have provided show that running a conservancy is very complicated because there are so many different things to do. In addition, the conservancy has a Conservancy Committee (the CC) with different roles and responsibilities and it has employed staff members. Because the conservancy is doing many different things it needs plans to guide how all these things are managed.

ASK: What are the different plans that a conservancy is likely to have?

3  Ask members of the participant group to quickly give examples of conservancy plans (you want them to mention things like Wildlife Management Plans; Tourism Plans; HWC Management Plans; etc). Note these down in point form on a flipchart sheet under the heading: 'What plans does the conservancy have?'

EXPLAIN: The examples that you have provided show that a conservancy is likely to have many different plans.

NOTE: In addition, there are other management activities that the conservancy carries out. The CC needs to manage the staff, and the CC and staff need to manage the assets of the conservancy. So there need to be policies for managing staff and assets. **The Management Plan Framework therefore provides a tool that will assist CCs to manage all components of their conservancy effectively so that its purpose/vision can be achieved.**




- 4** **DISPLAY:** Prepared Flipchart Sheet #5, which you may prefer to laminate for duplicate use, and explain the points on it (or you can just write up the following points on a flipchart sheet as you explain them, if you prefer.)

The Management Plan Framework:

1. Addresses environment, economic and social/organisational aspects of conservancy management.
2. Sets out a clear purpose or vision for the conservancy.
3. Identifies the key things that need managing in order to achieve the vision or purpose.
4. Links conservancy activities to the achievement of the purpose or vision.
5. Guides the operation of the conservancy.
6. Enables the CC and staff to see how different management components are linked to others e.g.:
 - a. The links between sustainability planning and Annual Budget development.
 - b. The links between tourism planning and wildlife management and planning.
7. Indicates the different tasks and activities that must be carried out regularly by conservancy staff.
8. Provides for the establishment of workplans.

ASK: Why is the Management Plan Framework useful for conservancies?

- 5**  Ask members of the participant group to consider the question and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'Why is a Management Plan Framework useful for conservancies?' and then ask other people to add their contributions (write these on the flipchart sheet too). Add the following points to the flipchart sheet if they do not already appear by the end of this activity:



EXPLAIN: The Management Plan Framework is useful to conservancies because it:

1. Provides the overall structure for managing all the components necessary for achieving the conservancy's purpose or vision.
2. Guides the decision making of the CC and staff.
3. Guides the operation of the conservancy.
4. Guides the work of the CC and staff.
5. Helps the conservancy to be efficient and effective.
6. Helps the CC to act in the interests of the members.

6 **SUMMARISE/LINK:** This first session of Topic 2 explained what we mean by a Management Plan Framework and identified why it is a useful tool for conservancies. The next session looks at the components of the Management Plan Framework.

Session 2: The components of a Conservancy Management Plan Framework
(*approximately 25 minutes*).

1 **EXPLAIN:** Session 2 of Topic 2 will focus on the **main components of a Conservancy Management Plan Framework**.

2 **DISTRIBUTE:** *Handout #1.*

EXPLAIN: The following are the main components of a Conservancy Management Plan Framework. (**NB:** *There is no need to go into much detail on the components now as the next topic looks at how to develop each component of the framework in detail*):

1. The 'Purpose' (or 'Vision') of the conservancy.
2. The key components (resources and issues) that the CC must manage to achieve the Purpose/Vision.
3. For each of these components:
 - a. A statement setting out why the component needs to be managed to achieve the Purpose/Vision;
 - b. A statement setting out the desired state for the component;
 - c. The key elements that need to be in place to achieve this desired state.



4. Organogram (organisational structure of conservancy).
5. Guiding principles.
6. Development Plan.
7. Scheduled Annual Workplan.

3 **SUMMARISE/LINK:** This second Topic 2 session looked at the components of a Conservancy Management Plan Framework. In the next session we start Topic 3: How to develop a Management Plan Framework.

Before we do that, let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' so far (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 3: How to develop a Management Plan Framework

1 **EXPLAIN:** In order to develop a Management Plan Framework, it is important for the conservancy to collect all documents that contain conservancy objectives, plans and policies – if these already exist. The framework should incorporate these existing plans and policies and be guided by them.

The framework should not introduce anything that contradicts what has already been agreed, unless you have identified a need to change something because it is no longer relevant. **The following information/documents should be available during the process of developing your Management Plan Framework:**

- The conservancy constitution.
- Any existing Management Plans, Integrated Ecosystem Management Plans, Benefit Distribution Plans, etc.
- Employment/staff policies, asset management policies, financial management policies, etc.
- The roles and responsibilities of CC members and staff.
- Conservancy Wildlife Management and Utilisation Plan (WMUP)
- Conservancy Zonation Map.
- Tourism Plans or information on existing tourism developments.
- Any other information/documents that you think may be relevant.

NOTE: Check that the conservancies have these documents with them so that they can be used as reference documents during the next sessions.

Session 1: How to develop a conservancy ‘Purpose’ (or ‘Vision’) *(approximately 65 minutes, if the conservancies do not already have a Purpose Statement).*

1 **EXPLAIN:** Session 1 of Topic 3 will focus on **developing a Conservancy ‘Purpose’ (or ‘Vision’)**. Refer participants back to Handout #1 so that they can see where this first component is on the Management Plan Framework overview.


2 **EXPLAIN:** We refer to a ‘Purpose’ or ‘Vision’ because some conservancies have already gone through the process of developing an overall statement that describes why they formed the conservancy and what they want to achieve. (Depending on the process they used this statement might be called a ‘Purpose’ or a ‘Vision’ but mostly these two terms refer to the same thing – a brief statement setting out what the conservancy wants to achieve.) **If your conservancy already has a Purpose/Vision, it is not necessary to develop a new one for the Management Plan Framework but make sure that you have it to hand and are familiar with it.**



3 **EXPLAIN:** If your conservancy does NOT already have a Purpose/Vision then you will need to develop one now. Think about how you will answer the question: 'What is the purpose of our conservancy?'. The following are important points to consider when answering this question:

1. The 'Purpose statement' should set out briefly what the conservancy wants to achieve– or put another way, what the reasons for forming the conservancy are.
2. This should be a relatively short statement of one or two paragraphs.
3. When developing the Purpose statement, you must ask first yourselves: 'What are the key things we want to achieve?'. Brainstorm some ideas, and then phrase your answer: 'The Purpose of the Conservancy is to...'


DIVIDE: Participants into groups according to their conservancies and refer them to their conservancy's own constitution.

 In their 'conservancy groups' participants should first capture some ideas on a sheet of paper under the statement: 'What are they key things we want to achieve?' and agree which are the most important ones for their individual conservancy.

EXPLAIN: Make sure that the ideas that you agree on are in line with the **objectives of the conservancy that are stated in the constitution**. The wording does not have to be the same but should certainly not contradict what is in the constitution.


4 **EXPLAIN:** The following is an exercise to **develop a conservancy Purpose statement**:


ASK: What should be the purpose of our conservancy?

 Ask the conservancy groups to consider the question above and then ask for individual volunteers from each group to present a quick suggestion while the rest of the participants listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What is the purpose of the conservancy?' and then ask other people to add their contributions from their groups (also add to the flipchart sheet). The following are examples of what you are looking for in this exercise:

- To improve the quality of life of members.
- To build the capacity of members to benefit from the sustainable use of natural resources.
- To manage wildlife and other natural resources sustainably.
- To promote economic growth.



 Each conservancy group should then work together to put the group's ideas into a single clear and short statement that brings together all the most important ideas that it has agreed upon. It should begin: 'The Purpose of theConservancy is to...'

5  Ask a volunteer from each conservancy group in turn to come and write their 'Purpose Statement' on a flipchart sheet. Check with the participants that all the key points they identified in their conservancy group were included in their Purpose statement.

SUMMARISE: A simple Purpose statement might go like this: 'The Purpose of the XYZ Conservancy is to improve the quality of life of members, and to enable members to benefit from the sustainable management of wildlife and other natural resources.'

6 **EXPLAIN:** The Purpose statement that you have just developed is important because:

- All activities of the conservancy should lead to achieving the purpose, which also means that:
- The CC and staff should not undertake any activities, or spend conservancy money in a way that will not directly contribute to achieving the purpose.

7 **SUMMARISE/LINK:** This first Topic 3 session looked at how to answer the question: What is the conservancy's purpose? This is the first step in developing the Management Plan Framework. In the next session we look at the next step –answering the question: What must the CC and staff manage to achieve the conservancy Purpose/Vision?

ASK: Does anyone have any questions about the first session in Topic 3?

Session 2: What components (resources and issues) must the CC and staff manage to achieve the conservancy Purpose/Vision? (Approximately 90 minutes.)

1 **EXPLAIN:** Session 2 of Topic 3 will focus on **the key components (resources and issues) the CC and staff must manage to achieve the conservancy Purpose/Vision.**

2 **EXPLAIN:** In order to develop the next section of the Management Plan Framework we need to answer the following question:



ASK: What are the key components that must be managed to achieve your conservancy's Purpose/Vision?



Ask conservancy groups to consider the question above without looking at Handout #1, and then ask for individual volunteers from each group to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What are the key components (resources and issues) that must be managed to achieve our conservancy's Purpose/Vision?' and then ask other people to add their contributions (also add to the flipchart sheet).

NB: Each conservancy group should be free to add its own resources/issues to this list **as long as they feel that they are really important for achieving that individual conservancy's Purpose/Vision.** If a conservancy group's list contains additional resources or issues not included in Flipchart Sheet #6, below, spend a bit of time with the participants to help them validate whether these issues are really important for achieving their Purpose/Vision. If everyone agrees that an issue is really important, then it should be included in the final list for that particular conservancy.

3 **DISPLAY:** Prepared Flipchart Sheet #6, which you may prefer to laminate for duplicate use, and explain the points on it (or you can just write up the main points on a flipchart sheet as you explain them, if you prefer.)

NB: Flipchart Sheet #6 list covers the key resources and issues that all conservancies need to manage, and are based on previous Management Plan Framework workshops. Working with the participants, you should cross-reference it against the list created by participants in the Step 2 activity, above, and also against Handout #1, and ensure that all the components in this generalised list below are explained. If some components in the Flipchart Sheet #6 list have not been mentioned by participants during the Step 2 activity, then help them to understand their importance.



EXPLAIN: The following is a general list of key resources and issues that would apply to most conservancies:

1. **Wildlife:** game or wild animals such as elephants, lions, impala, gemsbok etc).
2. **Human-wildlife conflict.**
3. **Other natural resources:** e.g., Devil's Claw, reeds, thatching grass, fish, crops, livestock, trees, dye trees, papyrus, palms, soil, water, grazing.
4. **Tourism/enterprises:** (enterprises relating to tourism such as trophy hunting, campsites, joint ventures, lodges etc.).
5. **Finances** (the money that is coming into the conservancy – either from grants from donors or through business enterprises).
6. **HIV/AIDS**
7. **Staff:** e.g., manager, CCGs, camp staff etc.
8. **Assets:** things the conservancy owns which can either be a) 'fixed' – e.g., an office, or b) 'mobile or moveable' - bicycles, vehicles, furniture etc.
9. **Communication/decision making and organisational structure:** *internal communication* between the CC and members and *external communication* between the conservancy and outside stakeholders. 'Communication' is keeping people informed; 'decision making' relates to who must make decisions (and about what) and also how to involve them in doing so. The 'organisational structure' is the structure of the CC and how it relates to other structures.
10. **Legal issues:** making sure all legal provisions affecting the conservancy are adhered to: locally - **Traditional Authority**; nationally - **MET** (compliance with the conservancy legislation, e.g., holding AGMs, legal constitution, Benefit Distribution Plan) and other legal requirements (e.g. Labour Act , Communal Land Reform Act , Traditional Authorities Act , The Namibian Constitution etc.).

4 **DISTRIBUTE:** Handout #2.


EXPLAIN: We need to find a good way to **display the Management Plan Framework to CC members and staff, and to conservancy members.** Here is the way that a poster could be created showing the conservancy vision and management components for an imaginary Namibian conservancy. It displays how the conservancy has set out its vision, some information about the conservancy, and its main management components. Your conservancy will be helped to develop a poster like this that can be displayed in the conservancy office for easy reference.



5 **EXPLAIN:** For each of the key management components that we have now identified, we need to ask: **Why will the conservancy fail to achieve its purpose if this component is not managed?** This exercise is an important part of developing the Management Plan Framework because it helps us to think carefully about managing the conservancy. We need to know *what* to manage before we can go into the detail about *how* to manage and *who* should manage.

6 **EXPLAIN:** For **every component that needs to be managed at your conservancy, you will now have to explain its importance in terms of achieving the conservancy's Purpose/Vision.** Let's look together at a shortened general list of components and work together to identify how a conservancy might explain how it will fail to achieve its Purpose/Vision if each is not managed properly.

7 **DISPLAY:** Prepared Flipchart Sheet #7, below. **NB:** just write in the components, (in bold font). Make sure to leave space under each component listed to write in participants' suggestions. (As you will need to write on this flipchart sheet, it will not be possible to laminate it.)

 Participants should suggest ways that the importance of each of the components listed on Flipchart Sheet #7 could be explained and expressed. Once you have heard some suggestions for a component, facilitate a process by which participants work collectively to come up with finalised sentences that read something like those below, and write in their suggestions:

1. Wildlife

The purpose will fail to be achieved if wildlife is not managed properly because wildlife is the cornerstone of the conservancy and the benefits that come from wildlife will be lost.

2. Human-wildlife conflict

If HWC is not managed, the purpose will fail to be achieved because members will be negative towards wildlife (such as elephants and predators) that can bring benefits.

3. Other natural resources

The purpose will fail to be achieved because if natural resources are not managed, the environment will become degraded which will impact on livelihoods such as cropping, livestock and wildlife. Fewer tourists will visit and as a result the quality of life of members will decrease.

4. Tourism/enterprises

If tourism and enterprises are not well managed, the purpose will fail to be achieved because the means of making money for the conservancy will be removed or reduced, and this will reduce the incentive for members to protect wildlife.

5. Finances

If finances are not well managed, the purpose will fail to be achieved because the money generated will be wasted so there will not be enough to pay for the running costs of the conservancy and/or give benefits to the members.



8 **DISTRIBUTE:** Handout #3.

EXPLAIN: This Handout shows how a conservancy might set out in poster format why each component needs to be well managed to contribute to achieving the conservancy's Purpose/Vision.

9 **SUMMARISE/LINK:** This second session of Topic 3 looked at identifying the main components that have to be managed in order to achieve the conservancy Purpose/Vision. It also considered the need to explain why these components are important for achieving the Purpose/Vision. In the next session we look at the next step in compiling a conservancy Management Plan Framework: identifying the desired state for each of the components that need to be managed to achieve the conservancy Purpose/Vision.

ASK: Does anyone have any questions about the second session in Topic 3?

Session 3: What is the desired state for each of the components that need to be managed to achieve the conservancy Purpose/Vision? (Approximately 1 hour.)

1 **EXPLAIN:** Session 3 of Topic 3 will focus on answering the question: **What is the 'desired state' of the components that have to be managed to achieve the conservancy Purpose/Vision?** By answering this question for each component we can start to get closer to identifying the activities that the conservancy needs to carry out. Once we know what the desired state is for each component we can start to look at how we will achieve that desired state.

2 **EXPLAIN:** The following points are important when **identifying the desired state for each management component:**

- In order to identify the desired state, we first need to identify the present state. So the first activity will be to identify 'where we are now'.
- The next activity is to identify where we want to be in 10 or 15 years time.
- The aim is to identify a state that contributes to achieving the conservancy Purpose/Vision and which represents progress from where we are now.

3 **DISPLAY:** Prepared Flipchart Sheet #8, which you may prefer to laminate for duplicate use, and explain the points on it (or you can just write up the main points on a flipchart sheet as you explain them, if you prefer.)



1. **Wildlife**

Wildlife is managed to ensure healthy populations that can be used sustainably for the benefit of members, without competing with our livestock.

2. **Human-wildlife conflict**

HWC is managed so that it is kept as low as possible, so that members still remain positive towards wildlife.

3. **Other natural resources**

Natural resources are managed to ensure they are healthy and able to support the livelihoods of members without being depleted.


4. **Tourism/enterprises**

Tourism is managed to ensure it is economically viable (i.e., it is able to make a profit and will last long term); brings about maximum benefits to members; has minimal impact on the environment; creates minimal disturbance to members, and is appropriate and of a high standard.

5. **Finances**

Financial management systems are in place that are transparent and accountable, and budgeting procedures that ensure funds are used wisely for the benefit of members with their approval.

ASK: What is the desired state of the components (resources and issues) that have to be managed to achieve the conservancy Purpose/Vision?

4  Ask members in their conservancy groups to consider the question above and then ask for individual volunteers from each group to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What is the desired state of the key management components?' and then ask other people to add their contributions (also add to the flipchart sheet).

DISTRIBUTE: Handout #4 and explain that it shows how a conservancy could set out the desired (or required) state for each management component in a poster format.

5 **SUMMARISE/LINK:** This third session of Topic 3 looked at identifying the desired state for main components that have to be managed in order to achieve the conservancy Purpose/Vision. This is important for helping us to get to the stage when we can identify the activities that need to be carried out by the CC and staff. In the next session we look at the key elements that are required to achieve the desired state for each management component.

ASK: Does anyone have any questions about the third session in Topic 3?



Session 4: What are the key elements required to make sure that each management component can reach the desired state? (*Approximately 2 hours.*)

NOTE: The aim of this session is for participants to carry out the next step in developing the Management Plan Framework, which is identifying the elements necessary for each management component to reach the desired state. This represents a finer level of detail that moves towards identifying activities that the conservancy must carry out to achieve its purpose.

1 **EXPLAIN:** Session 4 of Topic 3 will focus on answering the question: **What are the key elements necessary for each management component to reach the desired state** (identified in the previous session)? Once we have identified the elements, we can then identify specific activities for implementing these elements. If we reach the desired state for the management components, then we are close to achieving the conservancy Purpose/Vision.

2 **EXPLAIN:** The following points are important when identifying the elements required for each desired state for each management component:

- Work through each main management component systematically.
- We are aiming to identify the key elements required, i.e., if this ingredient is not in place the management component will be weakened or unable to reach its desired state.
- This means identifying **the really essential elements—the ones we have to have rather than the ones that are nice to have.**
- In considering the key elements we are still looking at the 'what', not the 'how'.

3 **EXPLAIN:** The following is an example of how to identify the key elements for one of the management components. *Display prepared Flipchart Sheet #9, which you may prefer to laminate for duplicate use, and explain the points on it (or you can just write up the main points on a flipchart sheet as you explain them, if you prefer.)*




Desired state: Wildlife is managed to ensure healthy populations that can be used sustainably for the benefit of members, without competing with our livestock.

Key elements:

1. Members who understand the importance of wildlife and are actively supportive and involved in conservation.
2. Effective and appropriate monitoring system.
3. Useful data for management.
4. Trained CGGs.
5. Reporting system.
6. People who ensure that wildlife is managed effectively.
7. Generally-accepted Wildlife Management Plan which is adaptive, and includes:
 - a. A Game Management and Utilisation Plan;
 - b. Mechanisms to use wildlife and apply for quotas;
 - c. A Zonation Plan.

ASK: What are the key elements required to make sure that this management component can reach the desired state?

- 4**  **For each component in turn,** ask participants to consider the question above, and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under name of the component, and then 'Key elements for achieving the desired state' and then ask other people to add their contributions (also add to the flipchart sheet).
NB: This activity will take some time.


- 5** **SUMMARISE/LINK:** This fourth session of Topic 3 looked at identifying the key elements for achieving the desired state for each of the management components. In the next session we look at the conservancy internal organogram.


ASK: Does anyone have any questions about the fourth session in Topic 3?



Session 5: Verifying the conservancy organogram (approximately 40 minutes).

1 **EXPLAIN:** Session 5 of Topic 3 will focus on **verifying the conservancy organogram**. This is to make sure that the current structure of the conservancy follows the structure in the constitution.

2 Give each conservancy group a blank flipchart sheet and ask them to work together to draw out the current organogram for their conservancy.
 **The organogram should include all committees and decision-making bodies in the conservancy, the roles of these committees, the staff and their roles, and the relationship of the committees and staff to members. NB: The organogram should also indicate if the conservancy is divided into areas and how these areas are represented within the conservancy.**

Each conservancy group should now read through the sections of their conservancy constitution that deal with the committees, decision-making bodies, and roles of staff and members etc. **The conservancy groups must check that the current situation they have just drawn out on their flipchart sheet organogram is the same as that described in their constitution.** 

3 **EXPLAIN:** Some conservancies were established with one central committee to run the affairs of the conservancy, with members elected to the committee from anywhere in the conservancy. Later, these conservancies changed their structure so that the conservancy was divided into sub-areas, which then sent their own representatives to the CC. These conservancies then operated like this without changing their constitution – which meant they were operating illegally.

NOTE: If you find that the way you are operating is not in line with your conservancy's constitution, and then you will need to either change back to the way that is outlined the constitution, or you will have to decide to change the constitution.

4 **DISTRIBUTE:** Handout #5 and explain that it shows how a conservancy could set out its internal organogram in a poster format.

5 **SUMMARISE/LINK:** This fifth session of Topic 3 looked at verifying the conservancy organogram against the constitution in order to help the conservancy decide if it needs to change the constitution. The next session looks at developing an external organogram to help the conservancy decide how it should interact with external organisations and stakeholders.

ASK: Does anyone have any questions about the fifth session in Topic 3?



Session 6: The conservancy external organogram (*approximately 50 minutes*).

NOTE: The aim of this session is for participants to develop an external organogram that: a) shows the links between the conservancy and other organisations, and b) identifies what the conservancy needs to do to ensure good communication with these organisations.

1 **EXPLAIN:** Session 6 of Topic 3 will focus on **developing the conservancy external organogram**. This organogram identifies the key organisations that each conservancy interacts with. It also identifies what the conservancy needs to do to ensure that these organisations are well informed about the conservancy so they can provide it with good support. The following should be carried out to develop the conservancy external organogram:

2 **ASK:** Participants to think about the **main organisations/stakeholders that their conservancy interacts** with, and which are important for the successful operation of the conservancy.



Ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on cards that you then stick onto a flipchart sheet around the word 'Conservancy', which you have written there. Then ask other people to add their contributions (also add to the flipchart sheet) to create a generic external organogram. (**NB:** You may have to move the cards around to do this.)

Work with participants to ensure that the organisations identified are the important ones for conservancy success by getting participants to suggest why they are important. Once there is agreement on the really important organisations complete the generic organogram.



3 As you write on a new flipchart sheet, participants should now offer **suggestions for developing a matrix for each or the organisations** they have mentioned in Step 2, above. You should first draw out a table like the one below, and then participants can offer suggestions for how each column and row could be completed. Once there is agreement write the answers into the matrix.

Organisation/ stakeholder	Why is it important?	Actions



The completed matrix might look something like this:

Organisation/ stakeholder	Why is it important?	Actions
MET	<ol style="list-style-type: none"> 1. Gives rights over wildlife. 2. Gives support in wildlife management. 	Regular letter to Director/PS/Minister on conservancy progress. (These actions for MET should add to the normal compliance reporting, Event Book reporting, HWC reporting etc.)
Regional Land Board	<ol style="list-style-type: none"> 1. Responsible for allocation of leases within communal areas 2. Tasks with land administration within communal areas 	<ol style="list-style-type: none"> 1. Ensure conservancy interests is represented at the Regional Land Boards 2. Ensure conservancy Land Use Plans if approved by the Land Boards.
Regional council	<ol style="list-style-type: none"> 1. Can undermine conservancy activities. 2. Plans regional development. 	<ol style="list-style-type: none"> 1. Regular meeting with the governor to update on progress. 2. Invite relevant councillors to meetings, keep them updated on progress.
Local and regional development structures (e.g Village Development Committees, Constituency Development Committees and Regional Development Coordinating Committees)	These decentralized development structures of Government are responsible for development planning and coordination at village , constituency and at regional level	Important to have representatives on these committees and participate also as members of these villages and constituencies and to make known about conservancy plans and ensure that conservancy plans are integrated and become part of the village , constituency , and regional level planning processes
Regional Conservancy Associations	Responsible for representing the interests of the conservancy and serve as a voice on conservancies at regional level	Ensure that the Regional Conservancy Association develops and implements a policy and advocacy agenda that represents the conservancy members interests
TA	Can undermine conservancy through undesirable land allocations.	<ol style="list-style-type: none"> 1. Involve TA in zoning, get support for core areas. 2. Provide TA with all conservancy plans especially tourism plans. 3. Regularly inform TA of progress and problems. 4. Ensure TA benefits from the conservancy.
NGO service providers	Provide training and technical assistance.	Sign MOU with service providers setting out roles, responsibilities and obligations of each party.



EXPLAIN: The matrix developed through this process should be added to a conservancy's external organogram as part of a one page poster.

4 **DISTRIBUTE:** Handout #6 and explain that it shows how a conservancy could set out its external organogram in a poster format.

5 **SUMMARISE/LINK:** Session 6 of Topic 3 looked at developing an external organogram that identifies the key organisations and stakeholders that interact with a conservancy. It also looked at how to identify the importance of these organisations and stakeholders for the conservancy, and actions the conservancy can take to ensure the organisations and stakeholders remain supportive. The next session looks at how to develop a conservancy Development Plan.

ASK: Does anyone have any questions about the sixth session in Topic 3?



Session 7: The conservancy Development Plan (approximately 2.5 hours).

1 **EXPLAIN:** Session 7 of Topic 3 will focus on developing the **conservancy Development Plan**. This Development Plan identifies what needs to be done for successful implementation of actions for each management component identified previously. The Development Plan should focus on the key elements of the management component that were identified in Session #4 of this Topic 3.

2 **EXPLAIN:** In order to work on a Development Plan, we first need to provide some structure to the plan. We can do this by identifying some key categories that activities can fall under. We can use the following key categories for our management components and can fit everything we want to do under sub-categories for each main category:

1. Environmental components
2. Economic components
3. Organisational/social components

3 **DISTRIBUTE:** Handout #7 and explain that it shows how a conservancy could set out its Development Plan in a poster format. Discuss together the different sub-categories used.

4 **EXPLAIN:** We are now going to work on a **Development Plan for each conservancy here today**. In order to do this we need to **systematically work through each element for each management component previously identified**. For each element we will first look at whether it is already in place. If it is not in place you need to decide a target date for putting it in place. Then you need to decide who is responsible for making this happen. In each case you need to put the name of someone, not just something like 'Conservancy Committee' – an individual needs to know that he or she is responsible for this action.

REFER: Participants to Handout #7. Draw their attention to the sections in the poster which indicate the time schedule and who is responsible.

5 *Each conservancy group will need a blank flipchart sheet and some paper to work on their individual Development Plan and will need to refer back to their management components (Session 2) and key elements (Session 4) that they identified previously. **NB:** This activity will take a great deal of time and will require structured support from the trainer.*



6 **SUMMARISE/LINK:** This Session 7 of Topic 3 looked at establishing a Development Plan for the conservancy. The next session looks at developing a scheduled Annual Workplan that covers all the recurring activities that need to be carried out each year.

ASK: Does anyone have any questions about the seventh session in Topic 3?

Session 8: The conservancy Scheduled Annual Workplan (approximately 2.5 hours).

1 **EXPLAIN:** Session 8 of Topic 3 will focus on developing the **conservancy Scheduled Annual Workplan**. This plan covers all the recurring activities that need to be carried out in a year. By putting these activities into a workplan the CC can see what needs to be carried out when, and can make sure these actions are carried out in good time.

2 **EXPLAIN:** In order to develop the Scheduled Annual Workplan we can use the same main categories as we did for the Development Plan and then break these into sub-categories:


1. Environmental components
2. Economic components
3. Organisational/social components

3 **DISTRIBUTE:** Handout #8 and explain that it shows how a conservancy could set out its Scheduled Annual Workplan in a poster format. Discuss together the different categories and sub-categories used.

4 **EXPLAIN:** We are now going to work on a **Scheduled Annual Workplan for each conservancy here today**. In order to do this we need to systematically identify each activity that recurs throughout the year and from one year to the next. Then we need to systematically work through each activity to identify in which month of the year it must be carried out, and who will be responsible. Again, in each case you need to put the name of the person responsible.

REFER: Participants to Handout #8. Draw their attention to the sections in the poster which indicate the time schedule and who is responsible.



5  Each conservancy group will need a blank flipchart sheet and some paper to work on their individual Scheduled Annual Workplan. **NB:** This activity will take a great deal of time and will require structured support from the trainer.


6 **SUMMARISE/LINK:** This Session 8 of Topic 3 looked at establishing a Scheduled Annual Workplan for the conservancy. This workplan contains all the main recurring activities that the conservancy needs to carry out during a year, and from one year to the next. The next session looks at developing a set of principles that should guide the CC, staff and conservancy members in the operation of the conservancy.

ASK: Does anyone have any questions about the eighth session in Topic 3?

Session 9: Guiding principles for the operation of the conservancy

1 **EXPLAIN:** Session 9 of Topic 3 will focus on **developing a set of principles** that the CC, staff and members should apply in the operation of the conservancy. What do we mean by a principle in the context of conservancy management? We can think of a **principle as a rule or code of conduct, or a rule or belief governing our personal behaviour.**

ASK: What are the key principles that should guide the operation of any conservancy?

2  Ask participants to consider the question and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'Guiding principles for conservancy management' and then ask other people to add their contributions (also add to the flipchart sheet). **NB:** If necessary, discuss with the participants whether a particular suggestion meets the definition of 'principle' given above. Five or six key principles should be sufficient. The following are examples of some principles for managing the conservancy:

- The CC must be accountable to the members.
- All decisions and financial transactions must be open and transparent.
- All conservancy members, staff and CC members must act with strict honesty.



3 **SUMMARISE/LINK:** This final session of Topic 3 looked at developing a set of principles that should guide the CC, staff and conservancy members in the operation of the conservancy. We have now finished Topic 3 and have covered a great deal of material.

In the next session we start Topic 4: How to put a Management Plan Framework into practice.

Before we do that, let's just go back and look at our objectives for this workshop to confirm that we are still 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 4: How to put the Management Plan Framework into practice

Session 1: The Management Plan Framework as an everyday tool
(*approximately 45 minutes*).

- 1** **EXPLAIN:** Session 1 of Topic 4 will focus on looking at **how the Management Plan Framework can be used in practice** as an everyday tool to support the operation of the conservancy.

ASK: How can we use the Management Plan Framework that we have developed?



Ask participants to consider the question above, and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'How can we put our Management Plan Framework into practice?' and then ask other people to add their contributions (also add to the flipchart sheet).

- 2** **EXPLAIN:** Let's look at the stages for making our Management Plan Framework operational:

DISPLAY: Prepared Flipchart Sheet #10, which you may prefer to laminate for duplicate use, and explain the points on it (or you can just write up the main points on a flipchart sheet as you explain them, if you prefer.) Make sure to identify any stages or points that were not raised during the previous activity by participants.

NOTE: Each conservancy will be assisted to produce its own set of conservancy-specific Management Plan Framework posters.



1. At the end of this workshop you should look at the **activities in your Scheduled Annual Workplan and Development Plan that need to take place in the immediate future**, before the next Quarterly Planning Session.
2. **Prioritise the items identified in the Scheduled Annual Workplan and Development Plan** and allocate them into the correct quarters and months in which they will take place.
3. If your conservancy is not already part of a cluster of conservancies that carries out quarterly planning, **introduce a Quarterly Planning Meeting** for your conservancy.
4. Use the **Quarterly Planning Meeting to review progress** – check what you planned to do and see if it was achieved. If not, find out why not and look for ways to overcome any problems or obstacles. Revise the next Quarterly Plan accordingly.
5. Use the Quarterly Planning Meeting to look carefully at the main components of the Management Plan Framework and the elements for each component. Use these to **plan activities for the next quarter that will lead to the desired end state of the components** and that will ensure that the key elements for each component are in place.
6. Use the Quarterly Planning Meeting to ask yourselves whether you are **following the guiding principles** established in the Management Plan Framework.
7. Display the **Management Plan Framework posters** prominently in the conservancy office so you can refer to them during CC meetings.
8. Refer to your **Zoning Plan** when any applications for tourism or other developments are being discussed.

3 **SUMMARISE/LINK:** Session 1 of Topic 4 looked at some important ways of putting the Management Plan Framework into action. The next session looks at how you can use the Management Plan Framework to ensure that your decisions are contributing to the Purpose/Vision of the conservancy.

Session 2: Using the Management Plan Framework to guide decision making (*approximately 45 minutes*).

1 **EXPLAIN:** Session 2 of Topic 4 will look at how the **Management Plan Framework can be used to ensure your decisions and actions are in support of achieving your conservancy Purpose/Vision.**



2

EXPLAIN: The following are some key points concerning decision making in the conservancy:

- Every dollar spent by the conservancy must move the conservancy towards achieving its Purpose/Vision. This includes all time spent by conservancy staff and all kilometres driven by vehicles.
- This means that all decisions about spending conservancy money, using conservancy vehicles, or initiating new activities, need to be carefully justified.
- Conservancy resources are limited, so all actions need to be considered in terms of whether they are completely necessary. Every cent spent on support activities reduces the amount that can be spent on direct benefits to members.
- *Ad hoc* (i.e., unplanned) spending must be avoided unless absolutely necessary.
- As a result, we need a method to test our conservancy decisions and activities to ensure that they really are leading towards achieving the conservancy Purpose/Vision.

3

DISPLAY: Prepared Flipchart Sheet #11, which you may prefer to laminate for duplicate use, and explain the point of the questions listed on it (or you can just write up the questions on a flipchart sheet as you explain them, if you prefer.)

EXPLAIN: The following is a set of questions that should be asked when someone suggests or requests that an action be taken (e.g., giving a loan to a CC member; using the conservancy vehicle; attending a meeting). Once the CC has gone through the questions and weighed up the answers, the final decision should be taken.



1. If we take this action, will it lead us towards or away from achieving our Purpose/Vision (or how we want the resources of the conservancy to be utilised)?
2. Is the decision in line with the constitution?
3. Does the conservancy have any adopted policies that guide this decision? E.g., a Financial Policy that states whether or not loans can be taken out; a Vehicle Policy that states when and how the conservancy vehicle can be used?
4. If we take this action, will it provide the greatest possible impact on the purpose at this time?
5. Will the outcome have sufficient positive impact to justify spending the time, effort and money?
6. Could this action have a significant negative impact on the members, staff or close partners?
7. Is there anyone with a personal interest in the decision? (If so, these people must be withdrawn from the decision-making process to avoid any conflict of interest.)
8. If you are dealing with a problem, then does this action address the root cause of the problem?

4 **SUMMARISE/LINK:** This final topic considered the importance of putting the conservancy Management Plan Framework into action. We have now completed this training.

Let's just go back one last time to look at our objectives for this workshop to confirm that we have covered all the training aims adequately (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions?



List of Handouts that you should make available for this Module

- MODULE 1.10, HANDOUT #1: The main components of a conservancy Management Plan Framework
- MODULE 1.10, HANDOUT #2: Poster example: Conservancy vision and management components
- MODULE 1.10, HANDOUT #3: Poster example: Why conservancy components must be managed well
- MODULE 1.10, HANDOUT #4: Poster example: The desired (or required) state for each management component
- MODULE 1.10, HANDOUT #5: Poster example: Conservancy internal organogram
- MODULE 1.10, HANDOUT #6: Poster example: Conservancy external organogram
- MODULE 1.10, HANDOUT #7: Poster example: Conservancy Development Plan
- MODULE 1.10, HANDOUT #8: Poster example: Conservancy Scheduled Annual Workplan

All Handouts are one page only. Please make sure that you make enough copies for each trainee.

Also make sure to have available for every conservancy represented at any given workshop:

- The conservancy constitution
- Any existing Management Plans, Integrated Ecosystem Management Plans, Benefit Distribution Plans, etc.
- Employment/staff policies, asset management policies, financial management policies, etc.
- The roles and responsibilities of CC members and staff
- Conservancy Zonation Map
- Tourism Plans or information on existing tourism developments
- Any other information/documents that you think may be relevant





NOTES



