

NATURAL RESOURCE MANAGEMENT TRAINING

Module 3.7: MANAGEMENT PLANNING AND ZONING



ACKNOWLEDGEMENTS

The materials used to develop this training module were developed and compiled by a number of individuals and organisations over the past 15 years as part of the Namibian CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of the NACSO members and partners who made the production of this module possible. The further development of the training material has been made possible with support from MCA Namibia.



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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 flipchart sheets.
- 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 3.7: MANAGEMENT PLANNING AND ZONING

OBJECTIVES: People who receive training in MODULE 3.7 will gain knowledge on:	<ol style="list-style-type: none"> 1. Development of an Integrated Ecosystem Management Plan (IEMP) 2. Development of a Wildlife Management and Utilisation Plan (WMUP) 3. Importance and use of zonation in planning 4. Development of a Zonation Plan 5. Integration of international treaties such as Ramsar, CITES etc. (where relevant)
COMPETENCIES: People who receive training in MODULE 3.7 will be able to:	<ol style="list-style-type: none"> 1. Develop and implement an Integrated Ecosystem Management Plan (IEMP), including zonation 2. Meet the MET requirements for a WMUP and produce a WMUP 3. Understand the need for zonation and be able to develop a Zonation Plan 4. Understand how the management of special habitats, including wetlands, can be integrated into IEMPs while in accordance with international treaties such as Ramsar
MODULE 3.7 is intended for:	Conservancy Committee, Conservancy Manager and Community Game Guards
Duration of MODULE 3.7:	The training for this Module will usually last 3 days

To train this MODULE 3.7 you will need to have (enough for everyone):	Check
	✓
Flipchart stand, sheets and different coloured marker pens ("kokies")	
Module 3.7 Handouts #1– #13	
Prepared Flipchart Sheets #1– #2, if you prefer to use them (can be laminated for duplicate use)	
Paper and pens for participants, including coloured pens	
Lots of small pieces of card, for the activities in Topic 1 and Topic 2	
Maps of the conservancy, one per 5-10 participants	
Tracing paper sheets	
<i>For demonstration purposes:</i>	
WMUP for Ehirovipuka	
An example of a 'Conservancy Profile'	
<i>References/other resources:</i>	
A copy of the conservancy constitution	
NRM Module 3.3 'Game Value'	
NRM Module 3.5 'Game Utilisation'	



The training of this **MODULE 3.7** will generally follow this schedule:

TOPIC 1:	Development of an Integrated Ecosystem Management Plan (IEMP)
TOPIC 2:	Development of a Wildlife Management and Utilisation Plan (WMUP)
TOPIC 3:	Development of a Zonation Plan
TOPIC 4:	Implementation of plans: roles and responsibilities, enforcement
TOPIC 5:	Integration of special habitats management

NOTE: The text of this Module uses the following key terms (in **bold**). It may help you with your training to refer to the definitions below.

IEMP: Integrated Ecosystem Management Plan. This plan covers all the natural resources in the conservancy – for example, wildlife, forests, fish, rangelands, etc. It takes a broader multi-sectoral view of all the natural resources, i.e., not just wildlife, and refers to different land uses and how these interact with one another. Basically, it attempts to find ways for the different land uses to co-exist within a single conservancy.

WMUP: Wildlife Management and Utilisation Plan. By contrast, the WMUP is confined to the wildlife aspects of the conservancy only. It focuses on wildlife management and contains more details on how the conservancy will manage and use its wildlife as compared to the IEMP. The WMUP directly responds to the conservancy legislation, which is focused on wildlife management, and the utilisation of wildlife through tourism and sustainable use.

Work Plan. The Work Plan of a conservancy (often called the 'Annual Work Plan') is the summary of specific tasks that need to take place each year in order for the conservancy to maintain itself. These tasks are extracted from the Management Plans. Each task will have a time allocation (e.g., a calendar); the name of a person who is responsible for that task; and in good Work Plans, also a clear budget allocation. Maintaining the Work Plan is critical for the sustainability of the conservancy and so the resource allocation (i.e., people and money) is critical for long-term survival. The Work Plan is the daily/weekly/monthly tool that the Conservancy Manager will use to control management activity. The total costs of all the tasks in the Work Plan make up the annual running budget for the conservancy. The conservancy needs to work towards finding income to cover these costs.

Development Plan. The Development Plan of a conservancy is also a summary of specific tasks, each having a time allocation, the name of a person responsible, and a budget. But the difference is that the Development Plan is concerned only with those 'once-off' activities that need to take place in order to either set up the conservancy, or to improve it. These are tasks that once completed, are not repeated. The time scale of the Development Plan is years rather than months, and the total costs for all the development tasks make up the development budget of the conservancy. Because these are once-off costs, the conservancy will find it far easier to secure donor funds for its Development Plan than for its Annual Work Plan.



KEYWORDS and ACRONYMS for this MODULE

CC	Conservancy Committee
CITES	Convention on International Trade in Endangered Species
IEMP	Integrated Ecosystem Management Plan
MET	Ministry of Environment and Tourism, Namibia
NACSO	Namibian Association of Community-based Natural Resource Management Support Organisations
NRM	Natural resource management
organogram	This is a diagram that shows the structure of an organisation and the relationships and relative ranks of its parts and positions/jobs
'Ramsar Convention'	The Convention on Wetlands of International Importance, especially as Waterfowl Habitat
TA	Traditional authority
WMUP	Wildlife Management and Utilisation Plan

NOTE TO TRAINERS/FACILITATORS:

This Manual provides a guide for delivering the training course for Module 3.7: Management Planning and Zoning.

In order to train this Module effectively, the trainer should familiarise himself/herself with the two other Natural Resource Management manuals in this series:

'Game Value' (3.3) and

'Game Utilisation' (3.5)

It is therefore important that you take copies of these manuals with you for reference when you attend a Management Planning and Zoning workshop.

Topics have been divided into 'sessions' when an individual chapter covers a series of different stages or issues. Session duration will vary from conservancy to conservancy, and for this reason we have not suggested how long you should take training an individual session.



INTRODUCTION

- 1** **LIST:** The **objectives** of Module 3.7 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 the next for duplicate use).

Participants attending this training will gain knowledge on:

1. The development of an Integrated Ecosystem Management Plan (IEMP)
2. The development of a Wildlife Management and Utilisation Plan (WMUP)
3. The importance and use of zonation in planning
4. The development of a Zonation Plan
5. Integration of international treaties such as Ramsar, CITES etc. (where relevant)

- 2** **LIST:** The **competencies** of Module 3.7 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 3.7 will be able to:

1. Develop and implement an Integrated Ecosystem Management Plan (IEMP), including zonation
2. Meet the MET requirements for a WMUP and produce a WMUP
3. Understand the need for zonation and be able to develop a Zonation Plan
4. Understand how the management of special habitats, including wetlands, can be integrated into IEMPs while in accordance with international treaties such as Ramsar

ASK: Participants if they have any questions about the Module. Address any questions.

NOTE: If participants are unfamiliar with the concepts of management planning and zoning, you may wish to start the training by explaining in simple terms what a management plan is, and why it is important for conservancies.



ASK: What is a management plan?

3 Ask pairs to consider this question, then each pair will present while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading 'What is a management plan?' and then ask the other remaining pairs to add their contributions, which you should also write on the flipchart sheet.



NOTE: At this stage you are asking participants to consider management plans generally, and not just those that relate to a specific area, such as wildlife management.

ASK: How many of you have been involved in developing management plans?



Ask participants to raise their hands to give you some idea of the level of familiarity with planning.

ASK: Why do you think management plans are necessary?



4 Hand out cards and pens – participants should write (on separate cards) at least two answers to this question. Stick these on a Zopp board (or wall or whatever is available), arranging similar ones in columns.

DISCUSS: The list produced, and ensure that it includes (if not in so many words):

- To say why the management is needed – what it will achieve.
- To say what sort of management is needed.
- To anticipate problems and offer solutions.
- To make the most of what is available – resources, manpower.
- To set priorities for actions.

DISTRIBUTE: Handout #1 and discuss together.

5 **EXPLAIN:** Here is what is needed to develop an effective, useful and realistic management plan:

1. A **vision** of what is wanted for the conservancy and its members.
2. **Objectives** that convert the vision into specific targets that the conservancy should be able to achieve.
3. Practical **strategies** that will enable the conservancy to meet the objectives.
4. **Activities** to implement the strategies.



5. Facility to **review and revise** any aspects of the plan in response to changing situations and potential improvements.

In other words, the vision for the conservancy is the dream we have for it, the objectives are what we strive for and the strategies are the means to get there.

6 **EXPLAIN:** Rigorous planning is essential for efficient and effective management of anything, from a business to a National Park to a conservancy. Good planning leads to good management.

NOTE: Management plans are meant to be USED, not just written (because it was compulsory), filed away, and then never looked at again! Note the following points:


1. Management plans should be referenced every year when developing annual workplans.
2. Management plans should be widely available to management, committees and staff as well as membership.
3. Management plans are central to knowledge management in the conservancy. Committees, especially as they change, need to have a thorough understanding of them.
4. Management plans are very useful and effective communication resources for sharing with MET, development partners, private sector partners, potential donors etc.
5. Management plans should be agreed upon by all the conservancy members and they should be updated and revised at least every five years within an **adaptive management framework**.



TOPIC 1: Development of an Integrated Ecosystem Management Plan (IEMP)

Session 1: The contents of an IEMP

ASK: In your conservancy, what needs to be managed in order to make sure that the most is made of the various resources available?

1  Ask pairs to consider this question, then each pair will present while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading 'What resources must the conservancy manage?' and then ask the other remaining pairs to add their contributions, which you should also add to the flipchart sheet.

2 **DISCUSS:** The list that has been developed and make additions that might come out of the discussion. They should include:

- Conservation and utilisation of natural resources (including wildlife)
- Tourism
- Finance
- Business
- Benefit distribution
- Staff
- Conservancy assets
- Forestry
- Water
- Infrastructure
- Legal issues (joint venture contracts, hunting contracts etc.)
- Small mining enterprises

DISTRIBUTE: Handout # 2 and discuss together.

EXPLAIN: Plans for everything that will be managed in the conservancy can be brought together in what is known as an 'Integrated Ecosystem Management Plan'. This is a document that will guide the management of natural, human, and financial resources in a practical way. It forms a framework to which plans for a variety of management objectives can be added.


NOTE: It is very important to make sure that the plan will reflect the wishes of the members of the conservancy.



Session 2: Developing the conservancy 'Vision'

1 **ASK:** Participants to look at Handout # 1 again.

ASK: What do you think the first step should be for an IEMP?

2  Participants can refer to Handout #1 and should offer suggestions how the IEMP should be started.

EXPLAIN: The first item to be discussed must be the 'Vision' for the conservancy. Agreeing on the wording for the Vision Statement can be a long process. It must be accepted by all members as it is a statement that is intended to state the conservancy's reason for existing.

EXPLAIN The members need to ask questions like:

- Where is the conservancy headed?
- What kind of community do we want to become?
- What do we hope to achieve?
- What should the future hold for the members?

3 **EXPLAIN:** The Vision is important because it has a direction-setting, strategy-making value and should enable the conservancy to identify its focus for the future. The Vision should be (*you may like to write this on a flipchart sheet*):


1. **Clear and unambiguous.**
2. **A description of a bright future.**
3. **Written simply but memorably.**
4. **Realistic.**

4 **EXPLAIN:** Once the contents of the Vision have been agreed, the Vision Statement has to be compiled from them. The wording can be in the future tense ("The Conservancy will...") but it is more usual for the statement to appear to be describing the present – but written by imagining the future ("The Conservancy is..."). In other words, the members developing the vision have to imagine their ideal future and write it as if it is actually happening.

NOTE: The IEMP is a framework or overview for all conservancy management and while its separate component plans will each have their own visions, the IEMP Vision has to be all-encompassing and overarching.



ASK: What do you think the Vision of your conservancy should be?

5  Ask the participants to imagine that they are living in the conservancy 20 years in the future and it is as they think it should be. Now they should each write out (on separate cards) the main features of this future conservancy. Stick these cards on a Zopp board (or wall, or whatever is available), arranging similar ones in columns.

6 **DISCUSS:** The results of this exercise and get the participants to agree on two or three of the features – these will form the basis for the Vision Statement (alternatively select the 2 or 3 with the most cards). These should reflect some sort of acknowledgement or commitment to conservation, community benefits, and development and include:

- Sustainable utilisation.
- Conservation.
- Community benefits.
- National and international acceptability (or even admiration).

7 **DISTRIBUTE:** Handout # 3 and discuss the examples together.


DISCUSS: The compilation of the conservancy Vision Statement from the features that emerged during Step 6, above, and show how Vision Statements have been formulated in the examples in Handout #3.

8  Participants should **create a conservancy Vision Statement in plenary**, using the list of features that have been agreed upon previously. Note this Vision Statement down on a separate flipchart sheet for incorporation into the IEMP.

Session 3: Describing the Key Principles

1 **EXPLAIN:** To provide fundamental rules that will govern the management of the conservancy, **the next step for the development of the IEMP is to establish baseline principles for the conservancy.**

ASK: What general rules (principles) do you think should be made for overall conservancy ecosystem management?

2  Ask pairs to consider this question, and then each pair will present their suggestions. Write the first few pairs' contributions on a flipchart sheet under the heading 'Principles for conservancy ecosystem management' and then ask the other remaining pairs to add their contributions, which you should add to the flipchart sheet



3 **EXPLAIN:** The sort of principles that should be stated in the IEMP are those that encourage 'best practices' (and prevent unacceptable practices) – these should be the sort of 'rules' that have been listed. (**NB:** A number of these may be included in the constitution or other conservancy documents, which should be referenced in this discussion.) These can include:

1. Acknowledging cultural and historical values and traditions.
2. Allowing traditional utilisation of natural resources.
3. Applying best practices to activities such as live capture and reintroduction of wild animals.
4. Drawing up a list of acceptable and unacceptable hunting practices which are in accordance with an accepted code of ethics.
5. Making a statement on the conservancy's attitude to poaching and other illegal activities.
6. Acknowledging the possibility of over-utilisation of habitats from excessive numbers of wildlife or livestock, and developing agreements to avoid this.
7. Designing policies for avoiding mass mortalities during droughts.
8. The importance of good governance and the need to consult conservancy membership.
9. Accepting the importance of livestock to communities in relation to veld condition, wild herbivores etc.
10. Encouraging increases in wildlife numbers while trying to manage and reduce conflicts between wildlife (especially large predators and elephants) and people.
11. Ensuring the fair distribution of benefits (meat, income, employment, training etc.) throughout the conservancy from management activities.
12. Deciding on the best means of utilising wild animals while considering the economic returns, impacts on wildlife populations, conflicts with other land-use activities (e.g., tourism versus hunting).



Session 4: Deciding on Key Objectives

1 **ASK:** Participants to look at Handout #1 again.

ASK: What is the next step to be tackled in creating our IEMP?



Participants can refer to Handout #1 and decide in plenary what should follow the Vision and Principles.

2

EXPLAIN: The **Objectives should be set with the Vision in mind** – they will then be measured to establish whether they have been achieved or not to enable managers to track progress. Therefore the objectives need to be developed to provide statements that support the overall Vision and that convert it into specific performance targets – these describe why the management will be done.

ASK: Why is the conservancy being managed?

3



Ask the participants to think about this question. Now they should each write (on separate cards) what they consider to be the reasons for managing the conservancy. Stick these on a Zopp board (or wall, or whatever is available), arranging similar ones in columns.

4

DISCUSS: The results of this exercise. The participants' answers should, like the Vision, reflect clear acknowledgement or commitment to conservation, sustainable development/utilisation and community benefits. For example:

1. To derive benefits for the inhabitants of the conservancy from all forms of wildlife utilisation.
2. To manage resources sustainably so that future generations will continue to benefit from utilisation.
3. To conserve natural resources and the environment according to acknowledged principles and practices.
4. To undertake all activities according to sound environmental, social and business principles.

NOTE As you will have noticed, the wording of the Objectives begins with "to", e.g., "The objective is to..."

5



Ask the participants, in plenary, to **compile a list of properly-worded Objectives for the conservancy**. Note them down on a flipchart sheet for future incorporation into the IEMP.



Session 5: Deciding on Strategies

1 **ASK:** Participants to look at Handout #1 again.

ASK: What do you think is the next step in creating our IEMP?

➡ Participants can refer to Handout #1 and decide in plenary what should follow the development of the Objectives.

2 **EXPLAIN: Strategies** show the conservancy how to achieve the targeted results, given its resources and potential. The Objectives are the 'ends' and the Strategies are the 'means' of achieving them.

3 ➡ To enable participants to become familiar with developing strategies, use the first of the Objectives that have just been listed by participants in Session 4, (alternatively use the objective "To derive benefits for the inhabitants of the conservancy from all forms of wildlife utilisation"). Ask participants to consider how the conservancy will achieve this Objective. Write the suggestions on a flipchart sheet under the heading 'Strategies'.

4 **DISCUSS:** The list of Strategies for achieving Objective #1 that have been written on the flipchart sheet. If, for example, the first Objective was given as: "To derive benefits for the inhabitants of the conservancy from all forms of wildlife utilisation" then the Strategies might include the following:

1. A Wildlife Management and Utilisation Plan will be developed and implemented.
2. The conservancy will be divided into practical land-use zones to separate conflicting activities and to maximise the opportunities for each area.

NOTE: It is common for zonation plans to be included in WMUPs since most of the zones are generally related to aspects of wildlife management. These plans can also be made into a stand-alone document, which should be prominently displayed at the conservancy office or any other public places within the conservancy. It is also important to share the Zonation Plan with all conservancy partners as it could form an annex to agreements on hunting, tourism ventures, etc.

5 **CONTINUE:** In the same way, develop Strategies for achieving the other Objectives that have been written on the flipchart sheet in Session 4 of this topic.



Session 5: The next steps


1 **EXPLAIN:** Conservancy management activities should be set out in individual subject-specific management plans, but the IEMP could include a comprehensive Workplan and, importantly, a Five-Year Development Plan. From this, an operational and development budget can be designed. These plans are derived from the proposed activities and must include items such as the conservancy AGM and joint venture activities, as well as day-to-day activities.

An alternative option is to compile an annual Workplan and Five-Year Development Plan in each of the individual subject-specific management plans. This has the advantage that if only one or a few specific plans (e.g., WMUP, Tourism Management Plan, Benefit Distribution Plan etc.) have been completed, there will be work and development plans to work from.

2 **EXPLAIN:** It is critical to provide **budgets for each of the proposed activities in the Workplan and Development Plan** and also **to allocate responsibilities to individuals** so that there will be accountability. The inclusion of timeframes is also an important reality check.

3 **DISTRIBUTE:** *Handouts #4, 5 and 6 and go through the options for designs for the Annual Workplan and Five-Year Development Plan.*

NOTE: You can see that there is difference between a Development Plan (one-off activities) and a Workplan (ongoing activities).

 *Ask participants to identify activities/developments in the conservancy currently underway or planned for the future. This discussion should also highlight the need to have the activities clearly articulated and following the conservancy IEMP. These activities/developments could include:*

Development Plan (note that activities from this plan will need to be included in the annual Workplan – refer to Handouts #5 and #6).

- Office construction
- Development of Wildlife Utilisation Management Plan
- Construction of water points

Workplan

- Routine activities such as maintenance of water points and infrastructure, patrolling.
- Monitoring all management activities (Event Book monitoring, game counts, financial, business and joint ventures etc.).
- Administration – including meetings, communication and governance, reporting, human resource management etc.



4 EXPLAIN: A conservancy's Vision, Principles, Objectives, Strategies and approach to implementation are never final. Evaluating performance, reviewing changes in the surrounding environment, and making adjustments are normal and necessary parts of the management process. This is true for all types of management plan, whether an IEMP or a WMUP.

5 SUMMARISE/LINK: We started today with a general discussion about what management plans are, and why they are necessary for the conservancy. We then looked at the parts of an Integrated Ecosystem Management Plan, and established a Vision Statement, Principles, Objectives and Strategies for our conservancy.

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?



TOPIC 2: Development of a Wildlife Management and Utilisation Plan (WMUP)

NOTE: If the WMUP is being developed before an IEMP, in order to help you understand the situation within the conservancy it is a good idea to ask the participants to talk about their livelihoods, problems, aspirations and the natural resources available to them. This activity can be used to make sure that important issues are not left out, and to guide the planning process.

Session 1: Background to the WMUP

1 EXPLAIN:

- In the past, wildlife management plans included detailed background information including comprehensive species lists, population projections, habitat descriptions, and so on. Furthermore, the components of the plan, such as the activities, were very detailed. This was an attempt to use 'blueprint' management (where the managers try to find out everything before carrying out management).
- While this is very useful for historical research, such as comparing the past lists of species with those that are currently present, there is now neither the time nor the resources to obtain such detailed background information. In addition, wildlife management in most wildlife management areas has adopted the 'adaptive management' approach, which allows action before the ecosystems are fully understood.
- Whilst adaptive management allows conservancies to be managed without this background documentation, it is nevertheless useful to get this background information compiled at some stage in the future.

2 EXPLAIN: As resources become available, NACSO is assisting conservancies to develop what are called 'Conservancy Profiles'. These consist of high quality booklets and a poster that basically provide an illustrative background to the conservancy. These can be used as resource documents for conservancy members; they can be used by the tourism operators as handouts to tourists; and they could also be used by the local schools as learning resources so that the children can learn about their conservancy.

DISTRIBUTE: An example of a 'Conservancy Profile' to participants, so they can see what this looks like.



ASK: What is the difference between a WMUP and an IEMP?



Participants should briefly suggest what the differences between the two types of plan might be. Write suggestions on a flipchart sheet under the headings: 'Wildlife Utilisation Management Plan' and 'Integrated Ecosystem Management Plan'.

3

EXPLAIN: As the name implies, a WMUP is designed to specifically guide wildlife management and utilisation and is part of an overall IEMP. The IEMP is the framework on which specific management plans are 'hung', while **WMUP is also a compliance issue and is required for quotas to be approved by MET.**

NOTE: The format of the WMUP is generally the same as the IEMP.

4



Ask participants to think back to the IEMP development activities they have just undertaken. Ask them to identify the steps to be followed in drawing up a WMUP. Participants can present their response to this question in plenary. Write the contributions on a flipchart sheet under the heading 'How do we develop our WMUP?' and add anything that might be missed.

5

DISCUSS: The list of steps which should comprise (you may wish to write this list on a flipchart sheet):

1. **A Vision**
2. **Objectives**
3. **Strategies for achieving the objectives**
4. **Activities**
5. **Work and development plans (if these have not been included in the IEMP)**

6

EXPLAIN: It is important to have an overall Vision, Objectives and a list of Strategies (with Activities) for wildlife management and utilisation, as well as basic Principles to guide the proposed wildlife management.

NOTE: Although it is not necessary to include exhaustive lists of species, it is useful at least to list the more important/interesting/unique animals or plants, and where possible include a summary of population sizes, distributions and trends. These are often available from the annual road strip counts or fixed route foot counts, while local knowledge is also an important source of information. It is a good idea to seek the contributions of residents or MET staff members who have long histories in the area.




DISTRIBUTE: Handout #7 and discuss.

NOTE: Because the Strategies may be quite diverse, it is appropriate to formulate a Vision, Objectives, Strategies and Activities for each one.

Session 2: Developing the WMUP

ASK: What Vision do you have for wildlife management in your conservancy?


1  Ask the participants to imagine that they are living in the conservancy 20 years in the future and wildlife management is as they think it should be. Now they should each write (on separate cards) what the main features of wildlife management in the future might be. Stick these on a Zopp board (or wall or whatever is available), arranging similar ones in columns.

2 **DISCUSS:** The results of this exercise and get the participants to agree on two or three of the features – these will form the basis for the **WMUP Vision Statement** (alternatively select the 2 or 3 with the most cards). These should reflect some sort of acknowledgement or commitment to conservation, community benefits and include (as before):

- Wildlife conservation
- Sustainable wildlife utilisation
- Benefits from wildlife utilisation to the community

3 **DISCUSS:** The results of this exercise in order to get the participants to **select the wording of the WMUP Vision**

ASK: What principles do you think should be set for management and utilisation of natural resources?


4  Ask pairs to consider this question, and then each pair will present their suggestions. Write the first few pairs' contributions on a flipchart sheet under the heading '**Principles of wildlife management and utilisation**' and then ask the other remaining pairs to add their contributions, which you should add to the flipchart sheet



5 **EXPLAIN:** The sort of principles that should be stated in the WMUP are those that encourage 'best practices' (and prevent unacceptable practices) from the list we have just developed. These could include, for example:

- Off-take quotas will be set on the basis of all available information.
- Quotas will never be exceeded.
- Exotic species will not be introduced to the conservancy.

ASK: In your conservancy, what needs to be managed in order to make sure that the most is made of the various wildlife resources available?

6  Ask pairs to consider this question, then each pair will present while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**What wildlife resources do we need to manage in this conservancy?**' and then ask the other remaining pairs to add their contributions, which you should add to the flipchart sheet.

7 **DISCUSS:** The list that has been developed and make additions that might come out of the discussion. These issues form the basis for the **Objectives for wildlife management and utilisation** and are likely to (or should) include:

- Human wildlife conflict (HWC).
- Off-takes: hunting (trophy, premium and shoot and sell) and wildlife capture. (**NB:** The trainer should study the 3.3 'Game Value' Module and use as a reference.)
- Own-use hunting.
- Ethics of utilisation (**NB:** For more details you may refer to the 3.5 'Game Utilisation' Module.)
- Tourism (in terms of the importance of wildlife).
- Illegal activities (poaching, off-road driving, unauthorised harvesting etc.).
- Water resources.
- Increasing wildlife populations.
- Conserving sensitive habitats (e.g., wetlands).
- Wildlife introductions.
- Monitoring.



8 **EXPLAIN:** This list can be worded so as to form the Objectives for management. For example:

- “To mitigate human wildlife conflict (HWC).”
- “To utilise wildlife from a variety of options: hunting (trophy, premium and shoot and sell) and wildlife capture.”

ASK: What Strategies would you use to achieve these WMUP Objectives?

9 Divide the participants into pairs and allocate one or more (depending on the number of people present) of the WMUP Objectives to each pair.



Give each pair a sheet of flipchart paper per Objective and ask them to write out a list of the **Strategies they would use to achieve their Objective(s)**. Each pair will present their ideas while the rest listen. The rest of the participants can add ideas that may have been left out.

10 **DISCUSS:** The list of Strategies that have been written on the flipchart sheets for each pair’s Objective(s). In plenary, decide on the wording for these. For example, using the Objective given for the HWC management issue, the Strategies could be written as:

- “The conservancy will be divided into land-use zones.” (**NB:** See Topic 3 in this Module).
- “The husbandry of livestock will be improved by using a variety of methods such as night-time kraals, herd boys, dogs etc.”
- “Elephant-/predator-proof barriers will be constructed.”
- “Water will be supplied for the exclusive use of wildlife.”
- “Insurance/compensation schemes will be established.”
- “Problem animals will be offered to premium hunts.”

NOTE: These may be covered in an existing (or future) HWC Plan and you should therefore refer to the HWC Plan and only highlight the strategies (but do not go into detail).

ASK: What Activities could you employ to support these WMUP Strategies?

11 Again, divide the participants into pairs and allocate one or more (depending on the number of people present) of the Strategies for the first Objective to each. Give each pair a sheet of flipchart paper per Strategy and ask them to **write a list of the Activities** they would recommend for their specific Strategy (or Strategies). Each pair will present their ideas while the rest listen. The rest of the participants can add ideas that may have been left out.



Each pair will present their ideas while the rest listen. The rest of the participants can add ideas that may have been left out.



12 DISCUSS: *The list of Activities that has been written on the flipchart sheet for the first Strategy (i.e., by the first pair). Then ask the next pair to list their Activities for the second Strategy, and so on. I.e., from the HWC Objective example given in Step 10 above, the pair allocated the second Strategy might give as their Activities:*

- Employing herdsmen to look after the livestock during the day.
- Allocating funds to pay herdsmen.
- Bringing animals into protective kraals or enclosures made of predator-proof fencing (e.g., acacia branches).
- Raising dogs or donkeys with the livestock as 'full-time' guardians of the flocks or herds.

13 REPEAT: *This exercise to develop activities for all of the strategies.*

14 EXPLAIN: The last stage of the WMUP development should be a Workplan, if this has not already been included in the IEMP (if it has, there will no doubt be additions and changes to the IEMP Workplan as a result of developing the WMUP). There may also be items from the WMUP that should be copied into the IEMP Five-Year Development Plan.

NOTE: *Since this Module has already dealt with the design of annual workplans and development plans there is no need to repeat this part of the training.*

15 SUMMARISE/LINK: In the second Topic we have discussed what needs to go into a WMUP and have developed one together by looking at our conservancy's Vision for wildlife management as well as its Principles; Objectives; Strategies for meeting those Objectives; and Activities that relate to each Strategy. We have also created a WMUP Workplan.

We have already mentioned 'zonation' a few times in the course of discussing IEMPs and WUMPs, but because it is so important, this subject will be dealt with separately as Topic 3.

Let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' at this stage of the training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions?




TOPIC 3: Development of a Zonation Plan

NOTE: Study the 'Game Utilisation' Module (3.5) as it contains details of conflict between the different forms of game utilisation and possible mitigation strategies.

NOTE: Become well-acquainted with the 'Game Value' Module (3.3) as this also has reference to issues concerning land-use values.

Session 1: What is 'zonation'?


ASK: What is a Zonation Plan?

1  Ask pairs to consider this question, then each pair will present while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**What is a Zonation Plan?**' and then ask the other remaining pairs to add their contributions, which you should also write on the flipchart sheet.

2 **EXPLAIN:** In areas where there is more than one land-use activity, there can be conflict between them. Conservancies must try to add livelihood benefits from wildlife without changing from traditional lifestyles (such as farming and keeping cattle and goats).

1. There is a need for wide-ranging land-use planning to include agriculture, social services, and town development at the same time as encouraging conservation and the use of wildlife. However, the occurrence of wildlife and human activities on the same land can present serious challenges, notably competition for resources as well as direct conflict.
2. Land-use conflict can also be found in the increasing tendency for settlement to concentrate along roads. This effectively cuts certain areas into wildlife 'islands' and considerably reduces the value of tourism (which, in conservancies, largely operates from the roads).
3. Zonation is one of the most important management strategies available for resolving these sorts of problems and for maximising opportunities for a variety of land-use interests.

ASK: Why else is zonation important?

3  Ask participants to say, in plenary, why they think zonation is important. Write the contributions on a flipchart sheet under the heading 'Why do we need zonation?'.



4 DISCUSS: *The ideas that have been presented. The list should include:*

- Zonation shows that the conservancy is committed to conservation.
- It shows that the conservancy understands the benefits that can come from wildlife at the same time as keeping livestock.
- It enables the communities to control the use of natural resources and prevent over-exploitation.
- It provides a way of keeping areas secure for emergency grazing during droughts.
- It prevents conflicts between the different land-use options and utilisation options.
- It allows the conservancy to protect and benefit from areas of unique or exceptional value.
- It helps the conservancy derive maximum returns from different 'parcels' of land, based on economic potential. **NOTE:** While this is an ideal it is important to start working towards incentive-based planning and land use.

5 EXPLAIN: *Zonation work will involve a process of steps and will be an ongoing process that will require constant feedback to the community in general, and ongoing modification.*

Session 2: Zoning in the conservancy

ASK: What are the current and future land uses in the conservancy?

1 Ask pairs to consider what the current land uses are in the conservancy then ask each pair to present one answer while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**What forms of land use are found in our conservancy?**' and then ask the other remaining pairs to add their contributions, which you should add to the flipchart sheet.


2 Ask pairs to consider what possible future land uses might occur in the conservancy then ask each pair to present one answer while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**What forms of land use might we have in our conservancy in the future?**' and then ask the other remaining pairs to add their contributions, which you should add to the flipchart sheet.



Those mentioned in either activity could include:

- Tourism
- Trophy, premium and shoot and sell hunting
- Wildlife
- Rare species (e.g., rhino)
- Veld product harvesting
- Cropping
- Livestock grazing


3 **DISTRIBUTE:** Handout #8 (2 pages) and discuss how this indicates where there are possibilities of conflict if differing land uses were to take place on the same piece of land.

 Draw the lines of a blank table (like the one on the first page of Handout #8) on a flipchart sheet and ask participants to build a conflict matrix from the list of land uses for the conservancy that they created in Step 2 of this session.

Ask the participants to decide whether the pairs of land uses would be difficult to manage (i.e., need complete physical separation), manageable (e.g., separated by time), or should be encouraged.



4 **DISTRIBUTE:** Maps of the conservancy, coloured pens, and sheets of tracing paper.

5  Divide participants into groups of 5-10 people. Each group should now familiarise themselves with their map by getting each member to point out major conservancy features, neighbouring areas/conservancies, and the exact position on the map where they live. If the various maps are at different scales, then get the groups to cross-reference the same features on each of the different maps.

Allocate one or two land uses (from the list created in Steps 1 and 2 of this session) per group and ask them to try to identify appropriate zones for each land use.



EXPLAIN: You will need to:

1. Allocate the respective land-use zones according to the appropriate supporting environments, assuming there is nothing already in place in the conservancy: cropping on good soils, tourism in scenic areas, settlement near infrastructure, hunting in wildlife areas etc. (**NB:** This is a theoretical and idealistic view!). Draw these 'zones' onto the tracing paper laid over the map, using a different colour and different piece of tracing paper for each land use.



2. Indicate within each land-use area the priority areas for that land-use activity.
3. When each of the land uses has been drawn onto various sheets of tracing paper, take the sheets for those land uses that conflict (using the conflict matrix developed earlier) and overlay them on top of one another.



Groups should now present their ideas. Assist them to identify **where proposed zones conflict with each other.**

EXPLAIN:

1. If the area is high priority for one land use but low priority for the other, then allocate that area for the former land use.
2. If the area of conflict is at the same level, then discuss and come to a consensus about how to allocate the area.
3. During this process, consider the existing land use, the zonation of neighbours, and the overall benefit that could be gained from changing the land use.
4. Consider temporal (i.e., timing) separation of activities – e.g., tourism and live game sales may take place in the same area BUT at different times and WITH agreement of the different users.

NOTE: *Emphasise the need to be realistic and pragmatic!*



Help the participants to combine all the tracing paper zones onto one map. This will need discussion and considerable input from all the participants, and will need some compromises to be made.

EXPLAIN: In reality, the conservancy has very little power to enforce a particular zone so it must be practical regarding its zoning decisions.

8

DRAW: A 3 column table on a flipchart sheet with 'Zone', 'Allowed' and 'Discouraged' as column headings.

DISTRIBUTE Handout #9 (2 pages).



9
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Ask participants to discuss the rationale for the designation of each of the zones and write their suggestions under the zone name in the first column. Then ask the participants to agree on what will be allowed or discouraged for the zone. Repeat for the other zones they have identified in the map activity earlier in this session and write all responses on the flipchart sheet.

ASK: How can the zonation be implemented (i.e. what strategies can we use)?

10
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Ask pairs to consider this question, then each pair will present while the rest listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**How do we implement zonation?**' and then ask the other remaining pairs to add their suggestions, which you should also write on the flipchart sheet. **NB:** Ensure that there is careful consideration given to this activity and that participants consider the details of each step of achieving zonation.

EXPLAIN:

1. Identify any households that might be negatively affected and if necessary design 'compensation packages'.
2. Make sure that distribution and availability of water, grazing, access, wildlife distributions, settlement areas, areas of exceptional resource value/culture/tourism etc. are taken into account.
3. The Zonation Map and rules must be displayed to community members, conservancy stakeholders and the traditional leadership in order to finalise a common zonation vision for the conservancy.
4. Where possible, actively enforce the zonation rules – if it is not possible to enforce the rules due to legal constraints, find ways to discourage adverse activities or provide incentives for adherence to the Zonation Plan.
5. Actively and immediately intervene if people begin to settle or use the exclusive wildlife area for livestock.
6. Erect signage to indicate clearly the zone boundaries.

NOTE: Be prepared for a long process and many changes. It is essential that there is 'buy in' from the residents if the zonation is to succeed.

EXPLAIN:

- It is very important to engage meaningfully with the traditional leadership in developing this Zonation Plan. TAs have enormous power and influence in terms of controlling land use and they are thus key in helping to get the Zonation Plan implemented on the ground.



- It is also important to engage other land-use stakeholders, for example agriculture, town and regional development, and the Ministry of Lands and Resettlement, as their planning might conflict with the conservancy's Zonation Plan.

11 EXPLAIN:

1. **It is crucial that zonation is tackled in a positive light**, i.e., emphasise the positive. For example: "By zoning we can add this livelihood opportunity". Unfortunately, the tendency is to focus on the negative impacts of zonation as highlighted by those members of the community who become disadvantaged. These impacts need to be balanced against the community good, and the disadvantaged must be handled sensitively and with adequate compensation.
2. **It is quite common for the Zonation Map not to match the reality on the ground.** This is not an overwhelming problem because the Zonation Map is a vision for the future. The difference between the envisaged zonation and the actual situation is what management needs to focus their attention on. The key objective is to achieve the desired state as drawn on the Zonation Map. This may take years. Because conservancies don't have legal powers to enforce zonation rules, management will have to resort to creating incentives and disincentives in order to encourage people to implement the zonation. It is important to work closely with traditional authorities in this respect.
3. If current land uses in a particular area are not presently compatible with the envisaged land use in the Zonation Plan (e.g., farmers farming in an exclusive wildlife zone), then this should be clearly identified and **a transition strategy outlined.**

12 SUMMARISE/LINK: In this last topic, we have looked at the key issue of zonation, and we have drawn up a series of maps and then a final map that proposed land-use zones for our conservancy. In the next short topic, we are going to look at how plans are implemented and enforced, and the roles and responsibilities of those involved.

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?

TRAINER'S NEXT STEPS:

Make a poster showing the Zonation Map and rules and arrange to return this to the conservancy as soon as possible so that the feedback process can begin.




TOPIC 4: Implementation of plans: roles, responsibilities and enforcement

- 1 **EXPLAIN:** Unless lines of authority are established, everyone will think it is someone else's job to implement management plans. It is useful, therefore, to draw up an '**organogram**' for the conservancy and then allocate responsibilities at the different levels.


NOTE: The conservancy may already have an organogram and, if it does, this next exercise is not required – although it may be an idea to use the existing structures to ensure alignment with the plans which need to be implemented.

- 2 **DISTRIBUTE:** Handout #10 (2 pages).


ASK: How is the conservancy structured?

 Discuss this in plenary and write down the components of the conservancy at the top of a flipchart sheet, by referring to the first page of Handout #10.

ASK: How do the various components (villages/blocks etc.) make sure that their interests are met?


 Discuss this in plenary and write down the components of the Conservancy Committee below the conservancy structure on the flipchart sheet.

- 3 **EXPLAIN:** Roles and responsibilities may change from time to time, but they must be formally established and become part of the IEMP so that there is accountability in implementing the various plans.

 Draw a table on a flipchart sheet like the one on the second page of handout #10 and list the Conservancy Committee members in the first column. Ask participants to brainstorm **who should be allocated which duties, as set out in the IEMP and other management plans**. These should be written in the second column of the table against the relevant CC members (and other conservancy members as appropriate).

- 4 **EXPLAIN:** Conservancy members can't, on their own, plan or implement comprehensive land-use plans to encompass all activities and to address development issues. However, as a body representing local people, they could influence and perhaps facilitate the development of effective and realistic plans.



5  Ask pairs to consider how they would ensure that the conservancy's management plans weren't replaced by the aspirations of other (more powerful) sectors. Each pair then presents a suggestion while the others listen. Write the first few pairs' contributions on a flipchart sheet under the heading '**How do we stick to our management plans?**' and then ask the other remaining pairs to add their contributions, which you should also write on the flipchart sheet.

EXPLAIN: There is a danger of the conservancy's plans being damaged or lost, of them being ignored or neglected, or of them being superseded by the plans of other sectors. The CC should lead members in efforts to protect their plans by, for example:

- Public awareness campaigns with conservancy inhabitants and other stakeholders, particularly with regard to benefits to communities from conservancy strategies.
- Transparency in all matters relating to the plan and especially in relation to business planning, financial management, and fair benefit distribution etc.
- Demonstrating good governance.

EXPLAIN: The implementation of any management plan should include these types of activities and form part of the annual Workplan, led by the Chairperson and supported by the rest of the CC.



TOPIC 5: Integration of special habitats management

NOTE: If Topic 5 is not applicable to a specific conservancy, omit this training.

- 1** **EXPLAIN:** Although some conservancies do not have the abundance of wildlife that could support utilisation and attract tourists, there are many unique or special areas within conservancies that could be used to attract donor funding and tourists.

It is sometimes surprising to find that features that are not considered important to local inhabitants can be used as key marketing tools. These could include

- The occurrence of rare, endemic, or unusual mammals (rhinos, black-faced impala, dassie rats), reptiles, birds or plants.
- Interesting, unique or sensitive places (e.g., waterfalls, caves, Carmine Bee-eater nesting sites, etc.).
- Important 'biodiversity hotspots'.
- Cultural heritage sites.

ASK: Are there any features in your conservancy that could be used as a special attraction?



*Discuss this in plenary and write down the features identified by participants on a flipchart sheet under the heading '**What interesting features do we have in our conservancy?**'. You may be able to help participants to identify features that are attractive, for example, to tourists but that may not occur to conservancy members as being of particular interest!*

- 2** **EXPLAIN:** It can be difficult to provide the protection needed for the long-term conservation or preservation of natural resources and features, and it usually has to be voluntary.
- One option is to include protection of such interesting animals or plants in the strategies of the IEMP (or in the WMUP). Where there is a place of importance, the zonation must take this into account and designate it as a 'protected' area with rules that will ensure its survival while being used to benefit the community.



- There are a number of **international conventions that** are intended to support efforts to conserve and protect important natural resources. They are intergovernmental treaties which provide bases for national action and international co-operation for the conservation and wise use of specific natural resources. While most of them are not legally enforceable, they raise the profiles of selected sites, increase awareness of their importance, and cause international condemnation should they be broken.
- Namibia is a signatory to several international conventions. Four of these are important for the conservation of natural or cultural features (*you may wish to note these down on a flipchart sheet*):

1. **'CITES': The Convention on International Trade in Endangered Species.**
2. **'Ramsar': The Convention on Wetlands.**
3. **'World Heritage': The World Heritage Convention.**
4. **The Convention on Biological Diversity ('Biodiversity Convention').**

3 **EXPLAIN:** CITES contains a list of animals and plants that are rare or endangered and is intended to prevent their decline from over-exploitation for international sale. It is relevant to a conservancy if there is a desire to trade in products from rare or endangered animals – such as elephant, rhino, many reptiles (e.g., pythons) and a variety of birds – and also plants. However, it does not prevent nationals from utilising natural resources, including listed animals and plants, and even allows the export of trophies from some of these (e.g., ivory obtained only from safari hunts).

DISTRIBUTE: Handouts #11 and #12 (the latter comprising 2 pages).

4 **EXPLAIN:** The **Ramsar** convention was convened in 1971 with the intention of **encouraging countries throughout the world to protect their wetlands**. There are already a number of designated Ramsar sites in Namibia (and applications for additional ones) but none, so far, in any conservancies.

5 **EXPLAIN:** To be included on the **World Heritage List**, sites must be: "**of outstanding universal value** and meet at least one out of ten selection criteria". If, after being added to the list, a site is not conserved adequately and is in danger of being damaged, it can be removed from the World Heritage list because of: "conditions which threaten the very characteristics for which a property was inscribed on the World Heritage List".



Namibia signed the World Heritage Convention in 2000 and currently Twyfelfontein is the only World Heritage site in the country. However, in 2002 Namibia proposed Brandberg (Tsiseb Conservancy), Fish River Canyon, the Welwitschia Plains and the Southern Namibia Erg (erg = sand or dune sea) for inclusion in the list.

6 **EXPLAIN:** The **Biodiversity Convention** is an international, legally-binding treaty with three main goals:

1. Conservation of biological diversity (or biodiversity).
2. Sustainable use of its components.
3. Fair and equitable sharing of benefits arising from genetic resources.

This convention does not specify particular sites or individual species for protection but is more concerned with **good overall conservation practices for the benefit of the environment and people.**

7 **EXPLAIN:** Namibia has a number of management plans or policies for the management of key species. Not only would it make good management sense to align conservancy management strategies to support the national effort, but these species could have potential to attract funding to support efforts to manage and conserve such species.

ASK: Are there any species or important features in your conservancy which may be of special importance at a national level?

8 **ASK:** *Ask participants in plenary to identify any **species** (plant or animal) or **features within the conservancy that they believe may be of special importance at a national level.** Write up their suggestions on a flipchart sheet under the headings 'Special plants and animals in our conservancy' and 'Special features of our conservancy'.*

Once key species, outstanding features, etc. have been identified a 'next steps' Action Plan should be developed and should be included in either the IEMP or WMUP. These steps, for example, may include:

- Contacting the MET's Directorate of Scientific Services for management advice for key species, CITES etc.
- Establishing contact with the National Monuments Council.

NOTE: *If at all possible, try to establish before the training if there are obvious species, habitats or features in the area which may have relevance to this activity. Try to discourage participants from focusing on species or features that are not of national interest as this will only add unnecessary work!*



9 **SUMMARISE/LINK:** In the last two short topics we have looked at how management plans are implemented and enforced, and the roles of and responsibilities of people within the conservancy tasked with carrying this out. We have also identified places of special interest in the conservancy, as well as important species of plants and animals, and talked about the various international conventions that address their protection. We have now completed our training.

Let's just go back and look at our objectives for this workshop to confirm that we have indeed covered all the important topic areas during this training workshop (*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 3.7, HANDOUT #1: The planning process

MODULE 3.7, HANDOUT #2: The IEMP

MODULE 3.7, HANDOUT #3: Examples of vision statements

MODULE 3.7, HANDOUT #4: Example of an IEMP Five-Year Development Plan

MODULE 3.7, HANDOUT #5: Example of an annual Work and Monitoring plan

MODULE 3.7, HANDOUT #6: Alternative version of an annual Workplan

MODULE 3.7, HANDOUT #7: Structure of a WMUP

MODULE 3.7, HANDOUT #8: Example of a land-use conflict matrix (2 pages)

MODULE 3.7, HANDOUT #9: Example of zonation 'rules' (2 pages)

MODULE 3.7, HANDOUT #10: Example of a conservancy organogram (2 pages)

MODULE 3.7, HANDOUT #11: The Ramsar Convention on Wetlands

MODULE 3.7, HANDOUT #12: The World Heritage Convention (2 pages)

MODULE 3.7, HANDOUT #13: The Biodiversity Convention

Make sure that you also bring:

- Maps of the conservancy (one per 5-10 participants)
- WMUP for Ehirovipuka
- An example of a 'Conservancy Profile'

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





NOTES



