

COMMUNITY ENGAGEMENT AND BUILDING CAPACITY FOR LASTING CONSERVATION ACTION

PROCESS AND TOOLS



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This document describes the process and tools used by the Snow Leopard Conservancy (SLC) for engaging rural communities in the conservation and stewardship of snow leopard, its prey and habitat in countries like Nepal, India, Pakistan, Mongolia, and Tajikistan. Conservation of this endangered cat hinges upon equitable involvement and decision-making by local communities, as formulated through village-based, community-designed incentive programs that simultaneously address human-wildlife conflicts (especially loss of livestock). Such initiatives require strong linkage between the rationale for offering incentives, the benefits they may bring to stakeholders, and the community's vested responsibilities for protecting snow leopards and other biodiversity. Such projects should be well grounded in "Best Practices" design and operational criteria, along with clearly articulating each stakeholder's conservation responsibilities, the specific arrangements for reciprocal financing and/or in-kind support, imbedded with mechanisms enabling participatory planning and action, and with well targeted evaluation and collaborative monitoring to better ensure compliance with agreed-to rules, conditions, outputs and associated benefits (Jackson and Wangchuk 2001, 2004).

We post this document on SLC's website in the hope users will experiment with different ways of motivating local people and their communities to conserve biodiversity and keystone or "umbrella" species like snow leopard (*Panthera uncia*, also *Uncia uncia*). We also welcome your feedback, which helps us refine the toolbox, along with offering practical insights into conservation actions aimed at promoting meaningful co-existence between this large predator and the local people (and their livestock) who share the same space.

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The Process: Appreciative Participatory Planning and Action

Appreciative Participatory Planning and Action, or APPA for short, combines the framework of *Appreciative Inquiry* and tools from *Participatory Learning and Action* (PLA). APPA was developed by The Mountain Institute (TMI, see www.mountain.org/tmi/appa.cfm) and its partners, including the Snow Leopard Conservancy (SLC). The primary objective of this process is to find and then emphasise the positive, successes and strengths as a means of empowering communities, groups or organisations to plan and manage conservation and development more effectively. The primary value of APPA lies in its emphasis as a process of building lasting engagement and dialogue among key stakeholders; it has been applied in a variety of contexts and with a wide range of participants. Remember, the process used to involve stakeholders usually carries more weight in changing peoples' behaviour than a particular incentive or benefit.

Like Appreciative Inquiry, APPA focuses on valuing skills available within people; the factors motivating individuals, groups and institutions to success; on identifying and releasing individual and group capacities; and on mobilising resources, capacities and skills from within the participants involved to achieve 'what could be.' APPA thus focuses on 'doing more of what works' instead of continuing to concentrate on the community's problems or being overwhelmed by the many needs that people or rural communities may have. The second highlight can be illustrated by the conventional problem-solving tree, whereas the first focus used in AI is more comparable to a possibility tree. Another key principle is the focus on collective inquiry and action, which not only builds consensus, but brings more ideas, skills and resources to bear.

AI uses the cycle of the 4D's:

- Discovery, the act of appreciation: the best of what is and what gives life to the community, group or organisation
- Dream, envisioning and impact: what might be, creating a positive image of the preferred future
- Design, co-constructing that future: what should the ideal be, a process of dialogue, consensus and further inquiry
- Delivery, sustaining the action: how to empower, learn, adjust and sustain community-based activities.

APPA also focuses on participatory approaches that emerged out of dissatisfaction with mainstream development models characterised by an authoritarian, top-down policy initiatives in which economic growth is pursued, often at considerable environmental and social cost. The primary aim of participatory approaches is that local people become active subjects of the development effort rather than passive recipients. Participatory learning in the 4D cycle both generates information as well as empowers the participants. The starting point is that a glass is half full (people have capacities and gifts to be made into something) rather than a glass is half empty (people have deficiencies and needs that have to be overcome).

Principles of APPA include:

- Finding success factors and building upon them;
- Fostering participatory learning and the sharing of knowledge by melding information from external sources (e.g., ecological or biological research conducted by scientists) with internally-derived information or traditional knowledge;
- Sustainability – helping communities stand on their own feet rather than relying upon “top-down handouts.”

Steps in the Planning Process:

The first step is to introduce the community to the Snow Leopard Conservancy (and any other partner organization) including their respective goal, mission and primary objectives (see Tables 2 and 3 for SLC's operational criteria), and then to seek their willingness to work collaboratively, in a highly participatory and transparent way toward creating a prosperous community which is in greater harmony with its surroundings.

Goal: Foster stewardship of snow leopard, its prey and habitat in ways which benefit local people and communities.

Transforming snow leopards from being perceived as pests into valued assets for the community.

Principal 1: All identified actions should benefit wildlife (especially snow leopard) and people and not lead to further degradation of natural resources or biodiversity erosion, since these assets are judged essential to continued human existence and welfare.

Principal 2: It is better to seek the root reasons for success rather than concentrate on the causes of failure.

Principal 3: Environmentally-friendly communities are more likely to evolve if local people appreciate the importance of balanced, representative ecosystems, are able to control their future without being unduly manipulated by outsiders, politicians or others with special interests. To minimize the likelihood of that occurring, local people must participate fully in the planning, design, implementation, monitoring and evaluation of projects from the onset, and not after project sponsors have decided what to do.

Principal 4: When carefully developed, community-based stewardship of natural resources represents a more cost-effective and sustainable conservation strategy than top-down regulation or past 'fines and fences' approaches.

APPA (*Appreciative Participatory Planning and Action*) **operates on two complementary premises:**

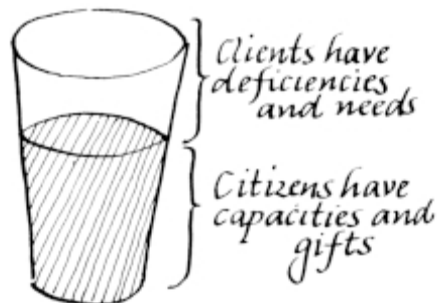
- 1] *What you seek is what you will find*
- 2] *What matters most is what you really believe in and are willing to commit to*

-- If you look for problems you will find more problems [the answers you get depend on the questions you pose and how you ask them]

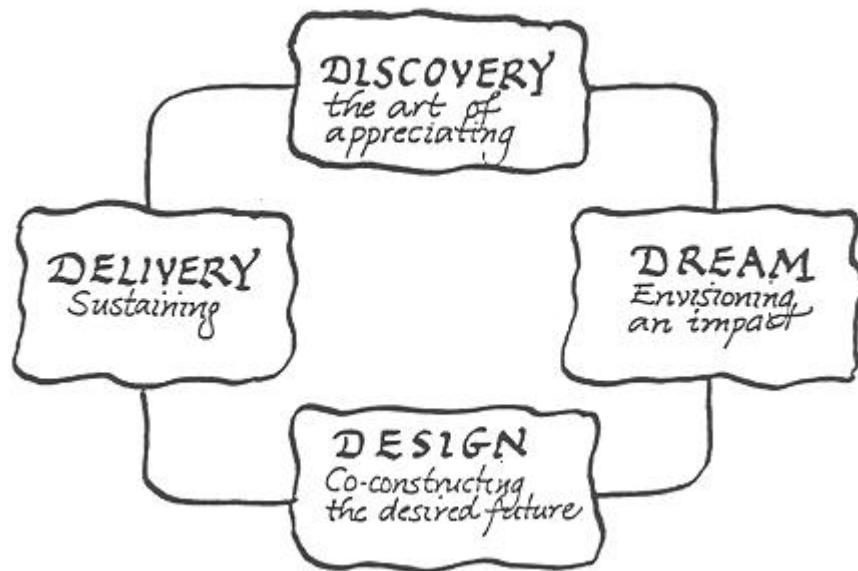
-- If you look for successes, you'll find more successes (enabling you to build on these)

-- If you have faith in your vision or ideas for the future, and if these are do-able or believable, and are supported by others in your community, then you can achieve immediate success without waiting for government or outside agents to take you there

Is the glass half-empty or half-full?



APPA and the 4D's are a sequential, reiterative process



APPA depends heavily on learning from one another. Without participatory learning, we cannot effectively improve our lives or become effective stewards of nature. And for learning to be effective, it has to be experiential, participatory (not passive), based on mutual respect and sharing of information, self-directed, reflective and immediately applicable. It is worth contemplating that adults remember 20% of what they hear, 40% of what they see, but 80% of what they experience for themselves. Finally, sharing of information and experience not only empowers people, but also builds trust and greater willingness among the stakeholders to work through differences or disputes which so often divide communities or make people suspicious of government.

The Four Steps (D's) of APPA:

(1) DISCOVER: *discover* the community's strengths and its valued resources

What are the good qualities in your community and your working relationships? What qualities are you and your community proud of? What has worked well in the past and why? What successes have you had and why were you able to achieve these? See Appendix 3 for details.

(2) DREAM: *envision* the short- (2-5 years) and long-term (more than 10 years) future, if the necessary resources were suitably mobilized and the community acted in concert to address their needs (Appendix 4).

Based on the community's successes and skills what would you like your community to look in the future? Try to focus on values & community-strengthening actions rather than material wealth or large scale infrastructural development, which are the responsibility of individuals or the government. Aim for a realistic dream of the future, and not pie-in-the-sky wishes that would be very difficult to realize.

(3) DESIGN: *design* a basic action plan for guiding development and nature protection in ways that substantially limit long-term dependency upon outside financial sources or technical "know-how."

What action(s) do you need to be taking to help you achieve your dream? What are the most important steps you could take immediately and over the coming years to improve the situation? What can you do yourself? What assistance might you need and where would you seek it? (Appendix 5).

Develop a Community-based Action Plan covering the following items: “who, what, why, how, where, when and what indicators will we use to measure our success.” Base actions on sound criteria (Tables 2 & 3).

(4) DELIVER: *motivate* participants to initiate community-improvement actions *immediately*, and largely on their own, rather than delaying the process to “some time in the future when there is help.” [Don’t wait, start now; encourage self-mobilization]. See Appendices 6 and 7.

Sign an agreement with representatives of the community. Ask each person to think of one action that he or she could take right now on the path to the dream and do it! Get both personal and community commitments from participants to join SLC in taking action to protect wildlife and enhance income-generation opportunities. Specifically, ask each participant to (a) identify and take an immediate action, today or tomorrow if possible (and not some ambiguous time in future) which they see as benefiting their household as well as their community [and share these with others]; and (b) play their part in ensure the local community helps SLC come up with solutions that meet both their goals and ours.

Remember, this is an iterative process which also should be re-visited from time to time as communities and ecological systems are highly dynamic, under constant change.

Table 1 provides a list of PRA tools which have been used to explore and help develop remedial measures for addressing livestock depredation by snow leopard and other carnivores. Figure 1 provides an example of the use of pair-wise matrix ranking to determine the most important sources of mortality to livestock in a community in Ladakh, India. Clearly, depredation is not the only threat herders may face!

Table 1: Examples of PRA Tools Used for Appraising Livestock Depredation, Animal Husbandry Patterns and Opportunities for Biodiversity Conservation

- Natural resources and village assets map showing settlement and its environs, including pastures, watering sites, sacred areas, wildlife hotspots, scenic viewpoints, trails and roads, fuelwood collection area, medicinal plant locations, etc
- Map of depredation “hotspots” with seasonal pastures
- Calendar of seasonal livestock movements and daily herding cycle
- Calendar of wildlife migration and sightings
- Seasonal calendar of depredation losses (shows peak depredation periods by type of livestock)
- Pasture ranking with respect to depredation and other sources of mortality Pair-wise matrix ranking of major sources of livestock mortality (what causes most loss?)
- Ranking of the relative effectiveness of different guarding measures (what works best?)
- Income and livelihood ranking matrix (where do the best opportunities for income generation lie?)
- Semi-structured interviews to assess predation causes and patterns, along with possible remedial actions (what has worked well to deter predation and why?)
- Venn diagram showing village and governmental institutions affecting livestock production & management or access to common property (with legal and land tenure implication)
- Decision-making matrix listing key factors used by individuals and the community in deciding what pastures to use, when and for how long
- Village or pasture walk to obtain first-hand understanding of livestock management practices and issues, wildlife viewing and tourism opportunities.

Some of the more important tools with the information generated may include:

- Focus group discussion (brainstorming and developing lists of ideas from everyone, not just a few - involve men, women & children; the rich & poor; literate & illiterate; the able & handicapped).
- Interview individuals and key informants (formal and informal interviews, open-ended questions and structured questionnaires).

- Timelines (past history, future scenarios).
- Seasonal calendar and mobility maps (for example, what happens in terms of animal husbandry each month or season?).
- Resource maps (where are the village's assets? What assets are restricted by rules and regulations?).
- Venn diagrams (how do village-based and external institutions relate to one another?).
- Ranking matrices or charts (how do actions compare with each other, and what actions are most preferred?).
- Village walk or transect (show us!).

Figure 1: Sources of livestock mortality ranked by local villagers

	CAUSES OF LIVESTOCK MORTALITY							INFORMANTS
	SNOWLEOPARD + OTHERS	DISEASE	SNOWFALL	POISONOUS FT.	TONGCHONG WINTER	ACCIDENTS	RAINFALL	
	X	X	X	X	X	X	X	1- Chhowang Rinbu Tongyik - Yegon Rfo Markha
SNOWLEOPARD + OTHERS	X	X	X	X	X	X	X	2- Sonam Tsering Rf. Lagbungpa Rf. Kambing
DISEASE	X	X	X	X	X	X	X	3- Tashi Tsephe Rf. Markha
SNOWFALL	X	X	X	X	X	X	X	4- Thukje Wang Tongyik Yegon Rf. Markha
POISONOUS FT.	X	X	X	X	X	X	X	5-
TONGCHONG WINTER	X	X	X	X	X	X	X	
ACCIDENTS	X	X	X	X	X	X	X	
RAINFALL	X	X	X	X	X	X	X	
RANK	6	4	3	1	2	0	5	

Table 2. Conditions Governing Community Engagement and Donor Support

Donor support (external investment from SLC and other partners) will *only* be made available to prospective communities *if* the following conditions are met:

- ◆ **Conservation** - Project activities should be implicitly linked with snow leopard and mountain biodiversity conservation (i.e. must have beneficial impact and not adversely impact these resources) (i.e., funds are being made available to *protect snow leopards as well as improving people's livelihoods*);
- ◆ **Reciprocity** - Each stakeholder (whether villager, NGO, or government) must make a reciprocal (co-financing) contribution, within their means, in support of the agreed-to project actions or activities. This may be in the form of cash or in-kind services like materials and labor, which are valued using existing market rates and prices;
- ◆ **Participation** - There must be strong commitment to active and equitable participation from each involved stakeholder group throughout the life of the project (from planning to implementation, monitoring, and evaluation and reporting). In addition, project supported activities should benefit as many households as possible, and especially those who are more marginalized);
- ◆ **Responsibility** - The beneficiary community must be willing to assume all or a significant responsibility for repairing and maintaining any infrastructural improvements (e.g. predator-proofed corral) that may be provided by the project; and
- ◆ **Monitoring** - Stakeholders should be willing to employ their own simple but realistic indicators for measuring project performance and impact, according to a Community Monitoring and Evaluation Plan.

Table 3. Best Practice Design and Operational Criteria (adapted from Jackson 2001).

Agricultural and animal husbandry damage control measures or linked income-generation actions should not adversely compromise or threaten the management goals of the National Park, Conservation Area, Protected Area or buffer zone in which the project is located (i.e. all actions must be compatible with the protected area’s regulations and/or management plan). *Such actions must also be:*

- ◆ **Environmentally sound** -- control measures should result in no or only very minimal harm to plant or animal species, habitats or ecosystems (*no overall reduction in predator numbers; no hunting, trapping or poisoning of endangered species; should lead to improvement in prey species numbers; should avoid rangeland over-use and grazing; and should help rehabilitate disturbed areas and restore ecosystem functioning, for example. However, it may be necessary in rare situations to identify and remove or eliminate an habitual livestock predator that causes substantial economic damage or hardship to households least able to withstand such losses*)
- ◆ **Economically sustainable** -- control actions should be affordable, contain cost-sharing mechanisms and be capable of being sustained with minimal outside cost and technical input (*communities should share in the cost of implementing and monitoring control measures; there should be minimal dependence on high-tech, expensive deterrents; control measures should be well integrated with land-use and income-generation opportunities; cost of implementation and maintenance should be reasonable, and preferably supported internally*)
- ◆ **Socially responsible** -- measures should build upon proven traditional customs and good animal husbandry practices (*measures implemented should strengthen the traditional conservation ethic; encourage or empower local communities to act responsibly and achieve greater economic independence while operating in an environmentally responsible manner*)
- ◆ **Imbedded with clear responsibilities and a transparent budget** -- Implemented based upon a signed agreement and *Action Plan* that clearly sets forth the responsibilities and contributions of each party, in accordance with a mutually agreed to work-plan and budget. *The work-plan should specify details such as: where (location); who (responsible party); what (inputs/activities); how much (quantity); when (scheduling); how implemented (method) and how monitored (indicator and process to be used).*

Figure 2: Example of a Past and Future Trend line

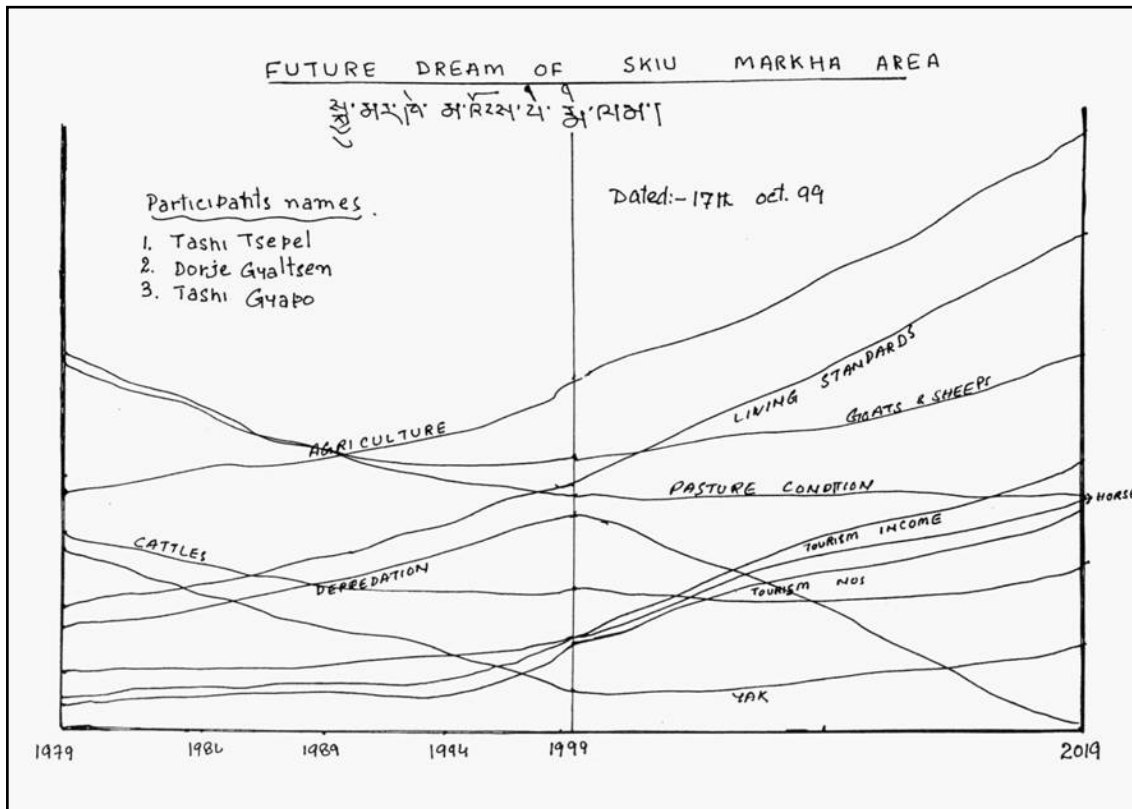
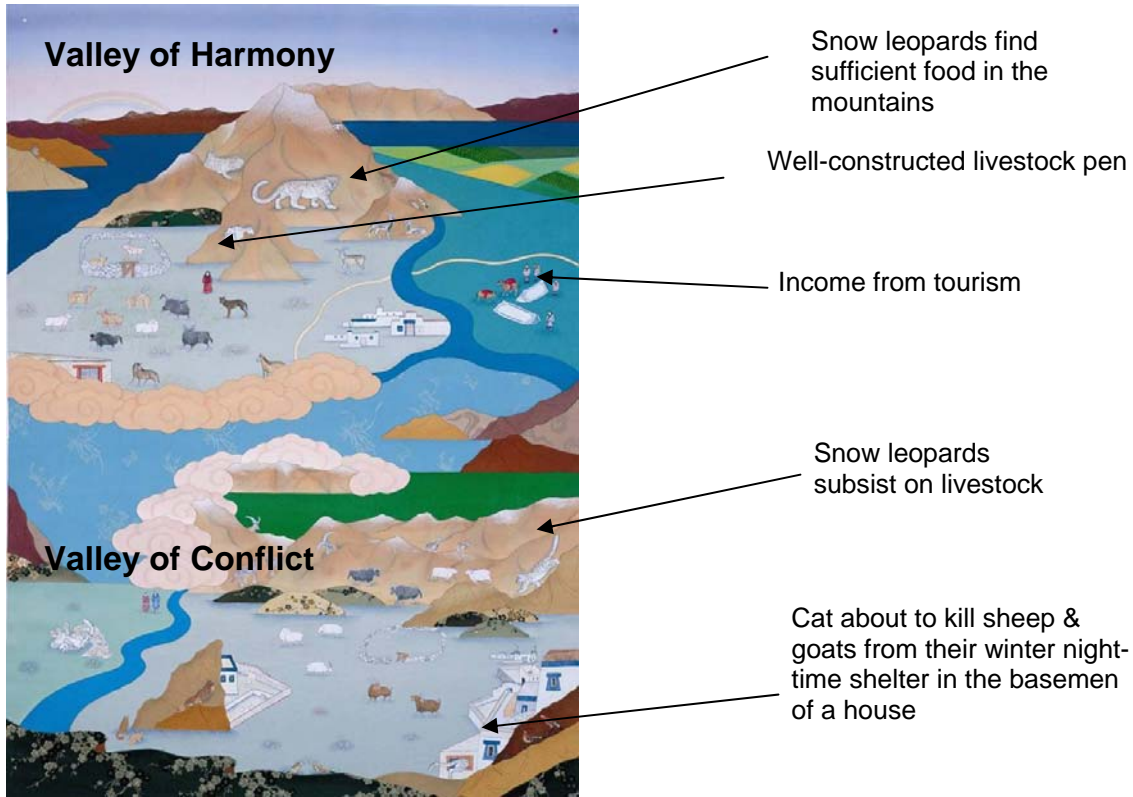


Figure 3: A livestock husbandry poster commissioned in the style of traditional Buddhist monastery art illustrating good and poor livestock management practices, used to stimulate discussion among villagers on how their community “could look in the future” if collective action was taken.



References Cited:

Jackson, R. 2001. Managing people-wildlife conflict in Tibet's Qomolangma National Nature Preserve. Pages 188-191 In: *Wildlife, Land and People: Priorities for the 21st Century*. Proceedings of the Second International Wildlife Management Congress. Editors Field, R., Warren R. J. Okarma H. and Sievert P.R. The Wildlife Society, Bethesda, Maryland. 399 pages.

Jackson R and Wangchuk R (2001). Linking snow leopard conservation and people-wildlife conflict resolution: grassroots measures to protect the endangered snow leopard from herder retribution. *Endangered Species Update* 18:138-141.

Jackson, R. and Wangchuk, R. (2004) A community-based approach to mitigating livestock depredation by snow leopards. *Human Dimensions of Wildlife* 9:307–315.

APPENDICES: The following pages provide detailed information on use of the 4-D's

- Appendix 1: SLC Mission and Program Objectives
- Appendix 2: Participatory Tools and Toolbox Resources
- Appendix 3: On Discovery
- Appendix 4: On Dreaming
- Appendix 5: On Design
- Appendix 6: On Delivery
- Appendix 7: Sample Agreement

Appendix 1: Snow Leopard Conservancy Mission and Program Objectives

Mission: Promoting community-based stewardship of the endangered snow leopard, its prey and habitat

Objectives:

- Reduce depredation of livestock by snow leopards, wolves and other predators (in particular, prevent multiple attacks that often result in retributive killing of snow leopards) by predator-proofing night-time enclosures;
 - Improve animal husbandry and guarding practices to the benefit of wildlife, livestock and people;
 - Improve household income-generation opportunities in environmentally friendly and sustainable ways, to help offset economic impacts of unavoidable depredation loss;
 - Conduct non-invasive baseline research, blending modern science with local knowledge.
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Appendix 2: Participatory Tools and Toolbox Resources

Participation hinges upon equitable involvement throughout the planning process. Fortunately there a wide range of tools under the general labels of PRA (Participatory Rural Appraisal) and RRA (Rapid Rural Appraisal) from manuals to materials posted on websites for community development and conservation practitioners -- whether these have been implemented under large-scale ICDPs or small-scale, low-budget community-based initiatives, the underlying process and planning tools will generally apply at either scale. The publications which we have found most useful include:

Pretty, J.N., I. Guijt, I. Scoones, and J. Thompson. (1995) A Trainer's Guide for Participatory Learning and Action. IIED Participatory Methodology Series, International Institute for Environment and Development, London. 267 pages.

Brown, M. and B. Wyckoff-Baird. 1995. Designing Integrated Conservation and Development Projects. Biodiversity Support Program, WWF, Nature Conservancy and World Resources Institute, Washington DC. 62 pages.

Larson, P. and D.S. Svendsen. (undated). Participatory Monitoring and Evaluation: a practical guide to successful ICDPs. World Wildlife Fund – US, Washington DC. 179 pages.

Margoluis, R. and Salafsky, N. 1998. Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects. Island Press, Washington DC. 362 pages.

McNeely, J.A. 1988. Economics and Biological Diversity: developing and using economic incentives to conserve biological resources. IUCN, Gland, Switzerland. 236 pages.

SNV. 2004. Developing Sustainable Communities: a toolkit for development practitioners. Nepal, Kathmandu, 211 pages.

The Mountain Institute. (2000) Community-Based Tourism for Conservation and Development: A Resource Kit, The Mountain Institute, Washington DC. 116 pages.

Waters-Bayer, A. and W. Bayer. 1994. Planning with pastoralists: PRA and more, a review of methods focused on Africa. GTZ Division 422 Working Paper, 153 pages.

Worah, S., D.S. Svendsen and C. Ongleo. (Undated), Integrated Conservation and Development: a trainer's manual. ICDP Programme, Asian Institute of Technology, Thailand. 258 pages.

Worah, S. 2008. Participatory Management of Forests and Protected Areas: a trainer's manual. Regional Community Forestry Training Center (RECOFT), Bangkok, Thailand. 107 pages.

Examples of useful websites include:

Eldis: <http://www.eldis.org/> Search for PRA Notes and Livelihoods Connect.

World Bank: <http://www.worldbank.org/wbi/sourcebook/sba104.htm>

Asia Forest Network (Participatory Rural Appraisal for Community Forest Management):

http://www.communityforestryinternational.org/publications/field_methods_manual/pram_manual_tools_and_techniques.pdf

FAO: <http://www.fao.org/docrep/006/ad346e/ad346e0f.htm>

International Institute for Sustainable Development (Community Adaptation and Sustainable Livelihoods):

<http://www.iisd.org/casl/CASLGuide/MethodsMenu.htm>

Appendix 3: On Discovery (Learning and valuing what people do and why they act the way they do)

Communities are best engaged through a series of organized exercises or informal meetings involving interested individuals from either gender, representative age groups, different ethnic groups or socio-economic classes, key informants known or at least respected for their knowledge of a particular topic, small focus groups (e.g., resource user group, village committee, women's group), larger groups (e.g., all livestock-owning households in the which APPA) and entire communities (generally most appropriate at the beginning and then again later in the process during consensus building and selection of priority activities or when signing agreements between the community and NGO or external conservation organization. Mix and match!

Who speaks and who does not is very telling, and likely reflects an empowered or privileged person versus the disenfranchised or one from a low caste. Body language usually shows when people are uncomfortable or unhappy with a question or potential outcome. In any case make sure you probe deeper if someone does not appear to be engaged, yet would be affected by the project and its proposed activities. Be sure to separate information which is reliable from that emanating through rumors and hearsay. The resources listed in Appendix 2 offer ways for soliciting information and discussion from all sectors of the society.

What can we Discover? Think in terms of valued assets – what are the attributes, possessions, resources and advantages of your community? What makes animal husbandry possible and what strategies lead to most success? How does our environment differ from that of other communities in the vicinity? How are agricultural and animal husbandry practices different (or similar) to nearby communities? What is considered a successful practice (and the underlying rationale of why)?

Wildlife / Livestock Depredation:

- Natural features, resources and attributes of pastures (access, forage quality, availability of natural salt, watering etc). Draw and annotate maps, share stories about rare or important wildlife.
- Map showing primary areas used by wildlife and the species present (winter & summer areas).
- Local skills, traditional knowledge (List the animal husbandry traditions and practices characteristic of a good herder – ask elders for their ideas).
- Type or breeds of livestock & how they have become better adapted to local conditions (how have herding patterns and guarding practices changed over time?).
- Values of livestock (income as well as basic life sustaining values; more or less important than before?).
- Herder festivals, local food, dress, legends (importance to village life, tradition and political cohesion).
- Local institutions/organizations and their relationships, & when they have worked successfully together? (focus on interactions between agricultural, wildlife, and veterinary departments, and the village user / management groups – use Venn diagram to illustrate the degree of interaction).

Think of those direct and indirectly-related conditions that facilitate peaceful co-existence between predators, livestock herders and the community at large. Although we do not want to emphasize the negative, one of our goals is to identify the underlying or root causes for depredation. For example, are livestock being sufficiently well guarded, and if not, why? Is there a shortage of labor or skilled shepherds? Have guarding practices become more lax over the generations? Has the predator population increased since historical time? If so, why? What is the evidence? What about trends in the prey base? Are predators learning “bad habits” because they are finding it increasingly easier to prey upon domestic stock which is not as closely guarded as before? Are there any shifts in climate and weather which seem to be associated with rangeland productivity or changes grazing patterns and timing?

Tourism (provided here as an example income generation; other activities could be considered, such as handicrafts production, growing of cash crops, changes in livestock rearing and marketing, etc). Brainstorm

on realistic possibilities for generating income within the local context, in order to help offset economic impact of unavoidable depredation losses).

- Natural features, resources and attributes
- Cultural sites, traditions, history, festivals, local food, dress, legends
- Location and proximity to other tourism sites
- Accessibility and facilities
- Local skills, knowledge
- Local institutions/organizations and their relationships, and when they have worked successfully together and
- Popularity or fame of tourism assets (routes, sites, income opportunities, seasons and other constraints)
- Access to financial assistance
- Existing tourist attractions or activities
- Successful current and past tourism markets
- Availability and location of services and benefit sharing schemes
- Environmental, socio-economic and cultural impacts of tourism
- Success stories in tourism

Examples of Questions that could be asked:

- What are the features or characteristics about your community, its people surroundings, and traditions that you are [especially] proud of?
- What are other attractive or interesting natural features in the community and surrounding area of importance to your way of life?
- What are your community's cultural sites, traditions or activities, including festivals or dances?
- Why do tourists come to this area? When do they come? How many?
- What tourist attractions are close by to the village, to the pastures, to unused valleys?
- What do tourists like to do or see in the community? And in the surrounding area?
- What other qualities or features of this area or your village that might tourists appreciate without harming (or negatively impacting) your culture or way of life?
- What skills do community members have that contribute to tourism? (what tourism-related activities are currently being undertaken?)
- What local institutions or organizations are effective in mobilizing community action?
- What was the best experience you've had in your community organization during the past few years?
- What do you value most about your organization / village / society?
- What are the most successful activities your organization has carried out in the past? Why do you think they worked so well?

At the end of this step, one should have a pretty good understanding of when and where depredation occurs, which predators are implicated and the main factors (causative or associative) at the root of elevated predation risk and loss of livestock. Similarly, the objective is to have a good understanding of current sources of income and the distribution of wealth in the community, important environmental, socio-political and economic constraints to revenue generation (cash or production of commodities) and where untapped opportunities for supplemental income might rest. Tables and matrices offer a good means for summarizing information and sharing this with the larger community. Depredation remedial measures and income opportunities which seem to hold the most promise form the basis for the next step, namely envisaging a changed future.

Appendix 4: On Dreaming

During this phase we (1) first identify and then discuss what our mutual objectives are (for SLC = reduce hardship related to livestock depredation and promote endangered species and environmental community-based stewardship)(for the Village = it is ??); and then (2) individually or collectively we dream and brainstorm what the community might look like in the short-term (say 1-3 years) or long-term (10 years or more) --- if concerted action were taken to address the issues of concern related to these objectives, and if SLC (or another organization) assisted where it possessed the necessary resources and skills.

Dreaming can involve developing lists, detailed profiles or maps showing the community and its surroundings and where the various assets (new and old) and features of value or desire might be found. Dreaming with pictures (drawings) or stories is another option. Children or youths are often good at expressing their vision of the future. Note that dreaming may not come easily, and the facilitator may need to give people some examples. For example, asking what features they want to preserve for their children, or what valued resources or customs may have disappeared since the time of their grandmother or grandfather. Try asking probing questions, such as those listed below under the “ideal shepherd” or “ideal tourist,” to stimulate visualization and discussion. If necessary separate the men from the women or children, and try to isolate dominating individuals so others get a chance to express their ideas.

Presumably, the collective dream is one of little or no predation, abundant resources and rich biodiversity, economic wealth and cultural richness. Try to focus on the positive rather than the negative, in order to build confidence among villagers who are usually “told” what they should do (and often resent such behavior on the part of outsiders!).

Examples of Probing Questions: *The Good Shepherd*

- What would happen if a snow leopard were to suddenly appear and try to kill your animals?
- What are the characteristics of a predator-wise sheep, goat or dzo?
- What are the characteristics of a good shepherd? How would they be prepared for a possible attack by snow leopard or wolf? How would they react on seeing a predator near their herd or its tracks on the pasture? [*Provocative Thought*: what if you were to turn this problem into an opportunity? How?].
- What would the ideal night-time enclosure look like? How would it be constructed and maintained? By whom? What difference would it make to your life? How would your guarding duties change?
- What are the features of a very productive herd (e.g., number of lambs, body weight, condition and health)? How would a more productive herd benefit you economically?
- How many and what kind of livestock would make up the “ideal herd” that a shepherd can effectively handle alone?
- What should a snow leopard feed on and where would it find that kind of food?
- What would the characteristics of a V-SLC (or wildlife steward) be?
- How would the presence of snow leopards, ibex and other wildlife benefit the community?
- What would be the role of the government in this?
- What would the role of NGOs such as SLC be?

Be prepared to acknowledge the role that livestock owners may play in maintaining or allowing for a given number of snow leopards to exist in the area by their tolerating some depredation loss. It may be worthwhile exploring the question, “How much predation is too much predation? Or what kind of predation is unacceptable? (e.g., multiple versus single depredation events). You could also explore how

The Dream Tourist and the Dream Service Provider

What would characterize the ideal tourist? What would be the ideal way in which you could benefit (or benefit more) from existing (or projected) tourist activities?

Brainstorm and list 5-10 attributes of the Ideal Tourist. Think of the visitor's behavior, whether local or outside people are hired as staff or guides; their willingness to pay a fair price and the way they bargain; their dress and cultural sensitivity; where they would get their food, and whether they would pay for local accommodation and food; if they would make donations for community development; if they encourage begging by giving sweets and other items to children; how they deal with garbage; if they seek or buy local handicrafts; how they interact with locals and what they say about the village, etc].

Describe the *Dream Service Provider*. After identifying what kind of service providers there would be in the future (e.g., porters, guides, campground operator, guest-house owners, cooks etc), select the 2-3 most important or preferred occupations and brainstorm the ideal profile for each. For example, the ideal campground provider might be someone who:

- Keeps the campground clean and offers garbage cans
- Provides a clean pit toilet
- Plants shade trees and saplings which can also be sold for firewood
- Is very friendly and asks people daily if they need anything
- Builds a bench for people to sit on (or some other amenity)
- Keeps the spring or water-source clean
- Discourages children from begging
- Offers to sell the guest food (e.g., eggs, bread, vegetables)
- Charges a fair price

The Dreaming Phase ends with the listing of all dream outputs on poster paper in the local language for all to see and/or read. Specifically, we would like to summarize:

- Menu of options for how the participants might improve their herding and guarding practices in order to reduce future losses of livestock to snow leopard, wolf and other predators (as well as disease and other factors); and
- What measures could the community and donor consider for helping to offset unavoidable depredation, including improvement or changes to livelihoods in the future and why these have been chosen.

Start planting the thoughts that the feasibility of each option depends upon many factors, including monetary and resource (labor, materials) costs, level of skills required, actual, perceived or relative effectiveness of the measure, the time-scale for implementation, restrictions in terms of the law or governmental regulations affecting wildlife, the impact on wildlife and other resources, etc. Concentrate on the most widely voiced dreams which seem to present most potential for contributing to the desired objective(s).

These factors are detailed and then flushed out during the Design Phase, with the aim of coming up with the most cost-effective, environmentally compatible, and sustainable action (or set of actions) that build community capacity for self-improvement and sound resource management, along with imbedding robust feelings for ownership and pride for the future scenario.

Appendix 5: On Design (During this phase of APPA we outline our “Action Plan”)

During this planning phase we identify what would most likely work best toward achieving mutually accepted objectives and the targeted condition(s), what meets with environmentally-friendly, socially responsible and economically viable criteria, and what each partner would be willing to contribute toward achieving those shared goals. We need to:

- Carefully consider each alternative identified during the Discovery and Dreaming phases, and then eliminate the least desirable option(s) by asking how well each meets the set planning objectives.
- The team then prioritizes each action using realistic criteria and while involving as many persons from the community as possible.
- The team assesses the feasibility and associated risk of each type of action proposed.
- We identify missing information that should be collected now or at a later stage, along with who will be responsible.
- We come to a general consensus on what set of activities would work best -- and why they do so -- by discussing and probing underlying “success factors” for how well each mediate the root underlying causes for depredation or marginal economic opportunities which many rural communities face. The risk assessment must include such considerations as the cost involved, available or committed funding sources, skills and their availability locally, and long-term sustainability of all short-listed options.
- Finally, we develop an Action Plan(s) outlining how the preferred option(s) will be implemented and then monitored, what each partner is willing to commit to in terms of cash or in-kind contributions, and how the success of each output shall be measured (what indicator, by whom and how often?).

Do the preferred actions really meet the objectives of reducing predation and enhancing household incomes? Important questions that need to be asked during this stage of planning include:

- 1) Have all relevant stakeholders been involved in the process? Is there sufficient consensus on the five factors governing donor support? (Refer to Table 2).
- 2) How well does each action meet with the four features of “a good project?” (Tables 2 & 3 below).
- 3) What specific actions on the part of the community and your family would reduce livestock losses to predators, improve the condition of the village’s herd and also enhance sales of livestock products?
- 4) What alternative sources of income could be developed to help offset unavoidable loss of livestock?
- 5) What are the specific planning criteria to be used for ranking or prioritization?
- 6) Are there any key information gaps that should be addressed in order to come to a sound conclusion? How easy or feasible is it to collect this information? Who will do so and when?
- 7) To what extent does the proposed output contribute to the objective? How and why? If it does not contribute to each objective, then why not? Are there alternative actions that should be considered instead?
- 8) Would it negatively affect the conservation outcomes? How? why? What mitigation measures (if any) could be taken to avoid unintentional negative or adverse effects and outcomes? This is where the expertise and experience of specialists (local and outsiders) can be most useful.

Ranking or prioritization criteria could cover some or all of the following topics:

Natural or Resource Issues: Location and type of resources (pastures, forests, fuelwood collection areas etc); trends in use; removal rates; preferences in resource use and management actions.

Conservation Issues: How effectively does the action address the underlying threats to snow leopard (source and amount)? Is it a depredation hotspot? How does it rank relative to other hotspots or pastures? How many households are affected? The importance of the area to snow leopards and their prey. Does the action benefit conservation of the species, its habitat and other wildlife? Human-wildlife conflicts are not only complex, but will require carefully-crafted remedial measures which are beyond the scope of this manual.

Skills and Resources: Types, location and availability of necessary skills for implementation & monitoring; training needs and sources of trainers or training institutions; material requirements and sources

Financial: Cost, sources and availability of funds or sources of capital or investment for infrastructure or livestock compensation / insurance fund. The actual or relative cost effectiveness of each action.

Social / Institutional / Policy and Legal: Stakeholder numbers & relationships; social acceptance (customs, taboos); opportunities for benefit distribution; types and scale of benefits relative to inputs. How can the community's institutions responsible for natural resource be strengthened and sustained over time?

Market Factors (relate primarily to tourism or income generation from sale of agricultural products): Trend in demand and supply; seasonality, size and types of markets; extent and source of competition; customer types and quantities; market linkages local to international; product information, promotion & advertising; feasibility and strategy development.

Replicability: How easily the action can be replicated in other areas? Will other communities show interest in the interventions under consideration, and how can these be scale up? Degree to which action(s) foster community-based conservation responsibility or improves animal husbandry and related conservation practices.

Some Tools (implement with focus groups):

Item / Issue	Learning Tools
Natural Resources	Pair-wise ranking, seasonal calendar, mobility maps, trend lines, transects, brainstorming
Conservation	As above
Skills and related Resources	Brainstorming, lists, maps, mobility maps
Financial	Trend lines, brainstorming, ranking and pair-wise matrices, mobility maps
Social / Institutional / Policy and Legal	Venn diagrams, matrices (ranking & pairwise), decision-making chains, mobility maps, force field maps
Market Factors	Trend lines, seasonal calendar, brainstorming, matrices, mobility maps, market chains, Venn diagrams
Replicability	Brainstorming, Venn diagrams, ranking

Action Plan: Prepare a simple matrix on A4 or poster paper showing the following information for each specific set or activities. Translate into the local language and leave a copy behind for the community's use. Note that the table below is intended as an example only – the actual content and activities will differ from one place to another, based on underlying threats or issues and participatory feedback and decision-making.

The plan should be as specific as possible to the *local context* with respect to setting annual targets, seeking reciprocal contributions from each partner (within their means), and establishing participatory indicators whereby the effectiveness of each action can be realistically tracked. Targets should be defined in terms of their quantity, quality (how well you would like to achieve the goal compared to before implementation), and the time frame over which you expect to achieve the target (beware of setting unrealistic targets that unnecessarily raise expectations, leading to frustration and feelings of failure – its better to build up slowly rather than taking one huge leap).

On Indicators of Success: Best to develop a set of indicators adapted for use by villagers as well as the donor organization, and designed to track both qualitative and quantitative measures of success. Need to institutionalize monitoring, so that it is conducted on a regular basis, such that the involved communities

learn what is working well (or conversely not working) and the probable reasons why. Such information should enable the community, in partnership with SLC, in-country NGO or the implementing organization, to make any needed changes or refinements (i.e., Adaptive Management). Contact SLC for information on indicators for tracking snow leopard populations and livestock losses.

Example of an Action Plan for Improving Livestock Corrals

Activity	Objective	Outputs (targets)	Methods (how)	Schedule (when)	Responsible Party (who)	Contribution (input required)	Indicator of Success (when measured)
Predator-proof corrals	<ul style="list-style-type: none"> ▪ Prevent predator access & avoid multiple losses from pens ▪ Reduce losses on open pasture by daytime guarding & ensuring flocks are rounded up in the afternoon 	10 corrals in X village and Y pasture per year 100% of herders trained within 2 years	<ul style="list-style-type: none"> ▪ Conduct survey of corrals ▪ Identify poorly constructed ones ▪ Replace doors & put wire mesh in air-vents ▪ Educate herders on improved guarding methods ▪ Provide herders with whistlers or noise makers 	<ul style="list-style-type: none"> ▪ Survey July ▪ Procure materials – August ▪ Fix corrals – Sept ▪ Herder training materials translated Aug ▪ Herders trained Sept 	<ul style="list-style-type: none"> ▪ Survey by Village Wildlife committee ▪ Local NGO purchase materials & supervise installation 	<ul style="list-style-type: none"> ▪ Village: labor and local materials ▪ SLC/NGO partner: wire mesh, tools and training/ technical support ▪ SLC to provide herder education package 	<ul style="list-style-type: none"> ▪ Number of times predator enters improved vs unimproved corrals (VC records all losses in registry book) ▪ Guarding practices used ▪ Attitude toward snow leopard ▪ Status of ibex & marmot populations

Indicators should be:

- Measurable (capable of being recorded qualitatively or quantitatively).
- Minimum -- but sufficient & cost-effective (“do-able” cheapest method in terms of cost and labor that provides a reasonable level of reliable information upon which to assess the effectiveness of the activity or project).
- Specific (values should change proportionately in response to changes in the condition being assessed; i.e. indicator must specifically target outputs of interest, and not be too general or vague).
- Verifiable, consistent and measurable (it should be understood and measured the same way by each person involved in monitoring).
- Appropriate in terms of scale, resources, cultural factors and time (feasibility).
- Relevant and realistic to all stakeholder groups.
- Time bound.

The best indicators are those closely linked to both the goal and objectives , and that help one measure reduction in threat levels toward achieving the final target condition (e.g., no further multiple losses from corrals; open range depredation losses reduce by 25-50%). Several indicators are usually needed to adequately assess time and space bound changes. Remember that actual values may need to be standardized to account for fluctuating variables such as income/inflation or the amount of land cultivated/family. Instead of measuring “how much income” beneficiaries earn from enhanced tourism, it may be worth asking “what are they able to do” with additional income. Be flexible and modify or drop indicators in favor of others as more information accrues on their reliability and usefulness. **However**, change can only be measured against pre-project or the baseline conditions, so it is vital to determine these ASAP.

It usually helps to develop a separate matrix table for monitoring to include:

- What (indicators)
- How (method and specific tasks required)
- When (frequency and timing of monitoring)
- Who (responsible persons)
- Where (selection of sampling sites)
- Additional information that may be required or needed for interpreting results and person(s) responsible

Appendix 6: On Delivery (Signing the agreement for collaboration)

The last step entails the signing of agreement to collaborate and providing necessary funding or materials for carrying out the agreed-to actions. As a minimum, the agreement should spell out the following items:

- Objectives of the project
- Agreed-to actions, activities and expected outcomes (with list of responsible persons, parties, schedule and budget)
- Reciprocal contribution and responsibilities of each stakeholder (including donor) with a time frame
- Conditions (Rules and Regulations) of collaboration and penalties for infringement
- Any other important provisions
- Indicators for measuring progress and success, according to attached monitoring plan
- Title and signature of responsible persons / agencies with date of ratification
- Any other materials deemed useful (e.g., summary of planning activities undertaken, list of persons participating in planning, maps, planning matrices, etc)

The agreement should be signed by selected representatives from the community or relevant resource user group, or all livestock owning households in case of small settlements, by SLC (or NGO partner) and in case of a protected area, the responsible Management Agency. For an example of an agreement, see Appendix 7.

Ideally, the donor agency should be able to make the first deposit towards the collaborative Action Plan at the signing ceremony (which should be photographed and duly documented). Discussions should include dates for periodic review meetings, to follow-up on the progress being made toward the completion of each Action Plan item.

The workshop facilitator should also ask the following question, “How can we jumpstart the process and act starting today?” For example, besides signing the MOU, SLC representatives have made individual or collective commitments toward the shared goal or objectives (for example, taking an oath that they will do everything within their power to ensure this effort will be a success, or agreeing to help villagers conduct a activity or task of their desire that requires 2-8 hours to accomplish under a team effort (e.g., village clean-up, communal maintenance of an irrigation canal).

Other confidence measures that could be taken, now or later, depending upon the circumstances, include:

- Give the village a Certificate of Commendation and offer to make additional resources available if they undertake another specified conservation action (try to encourage these from them, rather than “forcing” conditionality too strongly).
- Discuss ways in which community or designated responsible persons could report progress to the SLC or the sponsoring organization and how we might best offer feedback or support in the future.
- Always follow through promises of capacity building, by for example, asking the community to identify prospective persons for training so that they can be interview them before leaving.
- Ask how actions decided during the planning sessions could be further leveraged? For example, what other partners and activities could be brought in?
- Make sure there is a mechanism for capturing feedback in terms of stories (personal or communal narratives of changes in perception, social or environmental improvements etc) and pictures (drawing or photographs). Where possible, provide a digital camera and train someone in taking pictures, capturing stories or conducting monitoring.
- Make sure dates are set for follow-through meetings and refresher skills trainings, and for delivering progress or final reports.

In selected communities (e.g., KVO, Skoyo), SLC has also concentrated on developing a simplified, more affordable camera-trapping system and protocol which can be implemented by trained villagers for tracking individual snow leopards and to foster enduring stewardship by building a constituency of people who value snow leopards as known individuals. This helps local communities, SLC, collaborators and donors better track the effectiveness of community-based snow leopard conservation.

Appendix 7: Sample Agreement (from Mustang, Nepal):

Contract Agreement for Predator-Proofing Corrals

In _____ Pastures of _____ Village, Upper Mustang, Nepal

Purpose: To construct good quality predator-proof corrals to replace the existing _____ structures in _____ pasture in order to end multiple loss of livestock by Snow Leopard. These corrals or livestock pens will benefit _____ households (total households in village are _____).

SLC – Snow Leopard Conservancy support is contingent upon community commitment to protect snow leopards and other wildlife, and to manage natural resources in a sustainable way. SLC is also committed to improving local incomes and livelihoods.

Responsibilities:

1) *SLC-Snow Leopard Conservancy*

- a) Provide offsite materials including:
 - 1) Mesh Wire
 - 2) Wooden poles
 - 3) Ready made door
 - 4) Hinges, Handles, Bolts
 - 5) Door Frame
 - 6) Wire to fasten mesh to poles
- b) Onsite Monitoring and Technical assistance as required.

2) _____ *Village Members*

- a) Provide sufficient on-site materials for good construction, including stones and mud, and shovels and other construction implements.
- b) Provide necessary skills (mistri) and unskilled labour for the collection of local materials and for construction of the corral.
- c) Provide project supervision by providing two responsible persons from each village.
- d) Assume full responsibility for maintaining the new structures in good repair
- e) Work with SLC to monitor livestock predation and to find ways of reducing & losses from other predators, and to submit annual reports
- f) Protect snow leopards and other wildlife, especially the natural prey species of wild predators so that they do not have to depend as much on livestock for their survival.

Other Conditions:

- 1) The new corrals shall be no more than one meter longer or wider than the existing structures they are replacing. The new corral measurements (length x width x height) will be _____ (to be provided to SLC for approval).
- 2) The new corrals must benefit all livestock-owning families of Village _____
- 3) Both parties agree to monitor corral construction and performance using the approved indicators for success (see below).
- 4) Herders shall responsibly guard their livestock while they are grazing on the open range.
- 5) Upon completion of the corrals, the villagers agree not to file any compensation claims for attacks near or in the corral, with the Wildlife Department.
- 6) There shall be no future retribution against Snow Leopards.
- 7) The villagers will report any instances of poaching to the concerned authorities; failure to do so shall result in SLC withdrawal of its support toward conservation and income enhancement.

Rules and Regulations:

1. Villagers (Beneficiary Community) agree to protect all wildlife, including snow leopard and its prey (agree to report poaching incidents to local authorities, not to hunt or disturb wildlife etc)
2. Villagers assume full responsibility for keeping the improved structure in good repair
3. Villagers agree to monitor the corral and program effectiveness and to report back to SLC and its in-country partner
4. Villagers agree to work with [in-country partner] to develop pasture management and improvement plans
5. There should be no overall increase in livestock numbers unless these can be supported by local pasture and forage conditions
6. Within one month, the beneficiary community will set appropriate fines for any infringement of the agreed-to rules and report these to SLC

Indicators for Monitoring Project Effectiveness (intended as examples):

- 1) Significant reduction in number of livestock killed by predators, with no losses associated with improved (predator-proofed) corrals, resulting in lowered people-wildlife conflict (responsible person to maintain a record of livestock losses to predators, disease and other factors, including type of livestock, whether killed in a corral or on the open pasture, the month when lost, place where lost, and household affected);
- 2) Shepherds get better sleep, and the time freed up from night-time guarding can be used for other productive activities;
- 3) Improved tolerance toward snow leopards and other predators
- 4) Increased environmental awareness and understanding of the “Balance of Nature”
- 5) Positive change in attitude toward presence of nearby National Park, with more productive cooperation with the park authorities
- 6) Reduced levels of poaching, with incidents (especially of outsiders) being reported to the authorities
- 7) Changes in animal husbandry and pasture management, leading to improved rangeland condition and carrying capacity
- 8) Stable snow leopard and prey species populations to attract tourists
- 9) Improved opportunities for earning income from tourism, especially nature guiding
- 10) Use of supplementary income to benefit household

Agreement signed this day _____ month ____ and year _____ by

Local SLC representative
(Title)

Dr. Rodney Jackson
Director, Snow Leopard Conservancy, USA

Village Representatives

1. _____
2. _____
3. _____
4. _____
5. _____

WITNESSED BY:

1. _____
2. _____