Community Engagement Toolkit for Field Implementers and Staff

Collaborative Conflict Management for Community Livelihoods and Snow Leopard Conservation

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Preface

Community-based conservation acknowledges that the conservation of biodiversity relies on local communities, described as a collection of individuals or households who identify themselves as a community and live in the same area sharing systems of local resource use, traditions and governance.

Through direct engagement and empowerment of local people, community-based conservation aims to reduce threats to biodiversity, reduce the conservation costs that local communities often incur, and to find approaches where conservation and livelihoods can co-exist.

Community-based conservation requires deep engagement of conservation practitioners, who may not feel equipped in such approaches. This toolkit is aimed specifically at conservation practitioners working with local communities and aims to help them better identify who to engage with and when, and also lays out a broad framework for engagement with local communities.

This toolkit is based on general theories of stakeholder engagement, and more specific experiences from the Snow Leopard Trust and its partners who have been involved in working with local communities in the Himalayas and Central Asia to promote the conservation of the snow leopard and associated biodiversity. These have been discussed in detail in a document called the PARTNERS Principles for Conservation with Communities, which the practitioners are encouraged to read.

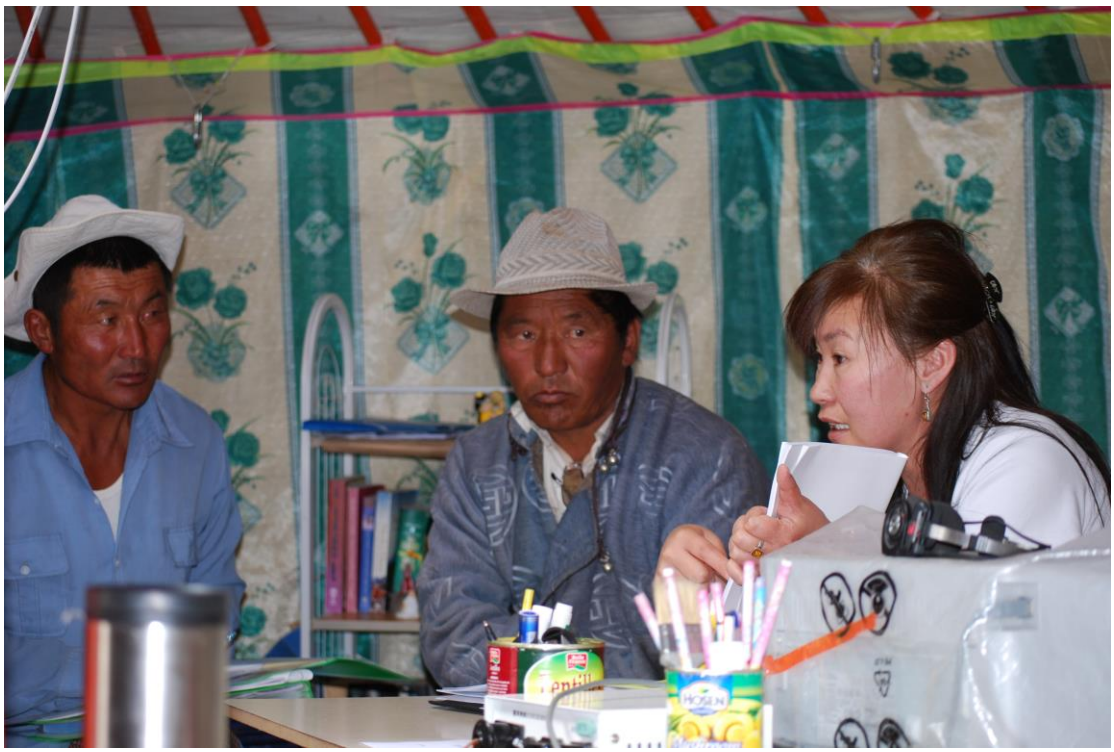
The toolkit is separated into two main parts. The first summarizes general principles of community engagement from the PARTNERS Principles document. The second outlines how these general principles can be applied when encouraging the uptake by community members and councils of conservation contracts, particularly the need to:

- meet, talk, and build relationships through sustained presence
- understand the context in terms of local socio-economy, ecology, conservation threats, local issues, and attitudes, and identify local champions
- negotiate interventions
- implement and monitor interventions.

DARWIN Project - Ethical statement

Through our work we will ensure that all project staff are aware of and follow the PARTNERS Principles. In particular, project staff will ensure that:

- The project meets the legal and ethical obligations of the UK and the countries involved.
- The health and safety of all staff working full and part time on the project is protected.
- Any project staff involved in the design or conducting of research should maintain the independence and integrity of the research process and ensure that they maintain an intellectual detachment from any personal convictions relating to the topic of their research.
- Informed consent of participants (following Prior Informed Consent (PIC) principles) is gained in relation to taking part in interviews and other data gathering activities, as well as setting up and implementing agreements.
- Confidentiality of participants' data is protected
- Participation in the project is voluntary
- Respectful engagement with communities is achieved, in which:
  - Fundamental dignity of participants and communities is respected
  - Communities are treated as equal partners
  - Any discord within communities is to be respected
  - Beneficence and non-malfeasance are followed as guiding principles
  - the potential value and relevance of traditional knowledge is recognized and utilised where appropriate, alongside international scientific approaches and methods.
- Transparency is prioritized by:
  - Sharing information on potential impacts of the project on participants and communities
  - Providing impartiality and equitable opportunities
  - Allowing community members to appoint local coordinators as needed to ensure transparency and impartiality in choice, and ensure that the perspectives, interests and well-being of those directly affected by project are properly addressed
  - Empathy will be a guiding principle, to better understand challenges and constraints within which communities and participants operate



The PARTNERS Principles: General principles of community engagement

Eight general principles are seen as essential for effective community-based conservation programs (Figure 1).

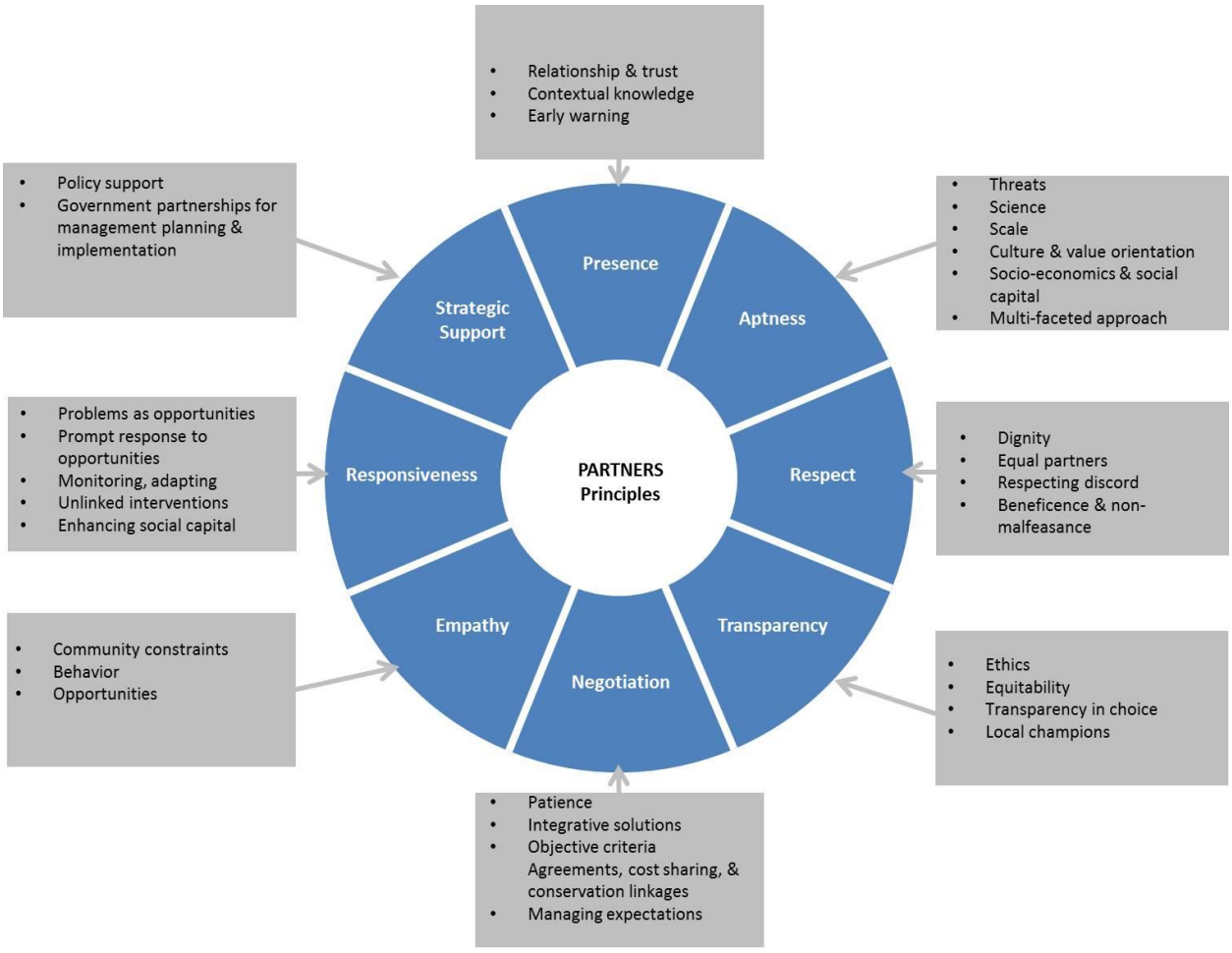


Figure 1. Eight principles for effective community-based conservation: Presence, Aptness, Respect, Transparency, Negotiations, Empathy, Responsiveness, Strategic support (or PARTNERS principles).

The eight general principles include:

1) Relationship-building through the sustained and long-term ***Presence*** of conservationists amidst the local community.

A strong and resilient relationship with local communities based on trust is the cornerstone of effective conservation, and unless there is a long-term presence, the relationships between communities and conservationists will remain weak. **Sustained presence** in the field and **participation and immersion in the way of life** of local communities is critical for building these relationships and for building credibility.

While it is impossible and unnecessary to be present everywhere, being based in a relatively larger community in the focal conservation landscape and periodic visits to other communities are useful in building strong relationships with local people. **Training and hiring individuals** drawn from the local communities can also help strengthen local presence, bring in more knowledge, and add value to the team. However, it doesn't absolve the practitioner from the need for immersion in the community.

Researchers, who are often based in the field for extended periods of time, can also play a vital role as agents for conservation.

Such presence can benefit conservation and local communities by generating knowledge, acting as an early warning system to identify and tackle new and emerging issues and increasing the support by local communities of conservation programs. It is important to highlight that individuals in the community will support a conservation program not simply because they stand to personally and directly gain from it, but because of deep and often strongly-held beliefs and emotions and also **trust** towards conservation practitioners with whom they have a strong relationship.

Lessons learned in relation to sustained and long-term ***Presence***

Do:

- Sustain field presence and immersion in the community
- Building strong relationships with local people
- Train and hire local people in the conservation team

Don't:

- Forget that people's emotions can be as or more important than other motives

2) The ***Aptness*** of specific community-based interventions with respect to addressing the main threats to biodiversity, the underlying science, the local culture, socio-economics, the available or potential social capital, and the value of multi-faceted programs.

While the replication of a successful community-based intervention in other sites can be useful, sometimes it may be only partly useful, at times a waste of conservation resources, and at worst, damaging for the local communities and biodiversity. The situation, the conservation threats, the constraints, capacities, and opportunities vary between areas and between communities in the same area, and they change over time. Acknowledging that no single solution will be applicable everywhere also makes it easier to try out new interventions and critically evaluate ongoing interventions, accept shortcomings and adaptively evolve the programs.

When communities are facing an issue or threat, they may have strong views on what is to be done, and request the conservationists' support. While community knowledge is to be valued highly and their solutions given high consideration, it is useful to insist on first studying the threat or issue, collaboratively if possible, and explaining respectfully why developing a better **understanding of the issue** is required. This can be done by providing examples, competing explanations, nuances, and other possible options. Following this assessment, interventions to address specific threats need to be designed or at least adapted to the specific contexts and communities. Such designs or adaptations will need to consider the scale at which to implement interventions, cultural aspects, socio-economic issues and social capital.

When communities and potential number of participants are large, it may be useful to manage the interventions at the **scale of voluntary and equitable traditional administrative groupings** rather than of the entire community or imposed new groupings. Where individuals or households are the main units of participation, elements need to be designed to facilitate the potential involvement and ownership of the entire community. Unless the entire community's support for conservation is generated the interventions will not have the desired impacts on biodiversity. For facilitating the participation of the entire community, and because any conservation issue usually has multiple dimensions, it is useful to consider multiple interventions in any community-based conservation effort, rather than focusing on a single intervention.

Assessing the **cultural appropriateness** of any community-based intervention is essential. Culture represents a complex of beliefs, practices, norms, values, and symbols. Important aspects of culture are the value orientations of people (their shared ideas of what is good or desirable) and gender representation and social equity – which must be considered in community-based conservation. The aptness and performance of any conservation intervention in a given community will often depend on the **local socio-economy**. It is therefore useful to assess the socio-economic status of households at the community level while designing or adapting a community-based intervention.

Finally, the **social capital** of communities needs to be taken into account. Local communities are kept together through shared space, resources, history, kinship, interdependence and reciprocity, local institutions, and traditions and rituals. This social capital forms a most important resource for effective community-based conservation. Communities may differ in their available social capital, just as interventions will differ in their reliance on social capital. Social capital needs to be considered, however, as it may have implications for the aptness and outcomes of community-based programs and intervention.

Lessons learned in relation to the ***Aptness*** of specific interventions

Do:

- Assess rather than assume threats to biodiversity
- Design and evaluate interventions to address specific threats
- Design interventions that are contextually appropriate for the target community
- Work with women and ensure adequate representation in the conservation team
- Reach out to the majority of the community, but working with relatively small groups
- Invest in social capital

Don't:

- Ignore social and cultural contexts when implementing programs
- Focus solely on program participants forgetting to build in a role for the entire community in the intervention portfolio
- Create new groups within the community for program operations, instead of traditional ones
- Focus solely on community land for landscape species conservation

3) A relationship that views the community with dignity and ***Respect***, and interactions based on beneficence and non-malfeasance.

It is critical in community-based conservation to interact with local people with **fairness, honesty and respect**, viewing local communities as **equal and autonomous** partners. This is not simply about external conduct and civility while interacting with local people, but one's internal **psychological orientation** towards local communities. For example, it is important to see them as equals, rather than recipients or receivers of aid. This orientation, knowingly or unknowingly, can have a considerable influence on behavior. The challenge lies therefore in seeing the dignity of local people despite their instrumentality, and despite potential behavior that may seem unethical and even illegal (e.g. killing a snow leopard). If our stance makes us view local communities as the recipient in community-based conservation, there will be no equality in the conservation partnership. There will be no fairness. This is a problem, as the very starting point of community-based conservation, alongside pragmatism, is the pursuit of fairness. It is helpful, and even humbling, to consider that in many ways, the **communities are the main provider** in this interaction, in the form of their potential support for biodiversity conservation that we are seeking.

It is important to be aware of local divisions and disputes between and within local communities as these can have unintended consequences for conservation work. However, using any such divisions and

disputes within the community for promoting conservation is both unethical, and counter-productive in the long term.

Lessons learned in relation to ***Respect***

Do:

- Treat community members with respect
- Seek to create an equal partnership with the community
- Engage in open and honest communication
- Take note of societal divisions and individual differences within the community

Don't:

- View local communities as recipients of aid or providers of conservation services
- Use societal divisions and individual differences within the community to advance the conservation agenda

4) High ***Transparency*** in interactions with local communities with truthful and open communication regarding each other's interests, and visible equitability in program benefits to community members.

Transparency implies **disclosure about our goals and purpose**, which is to promote biodiversity conservation through collaborative efforts that ensure beneficence and non-malfeasance for the community. It is the practitioner's responsibility to clearly reiterate in a way tailored to the community the shared conservation objectives, norms and rules of any intervention, the roles and responsibilities of all involved, and to explain why certain choices are made and what effects they might have. Transparency precludes the deliberate withholding of information regarding the interventions, especially their potential weaknesses and uncertainties. Community members must be provided with **opportunities** and avenues either in a group or even individually (and confidentially if they so desire) to seek explanations and share their advice and misgivings regarding conservation programs. Such transparency should ensure that the community itself **makes choices collectively** and based on transparent and equitable community systems regarding the intervention, who to hire to assist with research and conservation work, and as program coordinators.

It is useful to recognize that, more often than not, behind the successful implementation of conservation interventions at the community level is usually the disproportionate influence of one or more individuals from the community. They are very important partners in conservation. However, there is often the temptation to hire such individuals. This is certainly a convenient short-term arrangement, might sometimes be useful, but is not always a good idea. The potential positive influence of local champions on the community for conservation or other pursuits tends to erode when financial rewards get involved, even if entirely legitimate. Transparency requires **periodic targeted communication**, both formal and informal, not just with community leaders or local program coordinators, but also program participant, and the non-participant community member. Transparency in the process and interventions can help **build trust**, create **integrative interventions**, and achieve **greater participation and equitability** in the distribution of responsibilities and benefits among community members.

Lessons learned in relation to ***Transparency***

Do:

- Disclose our purpose and clearly communicating conservation goals to the community
- Reiterate our aims of beneficence and non-malfeasance

- Maintain transparency whenever making choices, such as the selection of households for a pilot intervention, or hiring of community members as program staff
- Interact with a broad set of community members, not just leaders or local program coordinators

Don't:

- Withhold information from communities, especially about potential negative impacts of conservation interventions
- Make decisions and choices without consulting the community
- Hire local champions as paid program staff

5) Integrative ***Negotiations*** with local communities and interventions based on formal agreements and conservation linkages.

Effective negotiation is central to community-based conservation efforts where, while a problem may be shared, there may be mismatches between the interests and expectations of the community, and those of the conservationist. Before negotiations can take place it is important to **create suitable conditions**, including building relationships and establishing trust through sustained communication and presence. Failure to take the time involved in such relationship-building into consideration can lead to pushing communities for urgent decisions or action, based on lack of trust, which is usually a deal-breaker in community-based efforts.

Using positional bargaining, an otherwise common form of negotiation where both parties start from relatively extreme opposing points and find a mutually acceptable solution, can be ineffectual and harm the relationship between communities and conservationists. It may also be unethical, as information is withheld, rather than transparent. To move away from a more traditional positional bargaining approach, an option better suited to community-based conservation is to take an **integrative approach**, changing the terms of negotiation by sharing information, having truthful and open communication, and **focus on the interests of the parties** rather than their positions. The resilience of conservation partnerships and interventions relies heavily on the extent of ownership people feel over the design and implementation of the interventions program. In the absence of integrative negotiations, and, therefore, ownership, community members may feel predisposed to increasing immediate return instead of considering future costs and benefits.

Following rational approaches and fair standards in community-based negotiations is important, for example by using **objective criteria** (e.g. market value of livestock, prevailing labor costs, etc.) when negotiating the terms of any agreement. However, the importance of people and relationship building, trust and respect in negotiation is not to be underestimated at any cost. Any disrespect or perceived disrespect used during negotiations due to impatience or as negotiation tactics can break down relationships built over years and lead to agreements being broken. Relationship building is not about winning or losing. Indeed, an intervention-focused, win-lose approach with communities usually comes at the cost of inadequate investment in the relationship, and is counter-productive for conservation.

It is helpful to discuss the intervention ideas **individually with key community members** before making formal proposals and initiating negotiations with the entire community. In addition, discussing ideas individually with people who are, for some reason or the other, expected not to be supportive can be very beneficial to get insights on the concerns and opposition one might face, and to think through ways to address them, thereby better preparing the conservationist for negotiations. Some of the ideas obtained in this way can make the intervention more apt and can help generate support and promote ownership, especially amongst people whose inputs have been sought in advance.

While in standard negotiations, walking away may make sense if the best potential agreement is poorer than the Best Alternative to a Negotiated Agreement (BATNA), in landscape level community-based conservation; this is not a desirable option. The main investment in such situations needs to be on

further communication and relationship building. There will be situations when the negotiations do not move forward despite effort, time and communication. Under such situations, third-party mediation is recommended. If there is a **neutral mediator** whom community members can trust, such as a respected member from another community in the same region, it can help circumvent, to some extent, any trust deficit that might exist between the community and the conservationist. A good mediator is able to understand and help better communicate the interests of both the parties to each other in a neutral way, and assess any hidden fears and concerns more accurately.

Innovation and site specificity are valuable in negotiations. Both time and flexibility are required to accommodate the constraints, opportunities, course of events, for building trust, and designing contextually appropriate and creative interventions. When there is broad agreement on the need and scope of any intervention, clear identification and distribution of responsibilities and regulations is essential. **Written signed agreements** can help formalize the system to positively influence conservation behavior and community welfare, develop a **joint understanding** of program details, understand respective responsibilities and privileges, avoid misunderstandings and a mismatch of expectations, and add transparency and equity to a process. Agreements that ensure tangible financial stakes for the community in the program process and impact combine powerfully with the sense of ownership and pride to strengthen conservation programs. Such agreements should also include pre-agreed mechanisms to respond to breaches and instances of conservation unfriendly behavior that the program is designed to address. If serious offences are committed, detailed discussion with the community regarding the incident and the course of action must precede the lodging of formal complaints. Finally, it is important to understand and reiterate to the community from the start that agreements may be **modified with mutual consent** as we learn from our experiences and mistakes, and as we jointly and adaptively improve the interventions.

Lessons learned in relation to ***Negotiations***

Do:

- Employ transparent, objective criteria or fair standards in negotiations with communities
- Discuss potential conservation interventions individually with community members before formal negotiation with the community
- Involve community members in the design of interventions
- Record details and nuances of a community-based intervention through written agreements
- Include mechanisms that allow to revisiting and making changes to signed agreements
- Build in incentives and tangible stakes
- Bring third-party mediation if negotiations aren't moving forward

Don't:

- Haggle or bargain for a bigger piece of the pie
- Push the community to make urgent decisions
- Withhold information
- Walk away from the community if negotiations aren't moving forward

6) The ability to view problems, constraints and opportunities from the community's perspective with a high level of ***Empathy***.

Empathy involves the perception and understanding of the ideas, cultures and emotional state of others. Empathy enables practitioners to view conservation and conservation interventions **from the perspective of the community,** thereby appreciating the community's time and support for conservation programs more than we would otherwise do, and better gauge what kind of conservation

interventions would be more effective in a given situation. Such empathy can highlight that while conservation may be the most important pursuit for us, it may only be only one of many for local people. Similarly, our ability to identify conservation opportunities or create conservation interventions is influenced by our understanding and empathy. Empathy can be **increased through immersion** in the community, making practitioners more accommodating, generous, patient and understanding. Empathy allows a better understanding of why things, that may at first be bewildering, irrational or irresponsible, get done – or don't – in a particular way. Empathy helps us realize that sometimes, a little push and support is all that the community needs. And it may be up to the conservationist to play the role of that catalyst.

Lessons learned in relation to ***Empathy***

Do:

- Try to look at conservation issues from the community's perspective
- Take both rational and emotional aspects into account when making decisions
- Make the effort to increase our capability for empathy
- Assume that most community members – like most other people – are decent and intelligent

Don't:

- Forget that our own behavior can often be irrational or irresponsible
- Walk away because of perceived inaction on part of the community, rather than catalyzing action

7) The ability to adaptively improve the programs and address emerging problems and opportunities with a high level of ***Responsiveness*** and creativity.

Timely and creative responsiveness is critical in community-based efforts because of the constant change in conservation opportunities, and threats to biodiversity, or new knowledge about the problems, weaknesses and management issues in the interventions themselves that need addressing or adapting. Such responsiveness should be seen as **opportunities** for strengthening both the interventions and the relationship with the community.

Communities face many challenges, and the conservationist is often requested to assist with issues that are not directly related to biodiversity (e.g., healthcare). One useful way – though neither sufficient, nor perhaps always appropriate – to assess the extent to which we should get involved in issues unlinked to biodiversity is to examine whether the problem and the need are **chronic or episodic**. Sometimes, agreeing to assist the community with episodic issues unrelated to biodiversity could help strengthen the relationship substantially. Being creative and helping them to meet their unrelated needs through interventions that are actually biodiversity-linked may be a better approach than providing direct assistance for biodiversity-unrelated issues. Deciding whether or not, or to what extent, to respond to biodiversity-unlinked societal issues is more difficult when the problem is chronic. Multiple issues become important in those instances including the seriousness and resource needs of the issue, our expertise (or lack of it), conservation resources, and the risk of creating undue expectation.

Evidence for the effectiveness of community-based programs in achieving biodiversity conservation remains limited, hence the pressing need for **monitoring and adaptive improvement**. Monitoring can help describe a conservation program comprehensively and quantitatively, to measure its quality and impact, and assist in improving or even creating suitable conservation interventions. A good monitoring program helps diagnose where problems lie, and accordingly, allows for adaptive improvement. In community-based conservation efforts, there are typically three types of indicators that we need to monitor to varying degrees and at relevant scales: (i) **status indicators** on the nature and severity of

threats to biodiversity in any area, (ii) **process indicators** to assess how well the conservation interventions are being implemented, and (iii) **impact indicators** that help assess the actual impact of conservation interventions on the biodiversity that one is trying to conserve. Variables to monitor include snow leopard populations, prey populations, status of rangeland vegetation, or extent of livelihood generation for community members.

Lessons learned in relation to ***Responsiveness***

Do:

- Monitor threats, interventions and impact
- Adapt and improve interventions whenever possible or necessary
- Help communities when they have urgent needs unrelated to biodiversity
- Look for ways to assist communities in biodiversity unrelated needs with interventions that are linked to biodiversity

Don't:

- Assume that threats and priorities remain stable
- Forget that problems are opportunities to improve conservation interventions
- Make promises and create expectations that one cannot keep
- Get directly involved in biodiversity-unlinked interventions if the team lacks the necessary expertise

8) *Strategic support* to increase the resilience and reach of community-based conservation efforts through partnerships with governments in management planning and implementation, and policy and legal support.

It is important to remember that community-based conservation is embedded within larger socio-economic settings such as global economic pressures and national and local development agendas. This is where strategic support for community-based conservation becomes so critical. Even at the local and regional levels, the role of governments in biodiversity conservation remains integral. It is essential to **work closely with governments** to create supportive processes and structures within the government system. These need to facilitate more rational decisions that better balance economic development needs with those of biodiversity, and strengthen the voice of communities in such decision making. This requires changes in policy, including the greater integration of different policy sectors, appropriate management planning and implementation, a stronger legal system in support of community-based conservation, and the involvement of conservationists in policy planning and implementation. Such involvement can help not only in highlighting conservation needs and possible solutions, but also in catalyzing **collaborative multi-sectorial efforts** for biodiversity conservation and human welfare.

Partnering strategically with the government can also improve the **resilience and sustainability** of community-based efforts. Conservation is the art of finding meeting ground amidst conflicting interests and priorities. It is about tradeoffs between the need to protect biodiversity and the need for development and prosperity. It is about finding effective compromise solutions through integrative negotiations. By generating strategic support of the government, we improve the chances of tilting the balance in negotiations in favor of biodiversity conservation. Working with governments can be frustrating, with policies being ignored, laws being circumvented or broken by the very same bodies that are responsible for creating, implementing, or upholding them. Conservationists end up needing to both collaborate with and oppose the government when warranted in the interest of biodiversity conservation. **Good diplomacy and negotiation skills** can, however, help traverse this delicate path.

Lessons learned in relation to ***Strategic support***

Do:

- Collaborate proactively with government officials and share expertise
- Facilitate cooperation and communication between various government sectors
- Act as a bridge between local communities and wildlife managers
- Compromise and reconcile, while being prepared to oppose the government when warranted

Don't:

- View the government as anathema for community-based conservation
- Assume there is no role for the practitioner in policy formulation, management planning and implementation

Encouraging the uptake by community members and councils of conservation contracts

Four main phases will be important in encouraging the uptake by community members and councils of conservation contracts. The first will be to meet, talk and build relationships through sustained presence. The second will be to understand the context in terms of local socio-economy, ecology, conservation threats, local issues, and attitudes, and identify local champions. The third will be to negotiate interventions, before a fourth phase of

> **Training exercise 1** – General experiences of community engagement
>
> Take some time to note down one or two positive and negative experiences of community engagement. For each example, specify the PARTNERS principle the experience refers to, and identify why approaches or interventions worked or did not work. Distill aspects that you hope to work on further through the toolkit and training.

implementing and monitoring interventions. Each of these is explored in turn in this section.

Meet, talk, and build relationships through sustained presence

While there may be a desire on behalf of conservationists to rush into discussions with the communities focused on setting up an intervention, such an approach is unlikely to work without first spending time and effort meeting, talking, and building relationships through sustained presence.

Meeting and talking are necessary to **build trust, credibility and relationships** with the community. Trust is key in community engagement, as community members will not engage if they feel they cannot trust the conservation practitioners or their institutions. Much of this trust will be linked to the credibility of the practitioner and their institution. Credibility means the (perceived) quality, adequacy and reliability of the individual(s), institution(s) and/or process of involvement. Credibility is linked to the reputation and track record of the individuals and institutions, and therefore can go back many years, or focus on a specific incident – whether it be good or bad. It is important to understand previous involvements of local communities with the conservation practitioners, if any, in order to build or re-build credibility. It will be useful in this context to always be **clear and transparent** (see PARTNERS principles) with community about the conservation practitioner's role, how interventions work and what the process can entail. For the latter, it may also be useful to produce materials that can explain the aims, objectives, approaches and funding mechanism of the institutions, and perhaps **testimonials from other communities** that have already worked closely with the institutions. These could add not only to the credibility of the individual conservation practitioner but also to that of the institution they are working for.

Secondly, how best to meet and talk? The most effective way if through sustained **presence** (see PARTNERS Principles) or immersion of conservationists within the community. This approach will allow the conservation practitioner to increase opportunities to meet and talk, and understand and **respect** people in the community (see PARTNERS principles). It will also allow the community to learn to know the conservation practitioner. But immersion is not sufficient in itself to engage with the community. This requires a pro-active and sustained approach. Conservation practitioners may also need to **display certain qualities or behaviors** seen as essential by local communities, such as:

- **Empathy** and **respect** (see PARTNERS principle)– or being able to put oneself in the place of others to better understand and acknowledge their views, values and

behaviors. Being open and understanding of different perspectives can lead to **trust between conservationists and local communities**.

- **Attentiveness and openness**. Conservation practitioners need to be **attentive listeners**, open to the views and perspectives of the local communities. All too often, failure to listen to others' perspectives, and instead focusing on what one thinks they should be thinking or doing leads to frustration for conservationists and local communities, and lack of relationship.
- **Patience, persistence and persuasiveness** – building relationships can take a long time; can often be tedious and frustrating. Local communities may be tempted to give up, but the persistence and persuasiveness of conservation practitioners may be key in keeping them on board.
- **Self-reflection** about one's own style of building relationships with others and managing conflicts. Practitioners working with local communities need to reflect on what they are doing, how they are doing it and learn lessons from each experience. This will not only help avoid repeating mistakes, but improve the way in which

Training exercise 2: Self-reflection: Styles of conflict management

Five styles of conflict management are common. No single one is right or wrong – each has its strengths and weaknesses. These different styles simply reflect our natural styles of conflict management. Read each of them and try and identify with your natural style of conflict management. Then try and identify its strengths and weaknesses, and what you might need to do to minimize the potential weaknesses. This categorization is also useful to understand the conflict management styles of others.

Horses (compromising): Horses are moderately concerned with their own goals and relationships with others. Horses seek to give up part of their goals, and persuade the other person to give up part of theirs – a compromise. They seek the middle ground in a conflict. They are willing to sacrifice part of their own goals and relationships in order to find agreement for the common good.

Sharks (forcing): Sharks try to overpower opponents by forcing them to accept their solution to a conflict. Their goals are highly important to them and relationships of minor importance. They are not concerned with the needs of others and seek to achieve their goals at all costs. Sharks assume that conflicts are settled by one side winning and the other losing. They want to be the winner. Winning gives them a sense of pride and achievement. Loosing gives them a sense of weakness, inadequacy and failure. They try to win by attacking, overpowering, overwhelming and intimidating others.

Turtles (withdrawing): Turtles withdraw into their shells to avoid conflict. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people with whom they are in conflict. Turtles feel helpless. They believe it is hopeless to try and resolve conflicts and that it is easier to withdraw from a conflict rather than face it.

Cuddly toys (smoothing): Cuddly toys' relationships are of great importance and their goals of little importance. They want to be accepted and liked by others. They think that conflicts should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that will ruin the relationship. They give up their goals to preserve the relationship. Cuddly toys try to smooth over the conflict for fear of harming the relationship.

Elephants (confronting): Elephants highly value their own goals and relationships. They view a conflict as a problem to be solved and seek a solution that achieves their own goals and the goals of the other person. They see conflicts as ways of improving relationships by reducing tension. By seeking resolutions that satisfy themselves and the other side, elephants maintain the relationship. They are not satisfied until solutions are found, and the tensions and negative feelings have been resolved.

practitioners interact with communities.

Sustained presence in the community, together with the qualities above and a pro-active approach, will contribute over time to building strong and long-lasting relationships in the community.

Understanding the context in terms of local socio-economy, ecology, conservation threats, local issues, and attitudes and identify champions

As highlighted above, relationship-building will be an important aspect to develop over time. Such relationship-build will often rely on **identifying common interests, experiences or values**. Presence in communities will be invaluable to understand and build on such commonalities. However, this will require an understanding of the local environment – not only knowledge about the biology of the system but also knowledge about the community, its dynamics, its strengths, underlying divisions, socio-economic conditions.

Practitioners will need to communicate the conservation interests, but importantly will need to build an in-depth understanding of the community's interests. Such interests can be better understood through **active listening**. Such active listening requires practice, skill and hard work. Active listening requires asking good questions, encouraging respondents, being interested in what they are saying, and not focusing on one's own answers. In active listening, one usually avoids closed questions that will only require a yes or no answer as these questions can lead communities to feel threatened and go on the defensive or worse aggressive. Ultimately this will reduce the information received and be negative in terms of relationship-building. To gain as much information on the perceptions of the communities in terms of the problems to be addressed, and gain an understanding of the interests of the communities, **open ended questions** are most useful. Such questions can also help reformulate the issues in terms of what is important to local communities, as opposed to what conservationists may assume is or should be important for them. Example of open-ended questions may include:

- What is the background to this situation? The situation in question will need to be ascertained for each community, but it is best generally to keep this question as neutral as possible, for example avoiding the term "conflict" or other words with possible negative connotations.
- What are the main issues that are of concern to you, and/or the community? This is a useful question as it aims to uncover some of the shared concerns and values of the community.
- Who is involved in this situation? This question could be useful to ascertain who may be involved in the negotiation.
- How could this situation be resolved? This is opening up the discussion to start exploring joint solutions through potential intervention ideas.
- How could conservation practitioners contribute? This could be useful to start communicating what community-based conservation is, why it relies on the long-term support of communities, the role of the practitioner, the institutions, how interventions work and what the process can entail. It is important to be completely honest, clear and open about what community-based conservation can and cannot do.

While some answers to open-ended questions may need to be probed further for example through direct clarification questions, it is often best to avoid asking questions that start

with why, as these can be perceived as needing justification, and can, again, put people on the defensive.

A useful **technique in questioning** is to use summary questions, where a response is rephrased or summarized and handed back to the respondent. These questions can reassure respondents that the questioner is listening actively and can encourage respondents to further elaborate on the issue. Another useful technique is to check assumptions to make sure we do not taint what is being said by our own knowledge or experience. If people need to be challenged, then this has to be done carefully and always constructively.

Barriers to good listening:

- Evaluating or judging what is being said to you
- Focusing on preparing your reply rather than listening attentively
- Selective hearing, or hearing what you want to hear
- Being in a hurry or rushing discussions
- Interrupting
- Wanting to put your point of view or your personal experience forward
- Disagreeing with the other person
- Closed body language
- Seeing the person as different or unequal to you

It is absolutely key in these dialogues to ensure that respondents have **the time to respond**. Silences, encouraging nods, eye contact and open posture are all very useful to enable respondents to think issues through and respond in their own words and time. It is also important to be attentive to non-verbal messages such as body language, not only respondents' but also one's own. While it easy to disguise a message in verbal communication, it is much more difficult to do so in non-verbal communication.

Respondents must feel that their **concerns and interests have been heard and acknowledged**. In addition to acknowledgement of people's concerns and interests, **active listening** can also help respondents better understand their concerns and interests. All these can combine to create a greater sense of **ownership** in the process, which will be key to ensuring that communities can design and implement interventions based on negotiations.

Training exercise 3: Active listening

Within groups of three, where one is the listener, one is a participant and one is the observer, ask the participant to outline a specific issue. The role of the listener is to listen *actively*, using open questions; checking assumptions; challenging in a constructive manner; rephrasing; summarizing. The observer has an important role in observing the interaction (including the body language of both listener and participant) and then constructively providing constructive feedback to the listener. Once each individual in the groups has had the chance to be listener, participant and observer, discuss as a group the challenges of active listening and lessons learned. If you cannot do this as a group of three, try practicing open questions; checking assumptions; challenging in a constructive manner; rephrasing; summarizing, whenever you can.

Identify and engage community coordinators within local communities

It is useful to recognize that, more often than not, behind the successful implementation of conservation interventions at the community level is usually the disproportionate influence of one or more individuals from the community. There is often the temptation to hire such individuals. This is certainly a convenient short-term arrangement, might sometimes be useful, but is not always a good idea. The potential positive influence of local champions on the community for conservation or other pursuits tends to erode when financial rewards get involved, even if entirely legitimate. Fortunately, these local champions tend to also be amongst the more self-sufficient, and less in need of livelihood opportunities. They are often motivated by the pride of being involved in programs of societal relevance, and by their relationship with the conservationist, rather than by a desire for personal gain.

There is also a need, especially in terms of monitoring (see section below) and implementation, to identify and engage **local coordinators**. The role of the local coordinators is both an important and sensitive one. Local coordinators should not be perceived as 'employees', or even as power centers, but rather as supporters facilitating the local initiatives. It is therefore important to encourage the participants or the community to select local coordinators, rather than conservation practitioners doing this themselves.

The participants or local community should be encouraged to build in systems (e.g. change or reappointment after a specified term) so that local coordinators can be changed if needed without causing discord in the local community. The coordination work should ideally be a voluntary rather than paid position. In some cases, committees that oversee the local coordinator and program may be helpful. The conservationist can be one of many on the committee.

Qualities of the local coordinators should, in many respects be the same as those of conservation practitioners, see above, namely:

- **Empathy** (see above) –being able to put oneself in the place of others to better understand and acknowledge their views, values and behaviors.
- **Tolerance** in terms of being able to understand different perspectives and balance the needs of communities as well as conservation.
- **Be trustworthy** so that both conservation practitioners and the local community feel they can be honest and open about their concerns, issues and behaviors.
- **Knowledge of the local environment** – not only knowledge about the biology of the system but also knowledge about the community, its dynamics, underlying socio-economic conditions.
- **Flexibility and innovation**. A useful attribute for local coordinators is the ability to be innovative in problem-solving, to think outside the box and come up with options that can be considered by the local community. Much of this will rely on their knowledge of the local environment, their attentiveness and openness and their empathy. Such creativity and flexibility can often be a result of experience.
- **Clarity** about their role, how interventions work and what the process can entail.
- **Self-reflection.** It is essential for local coordinators to be able to reflect on what they are doing, how they are doing it and learn lessons from each experience. This will not only help avoid repeating mistakes, but improve the way in which local coordinators interact with communities.

The local coordinators or even the champions should not be seen as the only or main point of contact in the community. Communication must not be restricted to the coordinators and local champions, but conservationists should remain in touch with participants and other

non-participating community members to the extent possible and obtain their periodic feedback.

Local coordinators will have a number of rights and responsibilities, which should be agreed upon at the start of the coordination role, and periodically reviewed and assessed. Generic roles and responsibilities of local coordinators include:

- Serving as a bridge between the community and the conservationist
- Ensuring a transparent and equitable distribution of opportunities or benefits among the participating families, with support from the conservation practitioners. It is helpful to share a copy of the conservation contract with all participants so that no (perceived) bias or favoritism of local coordinators takes place.
- Continuous interaction (or at least once a month on average) with conservation practitioners to ensure resilience and efficiency of the program.
- Willingness to share their experiences about the intervention with other communities.
- Periodic communication with the local community in formal or informal settings to discuss any issues, or progress in the intervention.
- Monitoring outcomes of community engagement (see below).

Conducting productive negotiations

Conducting productive negotiations will entail three main steps. The first, covered in the previous section, will be understanding community interests to identify and build on possible integrative strategies for mutual gain. The second will be **discussing intervention ideas** with members of the community, before determining the **timing** of negotiations, and then **negotiating the terms of agreements**. Each of these steps is explored in this section.

Negotiations in the context of community-based conservation are **long-term and sustained**. As such, positional bargaining, where parties usually starting from relatively extreme opposing points and gradually find a mutually acceptable solution, is not a viable option. By expanding the scope of the initial bargaining and creating joint value, **integrative strategies aim for mutual gain**. They rely on sharing of information, truthful and open communication, and focus on the actual **interests of the parties rather than their positions**. If confronted by positional bargaining, practitioners may need to change the terms of negotiation.

Discussing intervention ideas

Once the interests and concerns of the community and conservation have been shared, discussed and acknowledged, it may be useful to compile, refine and **discuss potential intervention ideas** individually with key community members (identified in the previous step), before making formal proposals and initiating negotiations with the entire community. Whilst daunting, it can also be very helpful to seek out actively and discuss the ideas individually with people who are, for some reason or the other, expected not to be supportive. These steps, especially when taken before formal community meetings, help to get insights regarding the kind of concern and opposition one might face, and to think through ways to address them, thereby better preparing the conservationist for the

Training exercise 4: Discussing intervention ideas, being challenged and responsive.

This training exercise will allow individuals to have their views challenged, and to see these challenges as opportunities. This exercise builds on what we have learned so far, particularly self-reflection, empathy and active listening. This exercise can be done individually or as a group. Think of an intervention idea. Then think of all the potential challenges such an intervention ideas could face. This will require placing yourself in the shoes of others of different gender, age, with different backgrounds and interests. For each challenge, think of how you might respond, and whether this response will engender further challenges. If carrying out this exercise as part of a group, discuss as a group lessons learned from the exercise.

negotiations. Some of the ideas obtained in this way help to make the intervention more **apt** (see PARTNERS principles), especially if one is reflective about the reactions of others to potential interventions. In community-based conservation, emotional and psychological aspects are important. Such aspects are more easily understood through individual contact that in groups. Such discussions also help in generating support for the idea and promoting ownership, especially amongst people whose inputs have been sought in advance and considered. It is always best to iron out difficulties before an actual negotiation. Such preparatory work can avoid potential traps, such as being inadequately prepared or losing control of the process, and can help be more responsive (see PARTNERS principles).

Timing of negotiations

A key initial decision on the part of the conservation practitioner will be on the **timing of entering negotiations**. Part of this decision will be based on the practitioners' experience, but a big part will need to come from the community itself. Indeed, each community will be different and will require a tailored approach. By knowing the community well, one can get a feel for when relationship building is strong enough to start negotiations. Even so, it is common to have a few false starts before negotiations can be conducted. If such false starts happen, self-reflection will be needed to assess what went wrong, and how to approach negotiations in the future. Another period of relationship-building will no doubt be needed before proceeding further.

Negotiating the terms of agreements

Following **rational approaches and fair standards**, in a respectful and co-operative environment, are essential components of community-based negotiations. Negotiations may be done in one session, or over time. If a conservation practitioner leads the negotiations, he or she will need to start the negotiation in a safe environment, not only a safe and comfortable physical environment, but also an emotional environment in which co-operative decision-making is conducive. If a conservation practitioner leads the negotiations is it essential to approach the negotiation with respect and tolerance, and not as a process to win in the interest of conservation. Rather, negotiations should be seen as a process by which both the community and conservation should mutually gain through the identification and development of tailored interventions.

Being **prepared** for the negotiation is essential (see training exercise 4). Much of the groundwork will have been done before-hand (see above). At the negotiation, the role of the practitioner, or whoever is leading the negotiation will be to set out the aims of the negotiation and how it will take place. This should be done in a positive way, emphasizing the general aims of community-based conservation, the common interests and concerns and the issues that will be discussed in the negotiation. The process should also allow community members to add any other issues they wish to discuss. Once issues have been identified and prioritized in terms of importance, a negotiation usually involves a range of different steps (which have in part already been explored in the groundwork above) including:

- the exchange of views and perspectives on issues identified as important
- the development and discussion of different (and perhaps creative or innovative) intervention options addressing the issues identified and tailored to the community interests and needs, including their strengths and weaknesses
- progress towards terms of agreement.

When discussing the issues identified as important, a useful approach is to start with an important issue where commonality exists and that can be tackled reasonably quickly. This

will encourage participants to think of commonalities and see progress. The second issue can then be more complex, but participants will be more likely to tackle it in a positive way, knowing that they can work in a collaborative manner. It not be essential to address all issues at once. Such negotiations are based on long-term relationships with communities and there will be opportunities in the future to jointly pursue some ideas that are not entertained immediately for implementation.

In addition to active listening, which we explored in the above section on understanding interests, a useful tool in negotiations when exploring issues and possible interventions is

Training exercise 5. Reframing in the context of community-based conservation negotiations. Reframing can be very useful for the conservation practitioner to better understand the interests and positions taken in a negotiation, and for others to understand what the underlying issues are. In this exercise you are encouraged to think of how best to reframe statements, and also think about what the reframing is allowing you to do. An example is provided below.

Statement	Reframing	Aims of reframing
Example: We need to get rid of these snow leopards who are killing our livestock	Example: So you want to negotiate an agreement where livestock are better protected…	Move from a negative to a positive perspective Shift from position to interests

reframing. This process involves changing the frame of reference around what respondents are saying, in other words helping others see issues or concerns in a different light, with the potential to change perceptions and even ensuing behavior. Reframing is very useful in negotiations as it can shift focus from positional bargaining to underlying interests, but can also neutralize hostilities or negative perceptions, and shift from a focus on the past to one in the future where solutions are shared. Reframing is, however, challenging and needs to be practiced and perfected.

When negotiating the terms of any agreement it is essential to use **objective criteria**, for example deciding the compensation amounts in insurance programs according to the market value of livestock, while at the same time, correcting the premium amounts people contribute based on the risk of mortality. Fair standards, apart from market value, can also be based on expert opinion, laws, or customs, or a combination of criteria. The purchase price of handicrafts produced by women involved in Snow Leopard Enterprises for example is negotiated based on a combination of raw material, time and skilled labor involved in each product, and the market value. If participants expect unreasonably high payment, it is useful to reiterate during the negotiations that that while SLE promotes fair pricing, more importantly, it can provide access to an assured, relatively risk free market, in addition to constant skills improvement.

Whilst reaching an agreement quickly can be a mark of good preparation, it can also be an alarm bell. Indeed, **moving too quickly** to a solution can in many cases indicate that underlying issues have not been tackled or fully understood, or that practitioners' directness or desire to 'close a deal' has over-ridden the process. It may, in these cases, be wise to reflect again on the community interests and check that issues have been thoroughly explored and integrated in the negotiation process.

There will be situations when the negotiations reach a **stalemate** despite all the effort, and patient and respectful communication. Whilst it may be tempting to walk away, this is not

viable in the context of landscape-scale conservation. The best approach to dealing with stalemate is obviously to try and prevent them from happening in the first place, for example by going through all the issues at the beginning of a negotiation and again before reaching the end, so that no last minute issues can unbalance the process. If agreements are not reached, one option is simply a cooling off period during which discussions can take place to continue building relationships and developing possible interventions, before entering into another negotiation. Another possible solution may be though **third-party mediation** from a respected member from another community in the same region for example may be recommended. The advantage with a third party is that they may be perceived as more neutral than a conservation practitioner, who may be perceived as having their own agenda.

Once terms of agreement have been agreed, recording the details of any intervention in the form of a **written agreement** has a valuable role in helping both the community and the conservationists develop a similar understanding of program details, as well as of their respective responsibilities and privileges. Agreements also play a role in helping bring more equity among the participants, and allow for a sense of ownership. Building sanctions and incentives into the intervention can help encourage conservation friendly behavior and address social dilemmas. This is best done through community discussions, and recording mutually acceptable clauses into the signed agreement. As a rule of thumb, incentives, because of the positive connotation, are to be preferred over sanctions.

Written agreements should:

- Be written in positive tones
- Be clear so that no misunderstandings can emerge
- Clarify the roles and responsibilities of all parties
- State that the agreement has been reached as a result of negotiation between parties

Training exercise 6. Examples of written agreements. Look at examples of written agreements and think about what works well and what doesn't, what could be improved and why, thinking about the aspects above.

Finally, during general negotiations and drafting of agreements, it is also helpful to convey to the community that the agreements are not carved in stone, and that, in fact, it is useful to modify the agreement with mutual consent as we learn from our experiences and mistakes, and as we jointly and adaptively improve the interventions.

Implementing and monitoring community–based conservation efforts

Under the Darwin project, we will increase the number of communities we work with to a minimum of 47 treatment communities, where we have conservation initiatives, and 3 control communities (where we have no conservation interventions) across Pakistan, Kyrgyzstan and Mongolia. The project commits to increase the number of communities where we have more than one initiative to >20.

We have promised to:

- Build at least 15 new predator proof corrals protecting >5600 livestock,
- Insure up to 10,000 additional livestock in >6 communities and
- Build at least 3 new community handicraft schemes involving >118 new participating households

Parameters we need to monitor (see Appendix 1 for more detail):

- Livestock predation
  - livestock population and losses to predators in all communities in all years
  - livestock population and losses to predators and other causes in sample communities in years 1 & 3
  - livestock numbers and predation inside the predator-proof corrals built under this project
- Livestock value, insurance premiums and pay out rates
  - premiums paid, pay out rates, value of different livestock for all communities in insurance programmes in all years.
- Handicraft sales and price received
  - numbers of participants and orders for all communities in handicraft programmes in all years
  - handicraft sales and price received in sample households in sample communities in years 1 & 3
- Household income
  - household income in sample households in sample communities in years 1 & 3
- Attitudes of local people
  - attitudes of people toward carnivores, wild ungulates, conservation initiatives in sample households in sample communities in years 1 & 3
- Killing of wild ungulates and snow leopards
  - Triangulated reports of killing of wild ungulates and snow leopards in all communities with conservation contracts in all years
- Wild ungulate population estimates
  - surveys undertaken in representative habitats in programme and control landscapes in years 2 & 3 through double observer techniques
- Snow Leopard population estimates
  - surveys in representative programme and control landscapes undertaken in years 1 & 3 through camera trapping

Table 1: Darwin project monitoring parameters, frequency and methods

Monitoring Parameter	**Where (location)**	**Baseline**	**Follow-up**	**2016**	**2017**	**2018** (end of project)	**Method**	**Remarks**
No. livestock and predation	All communities	2015	annual	Yes	Yes	No	Community summary information	See file "Community monitoring survey for Darwin project"
Premiums paid, pay out rates, value of different livestock	All communities in insurance programmes	2015 and previous years	annual	Yes	Yes	No	Community summary information	See file "Community monitoring survey for Darwin project"
Handicraft participants and orders	All communities in handicraft programmes	2015	annual	Yes	Yes	No	Community summary information	See file "Community monitoring survey for Darwin project"
Killing of wild ungulates and snow leopards	All communities	2015 and previous years	annual	Yes	Yes	Yes	Triangulated reports from community contacts, champions, PA staff & wildlife departments & police	See file "Community monitoring survey for Darwin project". Available information for previous years will be useful to have
Livestock predation inside corrals	The corrals built under the Darwin project	2015 First survey to be conducted before the corrals are built	annual	Yes	Yes	No	Questionnaire from households with corrals, include ALL households with new corrals	Interview survey detailed in file "Corral questionnaire for Darwin" Similar to PTES Corral project in Mongolia
Livestock losses	Sample communities	2015	2017	No	Yes	No	Interview survey	See "Household monitoring survey for Darwin project". No. livestock losses to different predators and all other causes such as disease, flood, winter snow etc.
Handicraft sales and price received	Sample communities	2015	2017	No	Yes	No	Interview survey	See "Household monitoring survey for Darwin project".
Household income	Sample communities	2015	2017	No	Yes	No	Interview survey	See "Household monitoring survey for Darwin project".
Attitudes of local people	Sample communities	2015	2017	No	Yes	No	Interview survey	See "Household monitoring survey for Darwin project".
Wild ungulate population	6 landscapes	2016	annual	Yes	Yes	No	Double-observer survey (Tumursukh et al. 2015)	Additional details in Appendix A4. 1 landscape in each country around communities with interventions, & 1 control landscape in each country
Snow leopard population	6 landscapes	2015	2017	No	Yes	No	Camera-trap surveys & more detailed survey 2017	Depending on the logistics of the endeavor this exercise could also be conducted annually (Sharma et al 2014)

* There could be overlap across these questionnaire surveys. Thus it is recommended that these surveys be appropriately combined with each other for optimum sampling

Household surveys - 2015

2015	Number of communities for household surveys in 2015				
	No scheme[1]	1 scheme[2]	2 schemes[3]	3 schemes	Total
Pakistan	5	5	5	0	15
Mongolia	5	5	3	0	13
KG	5	3	0	0	8
India	5				

[1] We need data from communities in each country where there is currently no intervention, but where we expect one to be in next two years. As discussed we also need control communities where there is no intervention. Given the challenge of raised expectations, we will collect data from a separate group of communities with no intervention in year 3

[2] **Randomly select communities** with one scheme (vaccination in Pakistan / Handicrafts in Mongolia) for sampling

[4] Sample all communities with 2 or more schemes.

Maximum number of households to survey per community in 2015

	Number of schemes community involved in				
Households to survey	Community involved in 0 scheme	Community involved in 1 scheme	Community involved in 2 schemes[1]	Community involved in 3 schemes1[1]	Community involved in 4 schemes[1]
Non-participating households	Max 20	Max 10	Max 10	Max 10	Max 10
Households participating in 1 scheme		Max 10	Max 10	Max 10	Max 10
Households participating in 2 schemes			Max 10	Max 10	Max 10
Households participating in 3 schemes				Max 10	Max 10
Households participating in 4 schemes					Max 10
Total no. HH surveys	20	20	30	40	50

[1] For communities involved in multiple schemes, where possible split HH surveys between different schemes.

Selecting households. **<u>Randomly select participating households</u>** in community for survey. For communities in 1 scheme, use paired sample design – for each participating household, randomly select a nearby non-participating household.

Gender.

Where possible we need attitude data from a range of men and women, ideally from the same households, and collected separately (ie. Not when interviewed together).

Wildlife Surveys

We will work in 6 landscapes – two in each country. Treatment landscapes contain the communities we are engaged with. Control landscapes will be in similar habitat, but contain communities where there are no interventions. In each landscape we will:

- Estimate snow leopard abundance through camera-trap surveys in 2015. We will repeat in 2017, with a more detailed survey. See *Sharma et al. (2014). Vigorous Dynamics Underlie a Stable Population of the Endangered Snow Leopard Panthera uncia in Tost Mountains, South Gobi, Mongolia. PloS one, 9(7), e101319.*
- Estimate abundance of wild ungulates through double observer census techniques in 2016 and 2017. See *Tumursukh, et al. (2015) Status of the mountain ungulate prey of the Endangered snow leopard Panthera uncia in the Tost Local Protected Area, South Gobi, Mongolia. Oryx DOI: 10.1017/S0030605314001203*

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Appendix 1 – Draft monitoring surveys

Community Monitoring Survey

General data to be collected for **ALL communities once every year.**
Data period is for year ending in survey date

Country	
Community / Bag name	
Date	
Observer name	
Information based on:	Whole community / sample of households. If sample , N =
GPS Latitude	
GPS Longitude	
Total no. households in community/bag	
Total no. people in community/bag	
Schemes operating in community (circle)	Predator-proofed corrals / Vaccinations / Insurance / Handicrafts
Education programme	Y / N. If Y – type:
Other interventions	List:

CORRALS	Winter	Summer
No. families with access to corrals		
No. families with access to predator-proofed corrals		

Numbers of households involved in different interventions. **Interventions**	**No. participating households**
Predator-proofed Corrals only	
Vaccinations only	
Insurance only	
Handicrafts only	
Predator-proofed Corrals & vaccinations	
Predator-proofed Corrals & insurance	
Predator-proofed Corrals & handicrafts	
Vaccinations & insurance	
Vaccinations & handicrafts	
Insurance & handicrafts	
Predator-proofed Corrals & vaccinations & Insurance	
Predator-proofed Corrals & vaccinations & handicrafts	
Predator-proofed Corrals & Insurance & Handicrafts	
Vaccinations & Insurance & handicrafts	

Predator-proofed Corrals & Vaccinations & Insurance & Handicrafts	

Any evidence of killing of these animals in previous year from multiple sources:

	Reports received from: (tick as appropriate)						Overall Conclusion: Killing is:					Notes
	K	C	R	Pa	Po	O	Proven	Likely	Possible	Unlikely	Very unlikely	
Snow leopard												
Wolf												
Ibex												
Argali												
Blue Sheep												

Reports from (K) key informants / (C) champions / (R) rangers / (PA) protected area staff /(Po) Police/ (O)Other

Overall Conclusion – interviewer makes assessment based on all information gathered from as many of the following as possible - K,C,R,PA,PO (see above).

Keep any written reports

LIVESTOCK LOSSES

Small bodied	Cashmere (pashmina) goats				Other goats				Sheep			
	M		F		M		F		M		F	
	Sa	A	Sa	A	Sa	A	Sa	A	Sa	A	Sa	A
No. livestock												
No. livestock predated:												
No. livestock predated by SL												
No. livestock predated by wolf												
No. livestock predated by other (please state)												
No. livestock lost to other causes:												

Notes: M = male, F = female. Sa = subadult, A = adult. Predation / losses – over last 1 year

Large bodied	Sp:_____						Sp_____						Sp_____					
	M			***F***			***M***			***F***			***M***			***F***		
	A	Sa	Y	A	A	A	A	A	A	A	Sa	Y	A	Sa	Y	A	Sa	Y
No. livestock																		
No. livestock predated:																		
No. livestock predated by SL																		
No. livestock predated by wolf																		
No. livestock predated by other (please state)																		
No. livestock lost																		

to other causes:																		

Notes: M = male, F = female. Sa = subadult, A = adult. Y= young. Predation / losses – over last 1 year

Continued:

Large bodied	Sp:_____						Sp_____						Sp_____					
	M			***F***			***M***			***F***			***M***			***F***		
	A	Sa	Y	A	A	A	A	A	A	A	Sa	Y	A	Sa	Y	A	Sa	Y
No. livestock																		
No. livestock predated:																		
No. livestock predated by SL																		
No. livestock predated by wolf																		
No. livestock predated by other (please state)																		
No. livestock lost to other causes:																		

Livestock value (herder's perspective)

					Insurance (if applicable)					
		Livestock value			**Agreed premium rates**			**Agreed pay-out rates**		
	Species	A	Sa	Y	A	Sa	Y	A	Sa	Y
Small bodied										
Large bodied										

NOTES:

Accuracy of livestock assessments: 1(Very accurate) – 5 (inaccurate): 1/2/3/4/5

Other notes:

Community name:

Family name:

Number of corrals:

Corral Questionnaire for those hh with ANY type of corral (own construction or predator proof). Collect data on ALL predator-proofed corrals and sample of own construction. One form per corral.

Survey date: Name of investigator:

Corral variables	Response	Remark
Gps Loc (N)		
GPS Loc (E)		
How many families use corral?		
How long has corral been there?		
Has corral been predator proofed?	Yes No	
If yes, give year		
Corral material		
Corral height (in meters)		
Corral built along cliff or free-standing	Cliff Free	
Corral circumference	Closed Open	
Distance of Ger to nearest hiding cover (meters)		
Distance of corral site to nearest hiding cover (meters)		
# of broken place in corral (excl. gate, damaged)		
Any other additional measures to protect livestock when in the corral?		
Total number of livestock (by species) SHUT IN the corral when corral is used	Cow: Dzo: Yak: Sheep: Cashmere goat: Other goat Donkey: Horse: Other:	

How many times have predators entered corral over the last year?		
If corral predator-proofed, how many times have predators entered corral since proofing?		
If predators have entered the corrals, when was the last time that happened?	Year:_____ Season:_____	
Number, species and age of livestock lost INSIDE corral.	Cow: Dzo: Yak: Sheep: Cashmere goat: Other goat Donkey: Horse: Other:	
Number, species and age of livestock lost OUTSIDE corral if not shut in.	Cow: Dzo: Yak: Sheep: Cashmere goat: Other goat: Donkey: Horse: Other:	

NOTES:

Household Questionnaire

Country	
Community / Bag name	
Date	
Family name	
Observer name	
When last interviewed	Never /
GPS Latitude	
GPS Longitude	
Interviewee age	
Interviewee gender	M / F
Interviewee education	
Which schemes do HH participate in?	No scheme / Vaccination / Corral protection / Insurance / SLE
Ethics	Do you have approval from the interviewee to use these data: Y/N

Gender *– where possible, get balance of men and women. Also, if possible, get some male and female surveys from same household, but they should not be together when interviewed.*

Income generation over last 1 year

- Household income: <10mT /10-25mT/25-40mT/40-55mT/ >55mT
- Number of family members:_____
  - Number of female family members
  - Number of male family members
- No. of family members living in household with salaries: _____
- No. of family members living in household with pension: _____
- No. livestock sold:
- Other income sources:
  - Mining
  - Handicraft production
  - Dairy products
  - ?
- House living condition Very good Middle Poor
- Do they have: Bike___Car___Phone____TV____Solar panel__ other_____

SL education

- Have you received any information regarding Snow leopard conservation? Yes / No
  - If yes, what type?
    - newsletter
    - workshop
    - community meeting
    - Other_____
  - How often?
- Have others in your community received any information regarding Snow leopard conservation? Yes / No / Don't know
  - If yes, what type:_____
  - How often?

NOTES:

Livestock number and losses - Small bodied

	Cashmere Goat (pashmina)				Other Goat				Sheep			
	M		F		M		F		M		F	
	Sa	A	Sa	A	Sa	A	Sa	A	Sa	A	Sa	A
Number												
No. predated:												
Losses to other causes:_____												
No. predated by SL												
No. predated by wolf												
No. predated by other _____												
No. predated in pasture												
No. predated at night												
No. predated in summer												
No. predated in winter												

Notes: M = male, F = female. Sa = subadult, A = adult. Predation / losses – over last 1 year

Livestock number and losses - Large bodied

	Sp:		Sp:		Sp:		Sp:	
	M	***F***	***M***	***F***	***M***	***F***	***M***	***F***

	A	Sa	Y	A	Sa	Y	A	Sa	Y	A	Sa	Y	A	Sa	Y	A	Sa	Y	A	Sa	Y	A	Sa	Y
Number																								
No. predated:																								
Losses to other causes:_____																								
No. predated by SL																								
No. predated by wolf																								
No. predated by other _____																								
No. predated in pasture																								
No. predated at night																								
No. predated in summer																								
No. predated in winter																								

Notes: M = male, F = female. Sa = subadult, A = adult. Y= young. Predation / losses – over last 1 year

- What preventive measures do you use to protect your livestock from carnivores
  - When herding:_____
  - When livestock are housed:_____

- How much livestock loss by carnivores is acceptable to you?
  _____

- When did you last see these animals?

	Never	Year & season (& any notes)
Snow leopard		
Wolf		
Ibex		
Argali		
Blue sheep		

- What effect do you think these animals have on your livelihood?

	strongly negative	negative	neutral	Positive	strongly positive
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

NOTES:

Attitudes

1. I like to see *these animals* in (Tost / Spiti…etc):

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

2. *These animals* should be protected in [Tost / Spiti…]:

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

3. If *these animals* were conserved in [Tost / Spiti/..], I would support it:

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

4. Children should be taught about *these animals* at school:

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

5. The conservation of *these animals* is beneficial for [Tost/Spiti]:

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

6. Where should *these animals* be protected?

	Rangelands	Everywhere	Only National Parks	Zoo	In other places	Nowhere	Don't know
Snow leopard							
Wolf							
Ibex							
Argali							
Blue sheep							

For SL explain why:_____

7. What should be done when *these predators* kill my livestock?

	Nothing – they also need food	Nothing – I can bear it	Can't do anything	Chase it away	Kill it	
Snow leopard						
Wolf						

For SL explain why:_____

8. I would feel very unhappy if these animals disappeared from [Tost /Spiti..].

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

9. People in my community would support me if I stopped these animals being killed

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

10. If someone kills one of these animals they will be caught

	Strongly agree-1	Agree-2	Neutral-3	Disagree-4	Strongly disagree-5
Snow leopard					
Wolf					
Ibex					
Argali					
Blue sheep					

For SL explain why:_____

NOTES:

Attitudes towards conservation interventions

- When and why did you join this / these scheme(s)?

	When	Why – Explain
Vaccination		
Corral protection		
Insurance		
SLE		

Fill in as appropriate

- If you have joined multiple schemes, why?_____
- If you haven't joined any schemes, why not?_____

- If the schemes you participate in were no longer available, how would you feel?

	Very happy	Happy	Neutral	Unhappy	Very unhappy
Vaccination					
Corral protection					
Insurance					
SLE					

- If schemes you participate in were no longer available, what would you do?

Vaccination	
Corral protection	
Insurance	
SLE	

- Which scheme(s) do your community participate in:
- No scheme / Vaccination / Corral protection / Insurance / SLE
- How many years have your community been involved in the scheme? NA /_____
- How likely would you be to join these schemes in the future:

	N/A	Very likely	Slightly likely	Neither likely nor unlikely	Slightly unlikely	Very unlikely	Don't know
Vaccination							
Corral protection							
Insurance scheme							
SLE							
Other:							

- Why?_____

NOTES:

One sheet per intervention - Fill in as appropriate

VACCINATIONS

- What has changed <u>for you</u> as a result of the vaccination programme?

- What has changed <u>for your household</u> as a result of the vaccination programme?

- What has changed <u>for your community</u> as a result of the vaccination programme?

- How effective do you think the vaccination programme is for:

	N/A	Very effective	Fairly effective	Not effective or ineffective	Fairly ineffective	Very ineffective	Don't know
keeping livestock healthy/safe?							
bringing in more income for the household?							
bringing in more income for the community?							
improving your and your family's quality of life?							
having an impact on how you view predators?							

NOTES:

Predator-proofed corrals

- What has changed <u>for you</u> as a result of the predator-proofed corrals programme?

- What has changed <u>for your household</u> as a result of the predator-proofed corrals programme?

- What has changed <u>for your community</u> as a result of the predator-proofed corrals programme?

- How effective do you think the predator-proofed corrals programme is for:

	N/A	Very effective	Fairly effective	Not effective or ineffective	Fairly ineffective	Very ineffective	Don't know
keeping livestock healthy/safe?							
bringing in more income for the household?							
bringing in more income for the community?							
improving your and your family's quality of life?							
having an impact on how you view predators?							

*If the participant has joined the predator-proofed corral, please complete the corral form

NOTES:

Insurance

- What were your expectations when you joined?

- What has changed for you as a result of the insurance programme?

- What has changed for your household as a result of the insurance programme?

- What has changed for your community as a result of the insurance programme?

- How effective do you think the insurance programme is for:

	N/A	Very effective	Fairly effective	Not effective or ineffective	Fairly ineffective	Very ineffective	Don't know
keeping livestock healthy/safe?							
bringing in more income for the household?							
bringing in more income for the community?							
improving your and your family's quality of life?							
having an impact on how you view predators?							

NOTES:

Snow Leopard Enterprise (Handicrafts)

- What were your expectations when you joined?

- What has changed <u>for you</u> as a result of the handicraft programme?

- What has changed <u>for your household</u> as a result of the handicraft programme?

- What has changed <u>for your community</u> as a result of the handicraft programme?

- How effective do you think the handicraft programme is for:

	N/A	Very effective	Fairly effective	Not effective or ineffective	Fairly ineffective	Very ineffective	Don't know
keeping livestock healthy/safe?							
bringing in more income for the household?							
bringing in more income for the community?							
improving your and your family's quality of life?							
having an impact on how you view predators?							

NOTES:

The household survey looks fine, only thing I wonder if this is a bit too long in case herders are interviewed. Therefor Nadia's suggestion to make questions combine would be good. Or would it be distributed to herders to fill out?

Centre for Ecology & Hydrology
NATURAL ENVIRONMENT RESEARCH COUNCIL

Snow Leopard Trust

UNIVERSITY OF ABERDEEN

DARWIN INITIATIVE