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UNEP/GEF Project Terminal Evaluation On Ecosystems, Protected Areas and People GF/1030-03-02

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Glossary of Terms

CBD	Convention on Biodiversity
EPP	Ecosystems, People and Places
GEF	Global Environmental Facility
IUCN	International Union for the Conservation of Nature
IPCC	International Panel on Climate Change
PA	Protected Area
PALNet	Protected Area Learning Network
SC	EPP Steering Committee
UNEP	United Nations Environmental Program
WCPA	World Commission on Protected Areas (IUCN)
WWF	World Wildlife Fund

I. Executive Summary

The overall goal of the EPP project was to put in place measures to assist practitioners and policy makers in areas of high global biodiversity value responsible for managing protected areas. This was to ensure that these special areas of the world, particularly in developing countries, will be managed adaptively to cope with the challenges, and where possible capture the benefits, from global change. The project was carried out by IUCN and WCPA between 2003 and 2007 in conjunction with a number of related member organisations, many of which provided in kind support and resources.

In summary the project aimed to achieve the following three broad outcomes:

(a) the capacity for PA managers to innovate and experiment with ways to deal with the challenges and opportunities of global change. Including:

- understanding the factors of global change, and how these affect PAs and their management.
- applying new tools for planning PAs (and redesigning existing ones) in the face of global change factors, e.g., identifying gaps; developing connectivity in the landscape, etc.
- adopting best practice for monitoring, and improving the effectiveness of adaptive management.
- adopting alternative approaches for strengthening the equity, effectiveness, and sustainability of PA management through cooperative arrangements among levels of government, NGOs, local communities, landowners, and indigenous groups.
- implementing mechanisms for capturing benefits from PAs.

(b) As a legacy beyond the life of the project, it was intended to leave in operation:

- five technical working groups to remain as working themes in WCPA, and continue to provide guidance to the web site and the Commission;
- a web site which will continue as part of IUCN's Knowledge Network; and,
- a network of field learning sites (including Biosphere Reserves, World Heritage Sites, Ramsar Sites, and community co-managed sites) which will continue to generate lessons coming from the development of innovative policies, strategies and practices. These will continue to be shared as a matter of self-interest via the web site and available for field demonstration.

(c) Ongoing support to the Convention on Biodiversity (CBD) process which will benefit from the guidance developed by the project. As a result of which PA management and PA systems in member country parties will be strengthened in terms of biodiversity conservation and sustainable use.

The primary stakeholders of the project were identified as the global array of government agencies, agency staff, NGOs, local and indigenous communities that have responsibility for managing protected areas.
The objective of this evaluation was to examine the extent and magnitude of the outcomes achieved during the life of the project and to determine the likelihood of future sustainability. The evaluation also assesses project performance and the implementation of planned project activities and planned outputs against actual results.

In terms of meeting the objectives of the EPP Project, the evaluation found that six specific activities/outcomes were achieved as summarised below;

1. **Field Learning Sites**

   A network of field learning sites was established to promote experimentation with ways to adapt to challenges from, or to capture opportunities presented by global change factors. The FLS have provided a number of benefits and in many cases have been the catalyst for further improvements in the conservation of biodiversity and learning. However the ongoing work and sustainability of these sites is problematic since in most cases financial support to maintain them to capture ongoing changes in the environment has not been continued.

2. **Web site for the Protected Area Learning Network (PALNet)**

   An interactive web site was established to promote and facilitate the exchange of experiences and lessons learned among primary stakeholders. The web site is hosted by IUCN and is ongoing.

3. **Technical Expert Analysis of Lessons Learned**

   (a) Five groups of experts within WCPA were constituted to analyze existing and new experiences and lessons learned to upload on the web site for perusal of primary stakeholders; the groups were:

   Group 1: Global Change
   Group 2: Building the Global System of PAs
   Group 3: Management Effectiveness
   Group 4: Equity and Local Communities
   Group 5: Capacity to Manage.

   These groups continued to operate for the duration of the Project and still can be identified in the Steering Committee structure of WCPA.

   (b) Case histories for in-depth analysis of selected innovative lessons learned were developed and distributed in hard copy as well as being loaded onto the PALNet site.

4. **Workshops at IUCN Vth World Parks Congress (WPC)**

   (a) The technical expert groups contributed to and led substantive workshops at the WPC. This provided the opportunity to present the lessons learned thus far to primary stakeholders at the WPC.

(b) The core group ran workshops throughout the WPC to seek peer review of the draft report "Securing Protected Areas in the Face of Global Change; Issues and Strategies."

5. Support to the CBD Process

(a) the EPP team, together with WCPA members as a whole, worked with the CBD/SEC to help develop materials on Article 8, as requested.

(b) Submitted to the CBD, "Securing Protected Areas in the Face of Global Change; Issues and Strategies."

6. Non-web Based Dissemination of Lessons Learned

To assist primary stakeholders, who do not have web access, the project produced and distributed the case studies and short papers on the primary themes of the expert groups noted above.

As a whole, this project has been a learning one which evolved considerably since its inception and within a changing global environment which has seen rapid escalation of the need for effective measures to be taken. In particular the project provided expert focus at the World Parks Congress (held only every 10 years) on the need for innovation in management practices in the context of global change. In turn this provided a platform for informed input into the CBD process with the ensuing Program of Work on Protected Areas being directly influenced by the outcomes of this project. The project suffered however from a lack of funding caused when one of the major co-funders, the Moore Foundation withdrew its support after the start of the project. This left a gap of some $US 750,000[1], which although made up in part by additional resources from IUCN and TNC, meant that the project could not proceed as initially planned. Two areas in particular were affected; PALNet and the ongoing work of the Field Learning Sites

In the case of PALNet the lack of funding initially lead to an underdeveloped system. However further resources were provided under the project by WCPA and IUCN which produced both a more accessible site and included the provision of information in Spanish and French in addition to English. As such in its final form the project produced more features and operability than was in the original design. Nontheless uncertainty remains over how the PALNet web site will be sustained in the future. Although IUCN currently host the site, there is no active management intervention and it is seen within IUCN[2] that it will be the responsibility of the WCPA volunteer network to perform web master functions.

The second problematic issue is one of omission in relation to the project design/implementation and the measurable achievement of outcomes. In a practice not uncommon at the time, it was evident that no quantifiable baseline survey had been included in the project design to quantify management practices and attitudes towards existing PA management practices prior to the EPP project commencing. Continuing in

[1] Kenton Miller, WCPA Chair and EPP Project Director

[2] David Sheppard, Previous Head of IUCN Protected Areas Program

this manner, it was found that there were no comprehensive mid term assessments or definitive final reviews of management practices to determine if the project had been successful in implementing new arrangements. While the need for adoption of change was implicit in the resolutions and declaration of the WPC and this in turn was picked up in the CBD program of work, the adoption of change in relation to PA management was not put into quantifiable terms. This is supported in comments made to the evaluator whereby the point was made that the indicators used were unrealistic since the project did not identify activities to support the measurement of baselines and changes over time.

The third issue of concern is the long term viability of the field learning sites. With one or two exceptions the evaluation found that the learning sites did not continue as envisaged once the final reporting to the project was concluded. Funding was needed to ensure continuation of the FLS and as previously noted this did not eventuate. Certain exceptions to this however were found to exist. The Biogas project in Nepal, which was strengthened under the EPP, has expanded of its own accord since the projects completion. Similarly the work undertaken in South Africa in relation to adaptive management/water reforms and flora climate change have lead to further research work being undertaken and new publications.

The first and third issues of concern raised above relate almost directly to the difficulties encountered in funding for the project. Decisions to modify the scope of the EPP project at an early stage in line with available resources should have been made by the Steering Committee and would have resulted in a more certain end result.

Taken as a whole however the project achieved its major outputs and is rated as "Moderately Satisfactory"

Recommendations

Based upon the assessment made the following recommendations are made to guide the follow up to the project;

- That WCPA/IUCN continues to monitor use of the PALNet system to determine the amount of use received and whether the site is continuing to meet user expectations.
- At an appropriate time WCPA/IUCN should institute a user survey to quantify the demand for the services being provided and decide in conjunction with the WCPA membership and IUCN Protected Area Program a future course of action. One option being to integrate PALNet with the WCPA Web Site.

Lessons Learned

The project provides a number of lessons learned including;

- Demonstrating that knowledge management and learning are complex issues and need to be customized to suit exchanges at local levels. There is the need to more closely match learning and knowledge to different audiences if it is to be relevant and timely. For example, policy change requires high-level advocacy and policy makers need different knowledge products from PA field managers.

- That where it is intended that component parts of the project should be ongoing beyond the life of the project, such as Field Learning Sites (FLS) , that the financial needs and sources of funding should be formally addressed in the project design so that they are properly documented and understood. This project shows that cessation of funding can lead to a rapid decline in the activities of the FLS where they are dependent on external support.
- As is now well established practice in GEF funded projects, proper attention must be paid to implementing the full range of Monitoring and Evaluation actions so that project design is conceived to both optimally meet user requirements and ensure that outcomes can be quantified and fully evaluated.
- Innovative environmental projects have the ability to catalyze practitioner networks. The project and its innovations provided a stimulus and means by which knowledge and new approaches to global change are developed and transferred laterally through peer to peer exchange rather than vertically.

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- Protected area planners and managers need to adopt a holistic approach, one that tries to understand and address the root causes of impact and the overall system dynamics when considering new approaches to biodiversity conservation

II. Introduction

II.1 Project Background and Overview

1. Protected areas are well recognized as an essential element for maintaining biodiversity *in situ*. The global protected area estate stands at well over 100,000 sites covering more than 12% of the earth's land. Yet despite this figure biodiversity generally remains at significant risk. How effectively this global estate of PAs is established and managed is crucial to efforts to conserve nature. Developing country governments are facing expanding demands for health care, nutrition, housing and other development needs. Local communities are losing access to traditional resources and fail to share in the benefits from the goods and services produced in these areas. On top of these challenges all parts of the world are facing potentially catastrophic changes in climate and sea level, increasing invasive species, and accelerating fragmentation of forests. People are demanding more food and fibre, while human settlement patterns press protected area boundaries. New institutional policies, such as decentralization of resource management, among others, call for new social arrangements among communities and government bureaus. All these "factors of global change" cause increasing uncertainty for the future of biodiversity and the ecosystem goods and services provided by PAs. It is true that many of these changes threaten PAs and require urgent and suitable responses, however, not all global changes are negative. The changes, if well understood and anticipated, can in some cases offer positive benefits for PAs. The EPP project aimed to equip PA managers to cope with negative impacts and take advantage of positive change.

2. The overall goal of the project was that areas of high global biodiversity value in developing countries will be enabled to manage adaptively to cope with the challenges and capture the benefits from global change. The project established a "Protected Areas

Learning Network" enabling organizations responsible for protected area policy and management to share the lessons they are learning in coping with global change factors. The project also helped them develop their capacity to manage adaptively in the face of global change.

3. The primary stakeholders of the project were those government agencies, NGOs, local and indigenous communities that had responsibility for managing protected areas.

4. The EPP Project learning framework consisted of six elements:

Field Learning Sites

Initiate a growing network of field learning sites to promote experimentation with ways to adapt to challenges from, or to capture opportunities presented by global change factors.

Web site for the Protected Area Learning Network (PALNet)

Establish a web site to promote and facilitate the exchange of experiences and lessons learned among primary stakeholders. A preliminary round of regional workshops will seek input from PA leaders and provide initial training in the use of PALNet, and the drafting and uploading of lessons learned. A second round will be featured later in the life of the project to promote the use of PALNet and the multiplier effect from regional leaders to national and local primary stakeholders.

Technical Expert Analysis of Lessons Learned

(a) Five groups of experts will analyze existing and new experiences and lessons learned to upload on the web site for perusal of primary stakeholders; the groups will focus on:

Group 1: Global Change
Group 2: Building the Global System of PAs
Group 3: Management Effectiveness
Group 4: Equity and Local Communities
Group 5: Capacity to Manage.

(b) Develop case histories for in-depth analysis of selected innovative lessons learned.

Workshops at IUCN Vth World Parks Congress (WPC)

(a) The technical expert groups will contribute and lead substantive workshops at the WPC, drawing upon the lessons learned from PALNet. This provides an opportunity to present the lessons learned thus far to primary stakeholders at the WPC.

(b) The core group will run a workshop throughout the WPC to seek peer review of the draft report from PALNet: "options and guidelines for PA management in the face of global change."

Support to the CBD Process

(a) PALNet will work with the CBD/SEC to help develop materials on Article 8, as requested.

(b) Submit to the CBD process, a report that has been revised following the WPC, tentatively titled: "options and guidelines for PA management in the face of global change."

Non-web Based Dissemination of Lessons Learned

To assist primary stakeholders, who do not have web access, the project will produce and distribute occasional short papers on the primary themes of the expert groups noted above.

5. Project activities were aimed to generate knowledge with respect to management of globally significant PAs, and disseminate lessons learned and best practice through field learning sites and a sustainably designed, learning network. Furthermore, the information generated aimed to help countries integrate management of PAs with land-use patterns/plans outside of protected areas to secure long-term conservation of biodiversity within PA systems thus building stakeholder capacity to mainstream biodiversity conservation into land use planning and management at the landscape scale.

II.2 Relevance to GEF Programs

6. The project responded directly to ongoing dialogue and recommendations of GEF Council related to GEF investment in the biodiversity focal area and resulted from GEF/SEC monitoring and evaluation of the GEF biodiversity portfolio (Biodiversity Program Study etc). Project activities were to generate knowledge with respect to management of globally significant protected areas, and disseminate lessons learned and best practice through field learning sites and a sustainably designed, learning network.
The project was also consistent with a number of the GEF Overall Performance Study no. 2 (OPS2) conclusions and recommendations including: improving GEF visibility through better information products and communication (from conclusion #6); strengthening and accelerating cross learning processes (from conclusion #7); support for the medium size project vehicle (from conclusion #8); and greater emphasis on increasing potential for replication in project design and implementation (from recommendation #10).

II.3 Project Management

7. A Steering Committee (SC) (see Figure 1) was established to manage and coordinate the project. It was responsible for integrating substantive information and materials, preparation of reports, expenditure of funds, and relations with donors and partners. The SC included:

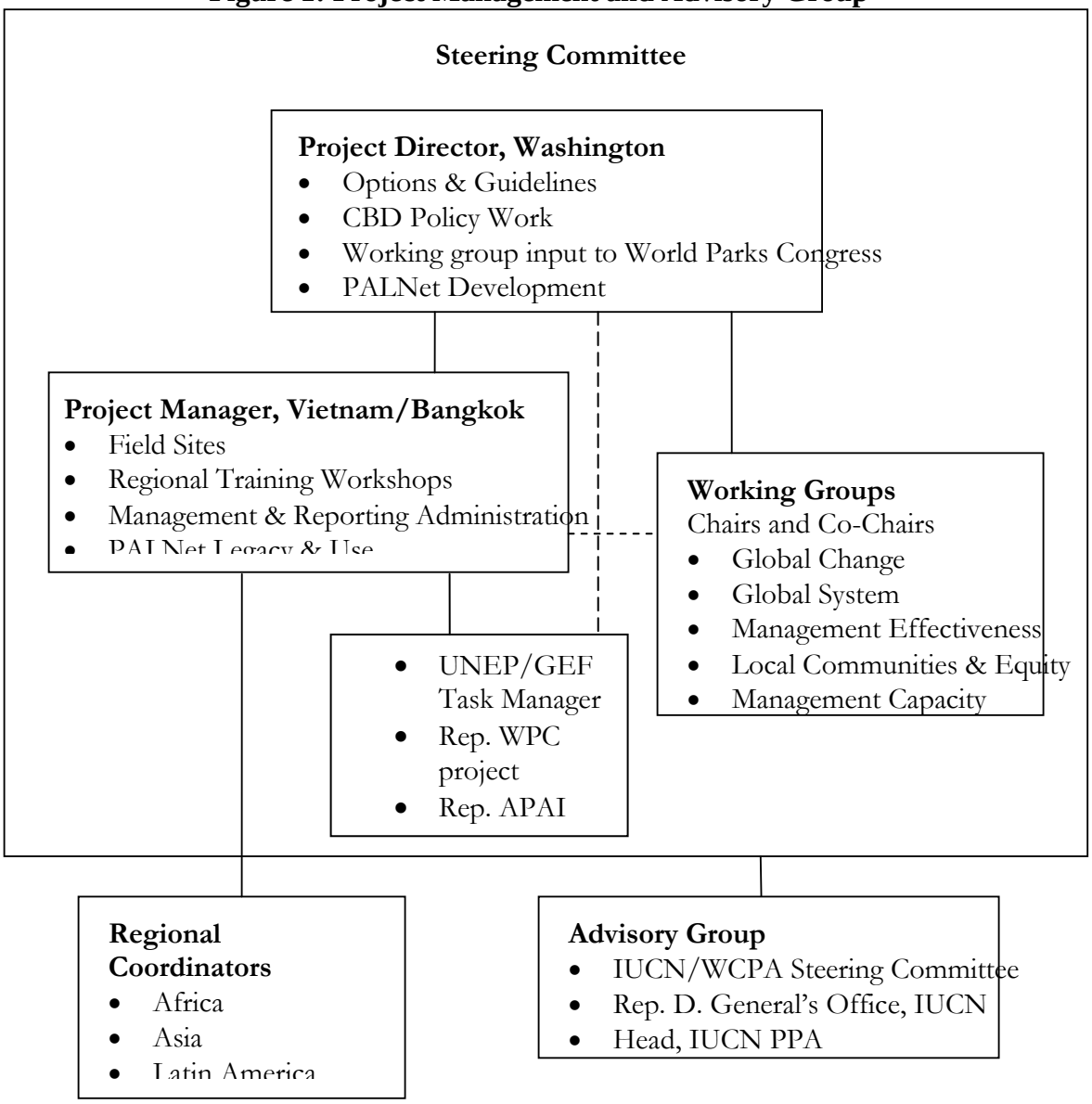
- A Project Director based in the offices of the World Resources Institute in Washington DC
- A Project Manager within the Asia Office of IUCN (Hanoi and later Bangkok) to handle the day-to-day implementation of the project under

the agreed program of work, and who had primary responsibility for implementing the field portion of the project;

- The leaders of the 5 Technical Working Groups who were to engage their membership of experts on guidelines and lessons learned.
- Other project management functions [as depicted in Figure 1.] which were funded by project partners and they supported and complimented the efforts of the project manager, again initially in Vietnam and then later in Bangkok.

8. The Steering Committee was to be advised by the Advisory Group, which included the Steering Committee of WCPA (Regional Vice Chairs from WCPA's 15 regional programs, the leaders of WCPA's programs on World Heritage, Mountain, Marine, and the World Parks Congress, and the Commission's Deputy Chairs). Advice was to be sought from other experts as needed, including IUCN's Regional Coordinators who were to assist in implementing regional workshops and bringing the views and perspectives of their regions into project deliberations.

Figure 1: Project Management and Advisory Group



9. The SC was responsible for the design and implementation of the components of PALNet and for preparing the reports and published materials of the Project. The SC ensured adequate coordination and integration of substantive information and materials among the technical working groups.

10. The SC was responsible for finalizing the following organizational points late in 2003:

- detailed work plans and schedules for the overall Project, and the individual Working Groups;
- formats and protocols for information gathering, lessons learned, case studies, maps, etc;
- communications network for the SC, and among Working Group team members (as per agreement at WCPA/SC Meeting, Chavanne de Bogis, December 2001);
- details for partnerships with the Learning Sites;
- detailed design and operation of the Web Site; and,
- administrative and financial management arrangements.

IUCN was to provide the offices for Project activities in Vietnam and the Regional Offices; IUCN Asia Regional Office's was to handle Project accounting and financial reporting. WRI was to provide office facilities for the Project Director. All other aspects of project management were decentralized and housed in respective institutions (or homes).

Project Activities

11. The project duration was initially 36 months starting August 2003 to October 2006, which was later revised and extended to be completed in December 2007.

Expenditure and Budget

12. The total expenditure was US$4,137,563 with US$ 1,000,000 funded by the GEF Trust Fund and in-kind co-funding from; World Resources Institute US$561,647, IUCN US$ 1,356,360, USEPA US$ 81,958, TNC US$1,155,000, CI US$1,032,563, and the American Museum of Natural History US$10,273. The expenditure was some US$1.25m short of the original budget due to withdrawal of funding from the Moore Foundation (which impacted on WRI co-financing) and consequent withdrawal of matching UNF funding. Annex 1A and 1B provides details of the GEF Expenditure and Co-Financing Budget and Contributions received.

III. Scope, Objective and Methods of the Evaluation

13. Under the Terms of Reference for this evaluation, the objective is to determine the extent to which the project objectives were achieved, or are expected to be achieved, and assess if the project has led to any other positive or negative consequences. Where

possible the extent and magnitude of the project impacts are to be documented and the likelihood of future impacts determined. The evaluation also assesses project performance and the implementation of planned project activities and planned outputs against actual results. The evaluation is focused on the following main questions:

- Was the Protected Areas Learning Network" (PALNet) established and used by all stakeholders?

- Were the Field Learning Sites established and case studies prepared and how well did they develop and capture lessons learned from coping with global change impacts on protected areas?

- Have the primary project stakeholders developed the capacity to innovate and experiment with ways to deal with the challenges and opportunities of global change

- Have the stakeholder developed capacity to mainstream biodiversity conservation into land use planning and management.

- Were the technical working groups themed in WCPA and do they continue to provide guidance to IUCN and the Commission in shaping strategic approaches to protected areas management?

- Was the developed website integrated as part of IUCN's Knowledge Network and has it become a useful tool for protected area managers worldwide?

- Were the experiences and lessons learned from coping with global change as it affects protected areas successfully synthesized and communicated to broader audiences?

- Are there still lessons coming from the development of new policies, strategies and practices?

- Is protected area management and sustainability strengthened in CBD member countries?

III.1 Methods

14. This terminal evaluation was conducted as an in-depth evaluation using a participatory approach whereby the UNEP/DGEF Task Manager, key representatives of the executing agencies and other relevant staff were kept informed and regularly consulted throughout the evaluation. The consultant liaised with the UNEP/EOU and the UNEP/DGEF Task Manager on logistical and methodological issues to properly conduct the review in as independent a way as possible, given the circumstances and resources offered. The draft report was circulated to UNEP/DGEF Task Manager, key representatives of the executing agencies and the UNEP/EOU.

The findings of the evaluation have been based on the following:

A desk review of project documents including,

- The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and GEF annual Project Implementation Review reports) and relevant correspondence.
- Notes from the Steering Group meetings.
- Other project-related material produced by the project staff or partners.
- Interviews with project management and technical support including Kenton Miller, Kishore Rao, Peter Shadie, David Sheppard and relevant project partners.
- Interviews and Telephone interviews with beneficiaries for the project outputs and other stakeholders involved with this project, including in the participating countries and international bodies. The Consultant also sought comments using an email, an example of which is at Annex 2
- Interviews with the UNEP/DGEF project staff
- Field visits to project staff and project site – UNEP Task Manager and IUCN offices Bangkok as well as Nepal
- Other listed publications and internet services

III.2 Structure of this report

15. Chapter IV covers the specific aspects of the project including the 11 evaluation criteria covering the project performance and the project impacts. Chapter V covers the main general conclusions and the overall ratings of project objectives and results. It gives the main substance to the Executive Summary first Chapter. Finally, Chapter VI lists the lessons learned and recommendations from the evaluation.

IV. Project Performance

IV.1 Attainment of objectives and planned results

PALNet

Was the Protected Areas Learning Network" (PALNet) established and used by all stakeholders?

16. The project created a fully operational website promoting and facilitating the exchange of experiences and lessons learned among primary protected area stakeholders. Initial regional workshops were conducted to test the pilot PALNet site. A subsequent workshop held in June 2007 brought together regional users to evaluate the utility of the tool and propose refinements which were acted upon in the final phases of the project. PALNet has been modified to broaden its utility as a support tool for PA managers in coping with global change but also in dealing with contemporary PA issues generally. The web site was developed on a database platform to facilitate a more interactive tool than a traditional website. During the course of the project PALNet's design, features and accessibility have been upgraded (multilingual capacity, improved log in features,

revised design, streamlined content submission process, personal pages, discussion forums etc). Improved links have been made with other databases and knowledge providers.

A temporary Latin American regional node of PALNet was established in 2006 with the objective of sharing information and technical supports among Latin American Countries (LAC). The LAC experience was very positive in facilitating a regional community of practice and there remains strong support for this initiative. Subsequently the global PALNet web site has now been translated into Spanish and French and the LAC regional node remains active.

The upgraded version of PALNet was launched at the Latin American Protected Area Congress in Bariloche, Argentina, October 2007. PALNet was heavily promoted during the Congress which was attended by 2,200 delegates. A PALNet launch event; promotional exhibition and hands-on training was staged, all of which allowed participants to become familiar with the new site. A User's Manual was also prepared for PALNet. A large number of participants showed interest in the site and UNESCO, US Fish & Wildlife Service (USF&WS) and The Nature Conservancy (TNC) offered collaboration for the future development of the platform.

Subsequently the new version of the PALNet site was also promoted globally through IUCN member, Commission and partner networks and through the use and a mail-out of promotional materials (brochures, postcards, calendar, bookmarks, pens etc). It has also been promoted through the WCPA Steering Committee and via WCPA's electronic newsletters.

Significant additional content has been posted on PALNet, coinciding with the launch of the new version. A large number of core PA references held in IUCN collections have been uploaded. Since the Bariloche launch PALNet has attracted 1,000 registered users and more than 500 documents have been uploaded. Annex 3 provides details.

Field Learning Sites and Case Studies

> *Were the Field Learning Sites established and case studies prepared and how well did they develop and capture lessons learned from coping with global change impacts on protected areas*?

17. The project established a series of 9 field sites (one each in Cuba, Ecuador, Cameroon, Nepal, Philippines and Yemen, Costa Rica and two in South Africa) demonstrating best practice, adaptive strategies or policies in response to global change factors.

FLSs were chosen on the basis of them already demonstrating a programme of innovation in response to global change impacts. In this case the EPP Project often sought to add value to existing projects or work and to actively extract lessons learned and to foster increased experimentation.

All FLSs produced Lessons Learned Reports and efforts have focused on ensuring a coherent synthesis of the learning derived from each site with a view to how it can be generically applied in other situations. All FLS documentation has been posted onto PALNet which has been emphasized as a central repository of learning and a portal to further networking and experience sharing between the project sites and outside.

There has been variable performance in a number of the FLSs, in some cases due to poor responsiveness and in others reflecting the difficulty of generating fresh insights into common issues over the 4 year period of the project. The project was extended in part due to the variable and slower than anticipated performance of some FLSs. By agreement a number of FLS contracts were amended to realign activity focused on key lessons learned (principally Yemen, Ecuador and Cuba) with budget savings reassigned to other project activities.

The EPP Workshop held in June 2007 brought together regional experience to evaluate the project's impact and to agree on how to sustain the learning and conservation benefits for the PA community of practice and local networks established under the project. A synthesis of lessons learned across all 9 FLSs and 7 Case Studies was prepared ('*Key Lessons Learned from Case Studies and Field Learning Sites in Protected Areas*') was produced with a view to summarising the lessons from the project and encouraging readers to go to PALNet for more information.

The project was also delayed due to the need to upgrade PALNet features and capacities (see below). Changes over time in Project Management and FLS personnel also created some continuity problems with FLSs. However while these delayed implementation for a short while, the changes were dealt with as expediently as possible by IUCN.
Collaboration was also established with the UNEP/GEF Global Canopies Project. EPP participants participated in GCP Workshop focused on forest protected areas thereby strengthening cross project linkages and sharing of experience.

18. Seven Case Studies were commissioned to augment the learning on global change factors developed through the FLSs. This proved a very cost effective way to synthesize experience and learning derived from global experience on targeted global change factors. Several case studies assembled learning from examples around the world at a relatively modest investment. These included Case Studies on:

- Community based conservation and decentralization - India
- Private – public partnership – Migros, Chiquita and PAs – Costa Rica
- Salinization- water regime change - Kazakhstan
- Using grazing to control AISs - Nepal
- Protected areas and urban communities - various locations
- Buffer zone community management - Nepal
- Transfrontier Conservation – Southern Africa

19. All Case Studies have been loaded onto PALNet with summaries included in the EPP Synthesis Publication '*Key Lessons Learned from Case Studies and Field Learning Sites in Protected Areas'*.

Capacity to Innovate

Have the primary project stakeholders developed the capacity to innovate and experiment with ways to deal with the challenges and opportunities of global change?

20. Within Nepal the evaluation found that stakeholders involved at the project at all levels had been willing to absorb the lessons of the field learning sites and adapt to change. For example villagers had taken advantage of lessons learned about how to eradicate the invasive weed *mikania micrantha* and replanting these previously invaded areas with cash crops such as turmeric and ginger. Lessons were also learned about how low intensity grazing and grass cutting could also reduce the spread and impact of invasive weed species for the betterment of the protected area. The field site demonstration of how to create bio-gas also deserves special attention.

21. The Terai Arc Landscape, a composite form of different habitats, ecosystems and land use types in the shadow of the Himalaya links the PAs through maintaining the connectivity of remaining forests. Stretching over an area of 49,500 km2 from Nepal's Bagmati River and east of India's Yamuna River in the west, this landscape maintains a link between 11 PAs in India and Nepal. Pressure on the forest resulting from over harvest of fuel wood is one of the major causes of degradation of forests in the Terai Arc Landscape. 61 percent of the total households in the Terai Arc Landscape depend on fuel wood as a primary source of energy. Average fuel wood consumption per household per day is 6.8 kg. Therefore, promotion of alternative and energy efficient technologies such as biogas plants is the major strategy to counteract the threat of forest degradation from over reliance of the local communities on fuel wood. Biogas promotion is one of the major activities of integrated and multi-pronged interventions to restore and conserve wildlife corridors and forest connectivity in the Terai Arc Landscape. At Apo Island and Dauin Sanctuaries in the Philippines important guidelines were developed from the 5 FLS established under the project. In particular the Guidelines developed provided useful insights into the conditions needed to establish and maintain community based conservation, including the establishment of partnership arrangements between local government and local communities and the need for effective communications. Similar lessons emerged from the FLS at Costa Rica which emphasized the need to focus on the resilience of nature and ecosystems to provide an understanding of what will be needed in the future. Ecological corridors and an understanding of hydrological issues being two important examples identified.

22. At a policy and decision maker level the EPP evaluation held in Kathmandu on 18 August 2006 indicated strongly that the EPP project outcomes had made a significant impact and that these would be carried through into the further management of protected areas in Nepal in the future. Given that some of these areas were listed as Ramsar Sites and World Heritage Areas the lessons learned had particular application and worth.

Technical Working Groups

Were the technical working groups themed in WCPA and do they continue to provide guidance to IUCN and the Commission in shaping strategic approaches to protected areas management?

23. The project established each of the 5 technical experts groups noted above. These were led by globally recognized experts in the 5 protected area fields identified. The 5 expert groups convened broader membership and input from a wide range of sources in analyzing the nature of global change impacts on PAs and formulating responses. The project findings were incorporated into the publication *"Securing Protected Areas in the Face of Global Change – Issues & Strategies"* which was widely distributed at key PA international and regional meetings and via practioners networks.

All 5 expert groups have been incorporated into IUCN & WCPA's One Programme Strategic Plan having been absorbed into the WCPA Strategic Directions of Conserving Biodiversity; Science & Management; Capacity Development; and Governance, Equity & Livelihoods.

PALNet has been endorsed by IUCN/WCPA and through all key PA-related international fora such as WPC and CBD as the main vehicle to generate and share experience in managing PAs.

Integration of Web Site

Was the developed website integrated as part of IUCN's Knowledge Network and has it become a useful tool for protected area managers worldwide?

24. During the course of the EPP project IUCN/WCPA viewed PALNet as an integral part of its knowledge management strategy and the site has been migrated to IUCN servers which host other content management web sites. PALNet is being managed from IUCN's Headquarters in Switzerland. The 2007 PALNet Business Plan developed by the EPP Project Manager Mr Peter Shadie, analyzed the niche of PALNet within a range of other web based knowledge management tools, confirming that PALNet met a specific demand for interactive exchange of knowledge and learning. Since the completion of the project however, and with only minimal budget support the sustainability of PALNet remains a challenge, particularly when ongoing content generation, further development of the tool and content oversight are considered. The funding needs identified in the Business Plan of some US$150,000pa are not available and sustainability now rests with interested WCPA individuals.

25. The following comments were provided to the consultant during the course of the by Mr Shadie in relation to linking PALNet to the IUCN management system.

"PALNet is built on a database platform (or Content Management System – CMS) whereas the web site is an HTML system meaning they should be linked but are different. The issue for the longer term is to integrate PALNet into IUCN's new development of

CMS. The other integration issue is about content – differentiating between the content on the WCPA web site (clean) and the user uploaded (dirty) content of PALNet."

Differences between the functionality of WCPA Web Site & PALNet.

	WCPA	**PALNet**
Objective	Network support tool aimed at WCPA members	Knowledge sharing & learning tool aimed at broader PA community
Content	WCPA-centered: WCPA structure, work, strategy, news, key events, issues, IUCN publications	PAs-centered: PA data, tools, guidelines, case studies, expertise, browse & search functions
Technical platform	HTML platform	Database platform
Management	Fully centralized through webmaster, tight editorial/quality control.	Decentralized content posting, interactive, minimal oversight and editorial/quality control

The further outcomes are now management issues to be decided by IUCN/WCPA.

Experiences and Lessons Learned

> *Were the experiences and lessons learned from coping with global change as it affects protected areas successfully synthesized and communicated to broader audiences?*

26. Technical expert groups contributed to and led substantive workshops at the IUCN Vth WPC, drawing upon the lessons learned to promote the project results and seek peer review of the draft report "*Securing PAs in the Face of Global Change– Issues & Strategies*." A draft of the publication was previewed at the WPC and feedback incorporated into the final version published in 2004.

All expert groups were central in planning and running workshop sessions at the IUCN Vth WPC which linked directly to 4 of the 5 EPP technical expert groups. Major Workshop Streams at the WPC included *Developing the Capacity to Manage; Evaluating Management Effectiveness; Building Comprehensive Protected Area Systems*. One of the Cross Cutting Themes was *Communities and Equity.* The overall theme of the WPC was linked to reviewing the global status of protected areas, assessing the critical issues facing them and mapping out directions and actions for the next decade and beyond, all of which derives from understanding the impact of global change on protected areas and biodiversity.

27. The EPP project catalysed many of the over 50 WPC publications and outputs which arose from the workshop streams and cross cutting themes.

- The PALNet pilot web site was also launched at the WPC with a view to promoting the tool and seeking feedback on demand and utility.
- An interactive PALNet Centre was established at the WPC Exhibition offering hands-on training and experience with PALNet.

The attempts to produce hard copy documents and to widely distribute these were in line with EPP undertakings. However the action taken was noted as having fallen somewhat short of meeting demand, particularly in the hands of park managers and those in remote areas and who have only limited access to the internet. Copies of the documents produced for example were very limited in their distribution in Nepal and South Africa where the consultant had the opportunity to question the extent of distribution in these countries. While accepting that funding limits impacted on the capacity to print and distribute these documents, a different approach may have resulted in number of hard copies produced more closely meeting demand. During the latter course of the project the need for hard copy was recognised and a publication which consolidated the lessons of the Field Learning Sites and Case Studies was produced. While perhaps not distributed widely as would have been desirable because of the budget shortfall, it was nonetheless, a useful synthesis and is a very useful document in terms of communicating what had been achieved.

Continued generation of lessons learned from FLS and Case Studies.

> *Are there still lessons coming from the development of new policies, strategies and practices?*

28. PALNet provides an excellent tool for the PA community to use in continuing to generate and exchange learning. Recently the site was used to foster discussion in relation to the revision of the IUCN PA Categories system by WCPA members.
Following the project completion there has been some continued interest and follow through by FLSs. For example the Kruger FLS has taken steps to publish (at their own expense) copies of the Guidelines on Strategic Adaptive Management which arose from the EPP project. These generic guidelines will allow the system to be adapted to other PAs and PA systems. In the case of Cuba there has been governmental recognition of the FLS achievements and the desire expressed to apply the lessons learned nationally.

29. IUCN has indicated[3] that policy and position statements involving PAs and global change continue to be derived from material contained in the publication "*Securing Protected Areas in the Face of Global Change; Issues and Strategies.*"

30. The June 2007 EPP Workshop considered that given the continuing demand for PALNET and the numbers of users with access to the internet, a final focus in the project should be toward ensuring PALNET was fully functional and widely promoted within the PA community. There was recognition that PALNET must be user driven with minimal central editorial oversight.
A standard template was developed for posting PALNET Lessons Learned. This is aimed at providing a more accessible communication format wherein audiences can scan

[3] Pedro Rosabal IUCN PA Program personal communication 19 March 2009

lessons learned across a wide array of PA issues before deciding to investigate in greater depth those responses which are most relevant to their context. The PALNET Lessons Learned template is available to other users of the web site to upload lessons learned in a standard, easy to understand format.

CBD

Is protected area management and sustainability strengthened in CBD member countries?

31. The following outcomes were achieved in relation to the CBD

- The project provided effective technical support to the CBD Secretariat, SBSTTA, and COP 7 for implementation of Article 8 of the CBD.
- EPP Project and PALNetET were heavily promoted at all PA related CBD SBSTTA, COPs and Ad Hoc Technical Working Group meetings leading up to and subsequent to the adoption of the 2004 CBD Programme of Work on PAs (PoWPA).
- PALNet incorporated into WPC outputs directed to CBD and specifically mentioned within the 2004 PoWPA. Goal 3.2 of the PoWPA on building capacity for the planning, establishment and management of protected areas notes the need to *'cooperate with initiatives such as the Protected Areas Learning Network (PALNet-IUCN) and explore lessons learned from those experiences, in collaboration with relevant organizations.'*
- Ongoing work through the WCPA initiated 'Friends of PoWPA' to streamline technical support to the CBD PoWPA and to harmonize knowledge management provision and links with the CBD Clearing House Mechanism.

Annex 4 reports on status of deliverables at project completion against the Project Log frame as assessed by the Project Manager.

Degree of achievement of the objectives/results

32. Overall the EPP Project successfully delivered against activities identified within the 6 component parts of the project. The initial focus of the project on assembling impacts on global change, impacts on PAs and integrating this into key events for protected areas such as the WPC and CBD were very successfully carried out. The publication on "*Securing Protected Areas in the Face of Global Change*" was efficiently synthesized and well received by the PA community of practice. The choice of Field Learning Sites was balanced and they carried out their work efficiently, however, some lost their way part way through the project and struggled to deliver on lessons learned as planned in the project document. Case studies proved to be an effective way of synthesizing learning from a range of experiences in PA practice. PALNet emerged as the key project legacy but now requires a shift in emphasis and investment to realize its potential to respond to this shifting demand. The project delivered as anticipated, however sustainability of PALNet beyond the life of EPP remains a question.

33. Challenges have arisen through a number of areas mainly linked to project execution and management. Instability within the project management team contributed to some problems of continuity and timely delivery against project aims. The project was implemented ultimately over a 4 year period under the control of two different Project Directors and three different Project Managers. Field learning site staff were sometimes confused as to who in IUCN was managing the project and there were several gaps in effective project management during personnel changes. Kenton Miller helped conceive the EPP Project but his ill heath hampered the necessary continuity of vision and leadership.

34. The project management arrangements seemed also to be overly complex with project staff operating at times out of IUCN Offices in the USA, Switzerland, Viet Nam and Thailand. Later in the project the arrangements were simplified to Thailand and Switzerland.

35. The above instability along with project design may have contributed to a problem of insufficient field presence and monitoring in the FLSs by the project management team. There were only two field visits paid during the course of the project resulting in a paucity of guidance to FLSs and contributing to the problems with momentum.

IV.2 Summary level of attainment of the objectives and general observations

36. Table 1 below summarises the level of attainment of the project objectives.

Table 1 – Level of attainment of project objectives

Objectives	Level of attainment	Observations
Objective 1		
a) To establish the Protected Areas Learning Network" (PALNet) and used by all stakeholders?	**Met**	Delayed development and lack of ongoing support detract from the achievements made. However the upgrades made in the latter part of the project meant that the objective was largely achieved.
b) To have PALNet used by all stakeholders	**Partially met**	Limited by availability to internet access. However upgrading of the site to accommodate Spanish and French language users did enhance usability
Objective 2		
a) To have Field Learning Sites established and case studies prepared.	**Fully met**	Undertaken as planned

b) To develop an adaptive framework and capture lessons learned from coping with global change impacts on protected areas?	**Partially met**	Despite good results being achieved during the course of the project ongoing sustainability of FLS detract from the results achieved.
Objective 3		
a) For the primary project stakeholders to develop the capacity to innovate and experiment with ways to deal with the challenges and opportunities of global change	**Partially Met**	The FLS sites selected were largely built on existing ventures. However the EPP project did provide greater scope for those outside the FLS to learn from the sites and to experiment in their own situations
Objective 4		
a) Incorporation of the technical working groups themed into WCPA	**Fully Met**	Undertaken as planned
b) Ensure they continue to provide guidance to IUCN and the Commission in shaping strategic approaches to protected areas management?	**Fully Met**	Themes continue within present WCPA Steering Committee Structure although variation in names and expansion of roles has occurred
Objective 5		
a) The PALNet website integrated as part of IUCN's Knowledge Network	**Fully Met**	Objective met although continuation of PALNet within IUCN and WCPA is still to be resolved.
b) For the website to become a useful tool for protected area managers worldwide?	**Partially Met**	Latest upgrade adds usability and extends into 3 languages
Objective 6		
Synthesize and communicate the experiences and lessons learned from coping with global change as it affects protected areas o broader audiences?	**Partially met**	Limited number of hard copies of reports and case studies produced represent a limiting factor to synthesis and application of lessons learned.
Objective 7		
To note whether lessons are still coming from the development of new	**Partially met**	Momentum partially lost due to lack of ongoing resources.

policies, strategies and practices?		
Objective 8		
To strengthen protected area management and sustainability in CBD member countries?	**Fully Met**	EPP inputs welcomed and included in CBD recommendations

IV.3 Manner in which the objectives and results were obtained

Effectiveness

37. The level of effectiveness of the project is variable depending upon the level being considered. On the one hand there is no doubt that the specific mechanisms planned for delivery of the project were put in place and achieved. There is also no question that the project outputs were instrumental in contributing to the success of the World Parks Congress and the CBD process. However the evaluation reveals that questions remain as to how effective the project has been at changing policies relating to land use or protected area management. It was found that quantitative surveys which may have addressed this issue were never built into the design of the project nor undertaken at any point during the project's implementation.

38. During the course of the project changes to the project team were undertaken due to the ill health of the Project Director and 3 changes of Project Manager. As a result of these factors a degree of continuity was lost which had an impact on the effectiveness of project delivery, particularly at the Field Learning Sites. The loss of continuity also contributed to delays in the completion of the web site, and as a result this work had to be completed in the extension time. As a consequence proposed learning workshops had to be recast and opportunities for feedback were delayed or lost.

Relevance

39. The degree of relevance relates to the level upon which the assessment is based. At a global level there is no doubting that the project was relevant. Valuable inputs were made to the World Parks Congress and the CBD and have been reflected in their outputs and program of work. In addition the PALNet system was developed and is providing a global source of information and advice. Whether during the course of the project, it has been found to be fully relevant to individual practitioners and land use decision makers grappling daily with the problems of conservation management in the face of global change remains difficult to fully assess. On the one hand, the lessons learned in Nepal and South Africa were exemplary and continue to be applied in the local areas. However relevance of the outcomes on a universal basis remains an issue. During the course of the project and in lieu of other planned activities, a workshop of regional practitioners and certain members of the Steering Committee was held in June 2007 in Bangkok. The aim

of the workshop was to evaluate the EPP Project in the context of the future capacity and knowledge management needs of protected area managers around the world. It was recommended that there was a need to work toward replicating PALNet regional nodes in other areas and to customize PALNet to meet more localized needs. It was agreed that Knowledge needs are different at different levels – policy makers and PA managers have different needs and that there was a need to tailor knowledge accordingly. It was also agreed that the use of digital mechanisms were useful but tended to overshadow the qualitative engagement which was crucial in building and sustaining local dialogues.

40. Discussions with the Project Manager during the course of the evaluation indicated that it was possible to achieve a number of the recommendations to make the project more relevant and indeed the extension of time by one year was agreed to facilitate the extra work. In this time and of particular note a PALNet node was established in Latin America and is providing a much needed adjunct to knowledge management in that region. Other recommendations however, including a revitalised model for delivering Knowledge Management within WCPA have yet to be realised.

Efficiency

41. As measured by the value of the inputs to the World Parks Congress and the CBD processes, it can be claimed that the project was cost effective. In particular the EPP publication *"Securing Protected Areas in the Face of Global Change, Issues and Strategies"* and the establishment of the web site were particularly cost effective outputs. During the course of the project the case studies which were produced and loaded onto the web site were also extremely cost effective. On the other hand the ultimate delays in bringing the web site to practical completion and achieving full value from the experiences of the Field Learning Sites were less successful features of the project.

42. The one year extension of time was offered at no further cost by IUCN and hence did not effect the cost effectiveness of the project.

43. Deficiencies were noted in the efficiency of in kind contributions which had an impact on the project. This principally stemmed from the loss of promised contributions from the Moore Foundation and United Nations Fund of some $US1.25m., which occurred due to policy changes after contributions had been promised and built into the original budget. Although IUCN and TNC increased their budget inputs, these were not to the full extent needed, and was the main reason leading to PALNet remaining underdeveloped.

44. Compounding the problem it is apparent that the original budget was not sufficiently well conceived in any case to fully identify component costs. This particularly related to PALNet, the Field Learning Sites and follow up learning workshops. Indeed as a comparison between the original and final budgets show, there was quite significant variation. As an indicator of this problem the revised Business Plan for PALNet was conceived well into the project. Further more the allocated funding for

the publication and distribution of hard copy material was only ever notional and in the end fell far short of final demand.

45. The project has leveraged additional activities in South Africa with both FLS agencies building on the EPP work to develop additional publications. The experience in Nepal also Cuba shows an extension of EPP activities into the broader community as they learn to tackle environmental weed problems and gain experience in their management of these issues.

46. In an overall sense the EPP project has also been successful through the mechanisms of the World Parks Congress and the CBD process in assisting governments and the primary stakeholders share information and develop strategies and policies to deal with global change in the sustainability of protected areas.

47. The Terminal Evaluation assesses the project's success in producing each of the programmed outputs, both in quantity and quality as well as usefulness and timeliness. The following ratings are used: highly satisfactory (HS), satisfactory (S), moderately satisfactory (MS), moderately unsatisfactory (MU), Unsatisfactory (U), and highly unsatisfactory (HU). This nomenclature is used in this and the following parts of the evaluation.

As a result the overall assessment given is satisfactory.

IV.4 Attainment of Sustainability of Project Outcomes

Financial Resources

48. As referred to above IUCN and WCPA have indicated that there are little to no financial resources identified for the ongoing work of the project. This particularly impacts on the future of PALNet and the ongoing work at the Field Learning Sites. Beyond hosting PALNet on the IUCN server it would seem that the matter is in the hands of the volunteer network WCPA to resolve. While some recent regional initiatives have been seen in the Latin American region, sustenance of the long term is problematic in the opinion of the Chair of WCPA[4]. Although there is increased usage of PALNet, the Chair now sees the future of PALNet resting with regional management of WCPA and not as core business.

A particular issue of concern also is that IUCN have recently removed the Head of the Protected Areas Program and made the position redundant as a cost saving measure. Accordingly it remains to be determined how PALNet will be sustained by WCPA regions and the wider organization.

Socio Political

[4] Personal communication with Mr Nik Lopoukhine

49. No specific socio political risks were identified as part of the evaluation. However it will be critical to the ongoing success of EPP that the FLS agency staff maintain their interest and commitment to continue to provide information about their activities and submit these to IUCN for inclusion on PALNet. Although reactions are variable among the sites stakeholders do not necessarily see that there is a compelling reason to maintain their interest. As an example it was indicated at the Kruger National Park FLS that without IUCN staff taking a continuing interest that their level of interest could drop away. Now that the Project Manager has completed his term of employment and the Head of the IUCN Protected Area Program has been removed this seems problematic unless the WCPA is in a position to continue the work on a volunteer basis.

Institutional Framework and Governance

50. The IUCN position is noted above. However the main outputs of the project have been achieved. Not withstanding this achievement, ongoing support from institutions or governments of the IUCN position will be vital if sustenance of the outcomes of the project are to be maintained in the long term. The lessons learned and inputs into the World Parks Congress and the CBD up to this point have been made and adopted. A further point to note is that institutional framework for EPP has been strongly interwoven within the WCPA framework, including the Steering Committee. A measure of ongoing support from the Steering Committee and the 1,000 strong membership can be expected to continue.

Assessment

The inadequacy of the EPP budget due to the withdrawal of two potential donors has had a measurable impact on the sustainability of the PALNet and the ongoing flow of information being provided by the FLSs. Nontheless, since the time of the PALNet upgrade there has been an increase in usage and IUCN continues to host the PALNet site from its home server. While its long term future and sustainability with in the organization is yet to be resolved there are sufficient positive factors evident to indicate that its sustainability, at least in the mid term is moderately likely.

IV.5 Achievement of Outputs and Activities

51. From the evidence gathered, the EPP project generally delivered the outputs intended in the quantity provided. Looked at from the viewpoint of the Log Frame and the indicators of achievement selected, the assessment made is that delivery was largely achieved.

52. As determined in the case of Nepal the delivery mechanisms were very sound and have resulted in the integration of the lessons learned into community actions and national policy making. Similarly the findings were adjudged to have sufficient weight of scientific authority and credibility to be accepted and integrated into future actions.

In South Africa the evaluation found that the adaptive management framework developed had been quite widely accepted and that the lessons learned from the Cape Floristic FLS had been developed into recommendations into the Copenhagen Climate Change meeting in March 2009.

The overall assessment is that this criteria was met and is rated as satisfactory.

IV.6 Catalytic Role

53. The lessons learned in Nepal have been well received at a local level and continue to be implemented and in certain cases expanded. The lessons learned have also been integrated into future projects and have played a catalytic role in improved management practices as a result. The situation was found to be paralleled in South Africa. Unfortunately surveys were never conducted during the course of EPP to gauge the extent to which stakeholders have applied the lessons learned in countries outside the FLS and based on the lessons learned in PALNet or through written copy means.

54. In evaluating this aspect of the Project the consultant has accessed the information provided in the document *Securing Protected Areas in the Face of Global Change; Key lessons learned from Case Studies and Field Learning Site in Protected Areas* edited by Peter Shadie and Minna Epps IUCN 2008. The common thread in the material of the report was that valuable lessons were indeed learned. However the analysis was silent on the replication and catalyzing roles. While it was anticipated that this would indeed happen, actions were not built into the project to encourage and facilitate it, nor to measure the outcomes.

55. This aspect is further reviewed in the following Section. The main difficulty in assessing the catalytic role has been the paucity of information due to the lack of assessment monitoring and evaluation systems inherent in the project.

Although the full extent of catalytic and replication actions remains unknown, a number of effective outcomes were demonstrated and accordingly a moderately successful rating is applied.

IV.7 Assessment Monitoring and Evaluation systems

56. A number of shortfalls existed in relation to this criteria when applied to the EPP project. Notably in the design of the project;

- there was no quantifiable M & E Plan developed at the commencement of the project
- base line data on knowledge management needs were not considered in detail nor were they measured

- Time Frames for certain activities and standards of outputs were not specified.

This situation however was not altogether unusual at the time the project was conceived and implemented.

57. Nonetheless during the implementation of the project a number of measures were taken and these included

- well drafted Progress Implementation Review Reports
- Annual Reports by IUCN
- Audit Reports by IUCN

Additionally the project steering Committee endorsed the action of the Project Manager to reallocate money for FLS management and as an alternative to arrange a Regional Workshop for the purposes of reviewing progress and bringing the project to a more focused conclusion. The publication *Securing Protected Areas in the Face of Global Change Key lessons learned from Case Studies and Field Learning Sites in Protected Areas 2008* Edited by Peter Shadie and Minna Epps was printed as a result of the Workshop.

58. Significantly the EPP project did not have a mid term review. The result of which was to cloud the picture of progress achieved up to that time and forego the opportunity to put in place necessary changes to correct the inadequacies which were becoming evident. While brief visits to a number of the FLS were undertaken by the Project Managers this did not serve as a sufficient review procedure. Notably also the World Bank WWF management effectiveness tool was not applied.

Taken as a whole there were a number of significant deficiencies in the design and implementation of the project's assessment and monitoring meant that it was made difficult to determine the true impact. The overall rating is assessed as unsatisfactory on this criteria

IV.8 Preparation and Readiness.

59. From the evidence presented during the course of the evaluation , both from the in country assessments and advice from the Project Managers and Director, the conclusion can be drawn that the project was generally conceived and implemented against a background of readiness and sound preparation.

60. Aspects which have been taken into account include the following;

- the capacities of the counterpart organizations at the FLS were well known and generating good results at the time of commencing the program. The EPP program built on existing capacity and experience gained in the selection of sites.
- Governmental Agencies in the participating countries were supportive and provided written endorsements to this effect

- Local communities in the FLS were properly briefed about the project at the outset of work. This was particularly borne out in Nepal and South Africa
- Partnership arrangements and the roles of each of the parties were properly entered into on a contractual basis
- Counterpart resources to undertake the designated work were properly assessed and applied.

It should be remembered that the project was designed and implemented so as to support the 2003 World Parks Congress and 2004 CBD deliberations. The project was therefore timely and appropriate in meeting these demands.

61. PALNet however was something of an exception to the FLS and CBD preparedness. Owing to funding difficulties and the perceived need to integrate PALNet with the IUCN Knowledge Network, work was delayed and re-scoped several times before the basic design was agreed. This experience raises the issue of whether PALNet was in fact too ambitious at the time of its inception? In the end however problems were largely resolved with the assistance of WCPA members and it has achieved its objectives.

Overall the rating applied to this criteria is satisfactory.

IV.9 Country Ownership and Driveness

62. Since the EPP project was conceived to principally meet global needs, individual country ownership and driveness is a lesser aspect of it. Notably however in those countries involved with FLS there was a high level of support as is evidenced in the country letters of endorsement. In particular South Africa strongly supported the project and had the endorsement of Mr Vali Moosa the South African Minister of Environmental Affairs and Tourism. Staff at Kruger National Park and stakeholders in the surrounding communities were attentive in learning from the FLS experience and have successfully applied this to water management and general park management issues.

63. Importantly at the CBD meeting in January 2004 multiple country endorsement of the World Parks Congress recommendations was received including recognition for PALNet. There has been no known dissent to the EPP expressed by any country.

64. As reported earlier the level of country commitment towards the generation and use of management plans and technical reports for decision making during and after the project was not measured during the life of the project. The comments provided to the consultant indicated that it was "variable". However a positive aspect is that usage of the PALNet site has increased markedly since access was simplified and additional languages used. In December 2008, 1438 enquiries were recorded which is an increase over 1011 in December 2006 and 1177 in December 2007[5]. Details are provided at Annex 3.

Taken as a whole this criteria is rated as satisfactory

[5] Information provided by P Rosabal IUCN Protected Areas Program

IV.10 Stakeholder participation and Public Awareness

Mechanisms

65. Stakeholders at each of the FLS participated in briefing sessions which provided them with background knowledge about what was intended to be done and the objectives to be achieved. This was assisted by virtue of the fact that each of the FLS were already in existence at the time and the EPP project came in to expand and build on the experience rather than start from the beginning.

66. Ongoing briefing sessions were an integral part of the participation mechanism and provided a sound means of communication between the parties. At Kruger this aspect of the FLS was emphasized strongly. In certain of the FLS such as in Nepal, the participation of local communities was required to assist with project work. The willingness of the people concerned to undertake these tasks is an indicator of the strength of the open communication and participation process. The project synthesis report also provides positive comment about the mechanisms adopted and emphasizes the need for transparency and even handedness. The need to involve agency field staff in the setting of goals and how the project is to be implemented are also drawn out EPP side events were also held at the CBD to promote the project. Additionally the PALNet centre at the WPC provided hands-on opportunity of participants to view the system under development and to gauge its potential.

Effectiveness of Interactions

67. Outside of the FLS it is difficult to ascertain the exact nature of the interactions between the project and external stakeholders. The means of measuring this were not integrated into the project design nor were they developed as the project proceeded. Nonetheless a good indicator is the use being made of the PALNet site details of which are provided in para. 68.

68. Within the WCPA member network they were made aware of the development of the site, both before and after the World Parks Congress. Indeed particular efforts were made through newsletters and other means to keep members advised of progress and to incorporate any feed back received, particularly from the hands-on opportunities at the World Parks Congress. As a further indicator of the interaction, a high degree of support was forthcoming from the Latin American members of WCPA. This region instigated translation of the site into Spanish and instituted several upgrades to PALNet to ensure it met their requirements. Other regions of WCPA however have not been so forthcoming.

Public Awareness

69. Public awareness activities were not built into the design of the project and hence were not a feature of the project or its budget. However at the June 2007 review meeting it was recognized that this was an oversight and efforts were made to raise public awareness through the handing out of PALNet pens and the distribution of EPP

promotional material in outgoing correspondence from IUCN. This has been a recent (2008) development and could be expected to result in increased use of PALNet. Some of the recent increase in usage could be put down to the promotion being given.

Overall this component of the project is rated as moderately satisfactory.

IV.11 Financial Planning

70. The initial budget served as the implementation plan for the project. However changes were needed as the work progressed particularly in the area of co funding where pledges of some US$1.25m were not forthcoming as planned. However some of this shortfall was made up by TNC and IUCN to ensure that the major objectives were achieved. Others to assist were the KEIDANREN Nature Conservation Fund with a modest cash contribution and the American Museum of Natural History with assistance in kind

71. Full audits and records of co financing were kept during the course of the project. Tight control of finances was a feature of the project and ensured proper accounting treatment as well as timely flow of payments to recipients in keeping with the deliverables. The financial audits revealed that all GEF monies had been properly expended and accounted for.

72. There was no leveraged financing achieved during the project. However there was evidence that the work carried out in a number of FLS exceeded the agreed value of the work and this was absorbed by the participating agency. A case in point is in Nepal and the work carried out by WWF and the implementing agency Nepal Nature dot com. Similarly in South Africa by SA National Parks which published at their own expense an update of the work completed under EPP.

73. It is generally recognized that the budget cover for the full development and delivery of PALNet was both underestimated and below the necessary level to achieve full functionality. This was reflected in the slow pace of development caused by lack of resourcing and the inability to inject enough funds to get the work done in a timely fashion. The under funding is also reflected in the inability of IUCN to appoint a person to act as PALNet web master and to keep the site well maintained and promoted. The further work needed now remains in the hands of the WCPA voluntary network.

Having due regard to the sound financial management shown throughout the project and the fact that the loss of co-funding was largely outside the control of EPP, the assessment made is that the project was moderately satisfactory against this criteria.

IV.12 Implementation Approach

Project Management Framework

74. The project management framework was implemented largely as planned. It was clearly conceived and realistic and provided the basis for effective and efficient implementation. However there were notable changes in personnel which impacted on the timing of implementation. After some 12 months in the position, the first Project Manager resigned from the position. A second appointment was made and this too lasted only 12 months. The final appointee Peter Shadie took over the position in 2006 and saw the project through to completion in 2007. Additionally the Project Director Dr Kenton Miller resigned from the project due to ill health in 2005 and this position was partially filled by staff of the Protected Area Program of IUCN in Gland. Although these personnel changes were disruptive and the partial cause of the project requiring an additional 12 months for completion, the structure was nevertheless soundly based and allowed for these changes with out fundamental reworking.

Effectiveness, Efficiency and Adaptability of Project Management

75. Overall the proposed organizational structure and Steering Committee arrangements worked well. The Committee was instrumental in the early stages of the project in moving it along and securing the cooperation of countries and participating agencies involved in the FLS. During the course of the project the SC met on a regular basis to review progress and receive reports from the Project Manager. No changes took place in the basic SC arrangements established at the inception of the project and the composition of the WCPA SC still reflects the framework established. Despite the changes in personnel noted, the SC had no need to require the project management arrangements to be changed to heighten effectiveness or efficiency.

76. The Project Coordinator for UNEP Mr. Max Zieren was able to attend most of the SC meetings and participate in discussion involving the project. His advice was considered to be useful and provided valuable guidance and support to the management team.

77. In an overall sense the implementation approach proved to be sufficiently sound to manage the project despite changes in personnel.

Overall implementation of the project is rated as moderately successful

IV.13 UNEP Supervision and Back Stopping

78. No significant problems were encountered during the course of the project which could be attributed to the UNEP Supervision. Again a change of personnel took place during the life of the project but this did not create any administrative or operational problems that might have constrained the end result.

Overall the project is rated as satisfactory

V. Conclusions from Findings

OVERALL RATINGS TABLE

Criterion	Evaluator's Summary Comments	Evaluator's Rating
Attainment of project objectives and results (overall rating)	Overall the project objectives and results were achieved as planned.	S
Sub criteria (below)		
Effectiveness	Largely achieved as planned and effective results achieved	S
Relevance	Relevant to addressing global change through the World Parks Congress and inputs into the CBD negotiations	S
Efficiency	Results achieved despite Project Management and funding changes which delayed initial progress of PALNet	S
Sustainability of Project outcomes (overall rating)	While ongoing deliberations within IUCN will have an impact on the website, many of the project outcomes have been adopted by stakeholders and the wider community and the knowledge generated has been widely circulated in written materials.	Moderately likely
Sub criteria (below)		
Financial	No commitment has yet been made by IUCN to continue the financing of the PALNet web site although regional resources may be found	U
Socio Political	No risks noted which will impact on the outcomes of results achieved	L
Institutional framework and governance	Current levels of support are expected to continue even though the institutions involved have yet to determine their long term position	ML
Ecological	Generally soundly based and lessons learned being applied in the wider community	ML

Criterion	Evaluator's Summary Comments	Evaluator's Rating
Achievement of outputs and activities	Outputs largely achieved in accordance with the project design and formulation	S
Monitoring and Evaluation (overall rating)	Shortcomings were noted in the design of M&E and as a result largely not performed. This was not unusual for projects approved at the time this was submitted to GEF. Otherwise the project followed the normal reporting structure.	MS
Sub criteria (below)		
M&E Design	M& E design not prescribed	U
M&E Plan Implementation (use for adaptive management)	M&E Plan not sighted	U
Budgeting and Funding for M&E activities	Not provided in budget	U
Catalytic Role	Catalytic results were achieved in a number of result areas both globally and at the local community level. Generally the FLS projects have a high level of replicability and the networks which have evolved are expected to prove extremely useful.	MS
Preparation and readiness	Generally IUCN was well prepared to implement the project and it was globally well timed, coinciding as it did with CBD deliberations.	S
Country ownership / driveness	Strong levels of country support were received for the project and in most cases this has continued to be the case.	S
Stakeholders involvement	Undertaken to the fullest extent possible but limited in many cases by available funding	MS
Financial planning	Not all activities covered by funding, leading to certain shortfalls in activity. Co financing problems were experienced which limited progress and the scope of work. However IUCN managed the finances well and maintained timely and accurate	MS

Criterion	Evaluator's Summary Comments	Evaluator's Rating
	accounting records	
Implementation Approach	Implemented as planned although changes in project management personnel caused some delays and fragmentation of approach	MS
UNEP Supervision and backstopping	No problems experienced with the UNEP Project Coordinators able to assist with timely advice as needed	S
Overall Rating		**MS**

EVALUATORS CONCLUSIONS AND RATING

Overall the project is rated as moderately satisfactory. It had several shortcomings but largely achieved its major objectives.

The following concluding remarks are offered in relation to EPP.

79. The PALNet design was originally limiting as it was based primarily on a predetermined set of global change factors. It emerged that there was clear demand for a more comprehensive tool to interrogate the PA databases and generate good learning experiences and contacts. Funding limitations precluded a full scale attempt at achieving a comprehensive solution. On the positive side, PALNet in its revised form was adapted to better accommodate demand from practitioners and to extend its use to a wider range of users. PALNet also allowed users to scan learning at a broad and shallow level and then permit in-depth examination once an appropriate approach or course of action had been chosen. More investment however was needed in PALNet to make it more flexible in its search and browse capacity and to realize its full potential.

80. A question remains as to the extent of innovation which the project fostered. Many of the approaches were indeed using cutting edge approaches to contemporary PA practice but truly creative and new approaches were fewer in number. Project design could have more clearly required the FLSs to propose and implement experimental approaches pushing current approaches to new levels and opening up more creative thinking. More field interaction between global leaders (through the 5 expert groups) and the FLSs would have likely stimulated more imaginative and resourceful approaches to coping with global change at relatively low cost. The commissioning of the case studies proved that this was an effective way of synthesizing learning, especially those case studies which drew upon numerous global examples such as the ones on urban PAs and transboundary.

81. Project indicators were generally not quantified making it difficult to evaluate with certainty the impact and influence of the project. As a result it is difficult to directly attribute the project's impact on changed approaches to PA management. More consideration should be given to these in future as well as ensuring project activities are included which can be developed and assessed against appropriate indicators.

82. Gaining support from users remains a challenge for the future sustainability of the PALNet web site. IUCN lacks the central resources to centrally manage PALNet to the same level as a traditional web site, so the tool must be driven by users with editorial oversight through the community of practitioners. Despite the expressed interest and demand for a tool such as PALNet many seem to lack the time to invest. The key is building in incentives to encourage active use – the key being to ensure that PALNet delivers credible and relevant PA information when it is needed.

VI. Lessons Learned

83. The EPP project was designed to generate information and provide the means to share this globally with PA managers. The project was particularly valued because of its focus on sharing innovation, both in the material developed and in the way it could be accessed and used. The lesson learned from the project is that the outcomes demonstrated the complexities of knowledge management and learning and the need to customize exchanges at local levels. In addition, there is the need to more closely match learning and knowledge to different audiences if it is to be relevant and timely. For example, policy change requires high-level advocacy and policy makers need different knowledge products from PA field managers. Similarly, PA managers have widely varying degrees of knowledge and issues of concern in relation to global change, which need taking into account. This lesson could be applied to future GEF projects involving information sharing across differing audiences and with differing access levels to information.

84. A number of FLSs had difficulty in finding innovative lessons learned and perspectives for each year of the project timeframe. This reflects the often slower pace of change and adaptive management together with the fact that innovation comes in waves and may spring from many different quarters. The lesson learned from this experience is that to maximize the possibilities for learning in other field-based learning-oriented projects, it may be preferable to broaden the number of sites that could contribute. Where lesson learning is slow and resources are constrained a policy of rotating field learning sites within the lifetime of the project should be considered. Case studies are also useful as they provide a good way of capturing approaches from many different perspectives and at relatively low cost.

85. One of the most significant lessons learned relates to the potential for innovative environmental projects to catalyze practitioner networks. The project and its innovations, provided a stimulus and means by which knowledge was developed and transferred laterally through peer to peer exchange rather than vertically. In this case, exposure to

the need for change was a powerful stimulus. The EPP project demonstrated the unprecedented socio economic and biophysical changes that were occurring and the fact that this did not bode well for the future of protected areas. Emerging from this recognition, peer to peer exchange by park managers, facilitated by such forums as the World Parks Congress and work through the World Commission on Protected Areas, resulted in many new techniques and adaptive mechanisms developed willingly by PA managers and professionals which were designed to cope with and better manage global change. During the course of the project, the lessons learned have been incorporated into formal management practices across different levels. In this respect, it should be acknowledged that the project has also made an important contribution toward facilitating the networking that underpins the development of professional responses to PA management and showing what can be achieved. In future projects of this kind, using innovation to arouse awareness and catalyse the willingness of practitioners to develop new techniques, could be applied to good effect.

86. The choices open to protected area managers to address change can sometimes appear counter-intuitive; a perceived threat may mean a solution to another threat within the same protected area. Protected area planners and managers need to adopt a holistic approach, one that tries to understand and address the root causes of impact and the overall system dynamics when considering innovative approaches to biodiversity conservation. This lesson is demonstrated in the case of the Terai Arc Landscape study showing how the controlled use of grazing can help control alien invasive plants.

87. During the course of the EPP project a financial shortfall was experienced when a principal co-funder was unable to meet its commitment. In addition changes within the partner institutions and in management personnel occurred as the project advanced which led to priority variations and differing expectations against the project design. A particular casualty was that the ongoing work of the field learning sites, which needed funding to continue their work beyond the life of the project. It was found that without the funding the work could not continue to be supported by the local partners and engagement was slowly lost. As a general lesson where it is intended that a project or components of a project will be ongoing, the full extent of financial needs should be addressed in the project design as part of the project risk assessment. [Alternatively a plan for financial sustainability could be prepared to cover such eventualities. This plan would identify where alternative sources of income might be found in the event that funding is not available due to unforeseen circumstances. In this project IUCN and TNC provided limited additional resources but this was purely fortuitous.] Application of this lesson would be seen in the inclusion of mechanisms in the project design which provide for the proper termination of specific components under certain circumstances rather than letting matters linger on.

88. A common lesson learned in each of the Case Studies and FLS is that success in adapting to change is by investing in local community capacity and encouraging their ongoing interest and participation. Long-term commitment, patience and genuine respect for local views are universal lessons learned from the experience in managing protected areas.

89. The EPP project fell short in some areas of acceptable standards in Monitoring and Evaluation. As a result it was not possible across the full scope of the project to quantify the degree of success and outcomes achieved. The result of this shortfall is to reinforce the now well established practice in GEF funded projects, that proper attention must be paid to implementing the full range of Monitoring and Evaluation actions. This ensures that projects optimally meet user requirements and that outcomes can be quantified and fully evaluated.

VII. RECOMMENDATIONS

90. Based upon the assessment the following broad recommendations are made in relation to the future implementation of the project.

- WCPA/IUCN should continue to monitor use of the PALNet system to determine the amount of use received and if the site is continuing to meet user expectations.
- At an appropriate time, WCPA/IUCN should institute a user survey to quantify the demand for the services provided and decide in conjunction with the WCPA membership and IUCN Protected Area Program a future course of action including its funding. One option being to integrate PALNet with the WCPA Web Site.

Annex 1A EPP Expenditure

Expenditure Details

		2003	2004	2005	2006	2007	2008
10	**PROJECT PERSONNEL COMPONENT**						
1100	**Project Personnel**						
1101	Project Manager, Vietnam	22,550	58,165	48,665	3,333	55,283	
1199	**Sub-Total**	**22,550**	**58,165**	**48,665**	**3,333**	**55,283**	
1200	**Consultants**						
1201	Output 2: Learning Network Consultant	-	15,750	41,605	-	57,350	
1202	Output 3 (a): Technical Expert Group on Local Communities and Equity, India	-	-	-	-	5,038	(4,000)
1203	Output 3 (b): Case Histories from developing countries	-	4,000	-	-	26,000	4,031
1204	Output 3 (c): Development of a PALNet node in the LAC region				-	62,548	(0)
1205	Development of the PALNet Business Plan				-	20,406	
1206	Migration of the PALNet site from the AMNH				-	4,650	
1299	**Sub-Total**	**-**	**19,750**	**41,605**	**-**	**175,992**	**30**

1300	**Administrative Support**						
	1301 Secretarial Support, Vietnam	5,050	11,950	11,000	2,000	16,700	
	1399 Sub-Total	**5,050**	**11,950**	**11,000**	**2,000**	**16,700**	
1600	**Travel on Official Business**						
	1601 Travel to Field Sites	2,193	1,646	11,842	-	20,888	
	1699 Sub-Total	**2,193**	**1,646**	**11,842**	**-**	**20,888**	
1999	**Component Total**	**29,793**	**91,511**	**113,112**	**5,333**	**268,863**	**30**
20	**SUB-CONTRACT COMPONENT**						
2200	**Sub-Contracts with supporting organisation (NGOs, Govts.)**						
	2201 Output 1- Field Learning Site: St. Lucia Wetland, South Africa	-	8,000	-	-	22,003	(162)
	2202 Output 1- Field Learning Site: Cape Floristic Province, South Africa	-	8,000	-	-	22,000	
	2203 Output 1-Field Learning Site: Socotra Island, Yemen	-	8,000	-	-	-	
	2204 Output 1- Field Learning Site: Congo Basin Network, Cameroon	-	-	18,000	-	8,002	(0)
	2205 Output 1- Field Learning Site: Osa/La Amistad/Talamanca, Costa Rica	-	-	4,038	-	5,962	(3,962)

	2206	Output 1- Field Learning Site: Yasuni National Park, Ecuador	-	8,000	-	-	2,000	
	2207	Output 1- Field Learning Site: Zapata Swamp, Cuba	-	8,000	-	-	2,000	(2,000)
	2208	Output 1- Field Learning Site: Apo Island Philippines	8,000	10,000	-	-	12,000	(29)
	2209	Field Learning Site: Terai arc Landscape, Nepal	8,000	-	-	-	22,038	(1,457)
	2299	**Sub-Total**	**16,000**	**50,000**	**22,038**	**-**	**96,005**	**(7,610)**
2999	**Component Total**		**16,000**	**50,000**	**22,038**	**-**	**96,005**	**(7,610)**
30	**TRAINING COMPONENT**							
	3200	**Group-Training**						
	3201	Training Workshops to review PALNet Design (4)	1,079	75,235	6,286	-	31,386	
	3299	**Sub-Total**	**1,079**	**75,235**	**6,286**	**-**	**31,386**	
	3300	**Meetings/Conferences**						
	3301	Output 5: Meeting to review & edit Report on Guidelines & Lessons Learned	-	-	1,422	-		
	3302	Output 3: Capacity building/exchange of FLS experiences on global change factors				-	10,000	
	3399	**Sub-Total**	**-**	**-**	**1,422**	**-**	**10,000**	

	3999	**Component Total**	**1,079**	**75,235**	**7,708**	**-**	**41,386**	
50	**MISCELLANEOUS COMPONENT**							
	5200	**Reporting Costs**						
		5201 Output 5:Report on Options & Guidelines (Translation/publication/distribution)	6,351	14,984	12,610	-		
		5202 Output 6: Occasional brief papers on Lessons Learned	-	-	-	-	22,000	22,000
		5203 Output 6: Outreach Materials	-	5,000	10,576	-		(22,000)
		5204 Output 6: Coordination of Narrative & Financial Reports	-	-	7,500	-	5,575	
		5205 Ouput 6: Report on lessons learned from experience with the nine FLSs				-	21,818	
		5206 Output 6: Outreach materials for COP 8				-	2,500	
	5299	**Sub-total**	**6,351**	**19,984**	**30,686**	**-**	**51,893**	
	5300	**Sundry**						
		5301 Output 6: Project Communication	1,224	2,843	12,057	-	6,539	3,694
		5302 Audit costs		2,215	2,988	-	9,919	(0
	5399	**Sub-total**	**1,224**	**5,058**	**15,045**	**-**	**16,458**	**3,694**
	5500	**Evaluation**						
		5501 Output 6: Project Evaluation by						

		UNEP					
	5581	Output 6: Project Evaluation by UNEP (Note 1)	-	-	-	-	-	14,125
	5599	**Sub-Total**	-	-	-	-	-	**14,125**
5999	**Component Total**		**7,575**	**25,042**	**45,731**	**-**	**68,351**	**17,818**
99	**GRAND TOTAL**		**54,447.00**	**241,788.00**	**188,589.00**	**5,333.00**	**474,605.00**	**10,238.00**

Note 1: Unspent funds allocated to be used for project terminal evaluation costs

Annex 1B Co Financing Report

Title of Project:	Ecosystems, Protected Areas, and People						
Project Number:	GF/2713-03-4679						
	IUCN						
Project Duration:	**From: August 2003**		**To:** December 2007				
Reporting Period:	August 2003 - December 2007						
Source of Cofinance	**Cash Contributions**			**In-kind Contributions**			**Comments**
	Budget original (at time of approval by GEF)	Receive in 2005-2007	Cumulative Contribution (August 2003-December 2007)	Budget original (at time of approval by GEF)	Receive in 2005-2007	Cumulative Contribution (August 2003-December 2007)	
WRI	375,000		175,000	1,125,000		386,647	No further advice rec'd from WR
IUCN			718,280	1,100,000		638,080	
TNC			150,000	1,000,000		1,005,000	TNC advise (18 Oct 08) that $15 $1m in kind provided to the proj
Conservation International			0	940,000		1,032,563	No further advice rec'd from CI
USEPA	20,000		16,958	50,000		65,000	No further advice re'd from USE
Additional Cofinance: (not identified at time of approval by GEF)							

AMNH			0			10,273	No further advice rec'd from AM
KNCF			22,439			0	No further advice rec'd from KN
Total of Cofinance	**395,000**	**0**	**1,082,677**	**4,215,000**	**0**	**3,137,563**	
Associated Financing							
UNESCO-MAB	80,000		20,000			0	UNESCO advise that further fur dependent on UNF support whic forthcoming
UNF	500,000		0			0	UNESCO advise that UNF supp confirmed and disbursed
Total of Associated Financing	**580,000**	**0**	**20,000**	**0**	**0**	**0**	
Grand Total	**975,000**	**0**	**1,102,677**	**4,215,000**	**0**	**3,137,563**	

Name: Peter Shadie

Position: Coordinator Regional PA Programme, Asia

Date: 24-Dec-08

All amounts

Annex 2 Ecosystems, Protected Areas and People Questionnaire

Introduction and Aim

The following questionnaire relates to the outcomes achieved under the GEF Project Ecosystems, Protected Areas and People (EPP) which was undertaken jointly by IUCN, the World Commission on Protected Areas and partner agencies between 2003 and 2007. This questionnaire is directed towards participants in the project at **Field Learning Sites.**

The aim of the questionnaire is to obtain feedback on the performance of the project and whether its objectives have been achieved. The results of the questionnaire will be used in evaluating the project and providing a report to the United Nations Environment Program.

Project goal

The overall goal of the EPP project is to ensure that areas of high global biodiversity value in developing countries will be managed adaptively to cope with the challenges and capture the benefits from global change. The project established a "Protected Areas Learning Network" enabling organizations responsible for protected area policy and management to share the lessons they are learning in coping with global change factors. The project also helped them develop their capacity to manage adaptively in the face of global change.

Project objectives and related components

The EPP Project learning framework was aimed to comprise six parts:

a) a web site that would facilitate the future exchange of experience among those responsible for protected area policy and management (PALNet);
b) a network of learning sites where managers and communities were actively experimenting with innovative and creative options for addressing the challenges and opportunities brought by global changes. These sites included Biosphere Reserve Sites, World Heritage Sites, and Ramsar Sites and included a diversity of operating conditions;
c) a series of face-to-face training workshops for engaging primary project stakeholders in the continuing improvement of PALNet, the web site, in learning to utilize its features, and in gathering, synthesizing, and sharing the lessons being learned;
d) a series of brief publications that made "hard copy" reports available on the principles and lessons being learned, specifically designed for those stakeholders not engaged through the electronic information system; and
e) five technical working groups of experts that analyzed lessons learned from literature, case examples, and the learning sites, prepared initial guidelines and options for adapting to global change that will reach primary stakeholders through the web site, and assisted in drafting reports on this topic to the World Parks Congress 2003,

f) provision of advice to the Secretariat and Parties to the Convention on Biological Diversity.

These project activities aimed to generate knowledge with respect to management of globally significant PAs. The project also aimed to disseminate lessons learned and best practice through field learning sites and a sustainably designed learning network. Furthermore, the information generated aimed to help countries integrate management of PAs with land-use patterns/plans outside of protected areas to secure long-term conservation of biodiversity within PA systems thus building stakeholder capacity to mainstream biodiversity conservation into land use planning and management at the landscape scale.

About the Questionnaire

In preparing this questionnaire, the assumption is made that not all respondents will be in a position to answer each of the questions. Accordingly you are asked to complete those sections as you feel able to answer and to leave blank those parts you do not have the information for.

Please be brief as short responses covering the main points only are being sought. In many cases a simple yes or no answer will suffice.

In accordance with the UN project rating system, your responses will be used to determine the outcomes of the EPP project. The **Rating system** applied is as follows

HS = Highly Satisfactory
S = Satisfactory
MS = Moderately Satisfactory
MU = Moderately Unsatisfactory
U = Unsatisfactory
HU = Highly Unsatisfactory

In responding to this Questionnaire you are invited to use this system in the box immediately below and only where your feel that it is appropriate in the Comments sections.

If you have any queries please contact me by email at the address below. Thank you for your cooperation.

Mr Lee Thomas
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Hall ACT 2618
Australia

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Telephone: +61 2 62302282

Ecosystems, Protected Areas and People Questionnaire

Over All Assessment

Questions	Rating						Comments
	HS	S	MS	MU	U	HU	
How would you rate the overall outcome of the project?			**X**				
Do you consider the project management was effective?			**X**				

A Attainment of objectives and planned results

Effectiveness: **Results / Purpose**

Questions	Comments
Were the objectives in your part of the project met?	**YES, IN TERMS OF RAISING THE AWARENESS OF PROTECTED AREAS AND THERE VITAL ROLE IN ADDRESSING GLOBAL CHANGE**

Relevance: **Objectives / Changes**

Questions	Comments
Were the Field Learning Site objectives of this project consistent with your organisations strategies	**YES, THEY AIMED TO ENSURE THAT POLICIES AND RECOMMENDATIONS DEVELOPED WERE CONSISTENT WITH ON GROUND REALITY**

Efficiency: **Activities / Results (Outputs)**

Questions	Comment

Was the project implementation delayed and if it was then did that affect cost effectiveness?	**SOME STAFF CHANGES AT THE IUCN ASIA REGIONAL OFFICE CAUSED SOME DELAYS BUT OVERALL PROJECT IMPLEMENTATION WAS SATISFACTORY**
Was the contribution of cash and in-kind co-financing efficient in regard to project implementation?	**THIS WAS SATISFACTORY, THE WORLD PARKS CONGRESS PROVIDED A VERY USEFUL MEANS OF GENERATING RELEVANT AND ADDITIONAL FUNDING**
Was the cost per component and activity made clear enough in setting up the project?	**THIS COULD HAVE BEEN MADE A BIT CLEARER**
Has the project been able to leverage additional resources for further activities?	**THIS PROJECT WAS USEFUL IN LEVERAGING ADDITIONAL RESOURCES BOTH BEFORE AND AFTER THE PARKS CONGRESS**

B Attainment of Sustainability of Project Outcomes

Sustainability is the probability of continued long term project derived outcomes after the GEF funding ends

Financial Resources

Questions	Comments
What is the likelihood financial resources may not be available to support the ongoing work developed in the field learning site?	**THIS IS A POSSIBILITY**
To what extent are the Field Sites dependent on continued financial support?	**ALL ARE VIABLE PROTECTED AREAS WITH SOURCES OF GOVERNMENT OR OTHER SUPPORT**

Socio Political

Questions	Comments

Are there any social or political risks that may jeopardise sustenance of learning site project outcomes?	***CONTINUED INTEREST AND COMMITTEMENT OF KEY STAFF AT LEARNING SITES IS IMPORTANT***
Do the stakeholders see that it is in their interest that the project benefits continue to flow?	**THIS VARIES FROM SITE TO SITE**
What is the risk that the level of stakeholder ownership will be insufficient to allow for the project outcomes and benefits to be sustained?	**MODERATE**

Institutional Framework and Governance

Relevant issue is the requirement for systems for accountability and transparency to be in place

Questions	Comments
What is the likelihood that the framework and governance structure will allow for the project outcomes and benefits to be sustained?	**MODERATE, THIS PROJECT WAS STRONGLY ANCHORED IN THE IUCN/WCPA STEERING COMMITTEE, SO CONTINUED ENGAGEMENT AT THAT LEVEL IS IMPORTANT**

C Achievement of Outputs and Activities

Delivered Outputs

*Project success in producing outputs in the quantity required and a timely way***.**

Questions	Comments
Generally speaking, do you think your Learning Site outputs have been produced both in quantity and quality as well as usefulness and timeliness?	YES
How would you assess the Soundness and Effectiveness of Methodologies used for developing the technical documents and related management options in your project area**?**	MODERATE

To what extent does the project outputs produced have the weight of scientific authority and creditability necessary to influence policy and decision makers, particularly at the local, national and regional level?	**HIGH, ALL OUTPUTS WERE REFERREED THROUGH A TECHNICALLY COMPETENT STEERING COMMITTEE**
Do you use the PALNet site? ***Sometimes*** ***Regularly*** ***Never Please specifiy***	**SOMETIMES**

D Catalytic Role

Replication and Catalysis

Questions	Comments
Are there examples of replication and catalytic outcomes based on the field learning site work?	NOT THAT I'M AWARE OF
Did the project succeed in increasing the replicability of lessons learned by scaling up or increasing the range and scope of activities?	**POTENTIALLY**

E Assessment Monitoring and Evaluation Systems

Assessment of the quality, application and effectiveness of project monitoring and evaluation plans and tools

M&E Design

Questions	Comments
Was there an M&E plan in place to monitor results and track progress towards achievement of the objectives?	**THE DETAILS OF THESE MATTERS SHOULD BE CHECKED WITH PETER SHADIE**
Did the M&E plan include base line data, proposed methodology, SMART indicators, time frames and data analysis systems?	
Were evaluation studies conducted at specific times to assess results? Please specify.	

Were the indicators appropriate and informed?	
Was the project management adaptive enough?	

M&E Plan Implementation

Questions	Comments
Was the M&E system used to facilitate timely tracking of results and progress?	**THE DETAILS OF THESE MATTERS SHOULD BE CHECKED WITH PETER SHADIE**
Were annual reports completed?	
Were Progress Implementation Review Reports provided?	
Was the review material used to improve project performance and to adapt to changing needs?	
Were project staff properly trained in reporting methods?	
How would you rate the project Monitoring and Evaluation (M&E) design and plan application?	

Budgeting and Funding for M&E activities

Questions	Comments
Was the M&E work properly budgeted for?	**THE DETAILS OF THESE MATTERS SHOULD BE CHECKED WITH PETER SHADIE**
How much was allowed and how much was spent?	
Was the budget cover provided in a timely manner ***during implementation***	

F Preparation and Readiness

Questions	Comments
Were your project's objectives and components clear, practicable and feasible within its timeframe?	PERHAPS TOO AMBITIOUS

G Country Ownership and Driveness

Relevance of Project to national needs

Questions	Comments
Based on your understanding do you think your project was effective enough in achieving country ownership?	***EVERY EFFORT WAS MADE TO ACHIEVE COUNTRY OWNERSHIP***
Were the results sufficiently well communicated to influence policy-makers in building up national strategies and to have an effect in surrounding local communities?	**EVERY EFFORT WAS MADE TO ENSURE THAT RESULTS WERE MADE AVAILABLE AND COMMUNICATED IN RELEVANT FORUMS**
Are you aware of the level of country commitment towards generation and use of management planning and the supporting technical reports for decision making during and after the project?	**I UNDERSTAND THIS WAS VARIABLE**

H Stakeholder Participation and Public Awareness
Information dissemination, consultation and Stakeholder Participation

Mechanisms

Questions	Comments
What mechanisms were put in place for the identification and engagement of stakeholders in the Field Learning Sites?	***A NUMBER OF CONSULTATIVE MECHANISMS WERE EMPLOYED, INCLUDING CONSULTATIVE FORUMS, AND OPPORTUNITIES FOR STAFF AND OTHERS TO PROVIDE INPUT***
Was the mechanism successful?	**YES, ALTHOUGH THE SUCCESS VARIED FROM SITE TO SITE**
What were its strengths?	**USEFUL FOR OBTAINING CONSTRUCTIVE INPUT WHEN KEY STAKEHOLDERS WERE INVOLVED**

What were it its weaknesses?	**VARIABILITY BETWEEN COUNTRIES REFLECTING THE LEVEL OF COMMITMENT AND OWNERSHIP** **FUNDS WERE LIMITED TO ALLOW MAJOR CONSULTATION**

Effectiveness of Interactions

Questions	Comments
What was the nature of the interaction between the project and the external stakeholders?	***MORE FACE TO FACE COMMUNICATION AT THE FIELD LEVEL, DISSEMINATION OF MATERIAL AT THE GLOBAL LEVEL***
Was the interaction between the project and internal/IUCN members effective?	**YES**
How effective was the collaboration in information dissemination and consultation?	**MATERIAL WAS DISTRIBUTED THROUGH IUCN/WCPA DISTRIBUTION CHANNELS AND AT RELEVANT FORUMS, INCLUDING THE WORLD PARKS CONGRESS**
Was the degree and effectiveness of consultation consistent across stakeholders or did this vary in any way?	**THIS VARIED BY COUNTRY AND REFELCTING THE LEVEL OF INTEREST AND COMMITMENT IN EACH COUNTRY**

Public Awareness

Questions	Comments
To what degree were public awareness activities undertaken during the course of the project?	**MODERATELY**
How effective were these activities generally?	**THEY WERE USEFUL BUT, AGAIN, VARIABLE BETWEEN SITES**
What activities were used to promote PALNet?	**CIRCULATION THROUGH WCPA LIST SERVE** **ENCOURAGEMENT OF REGIONAL NODES SUCH AS IN CENTRAL AMERICA**

How effective were these measures in achieving increased adoption and usage?	**MODERATELY USEFUL**

I Financial Planning

Management of Resources

Questions	Comments
Was the initial budget plan and its budget lines actually implemented as such?	**THERE WERE SOME CHANGES, ASSOCIATED WITH SOME OF THE EARLIER DONORS PULLING OUT, INCLUDING THE MOORE FOUNDATION**
How would you rate the strength and utility of the financial controls overall? ***Including :*** ***Reporting*** ***Planning*** ***Proper flow of funds for the payment of deliverables***	**REASONABLE**
Was an Audit conducted?	**YES**
Has the project applied appropriate standards of due diligence in the management of funds and financial audits?	**YES**

J Implementation Approach

Project Management Framework

Questions	Comments
To what extent was the project implementation mechanisms followed?.	**MODERATELY**
Was the project implemented as planned?	**YES**

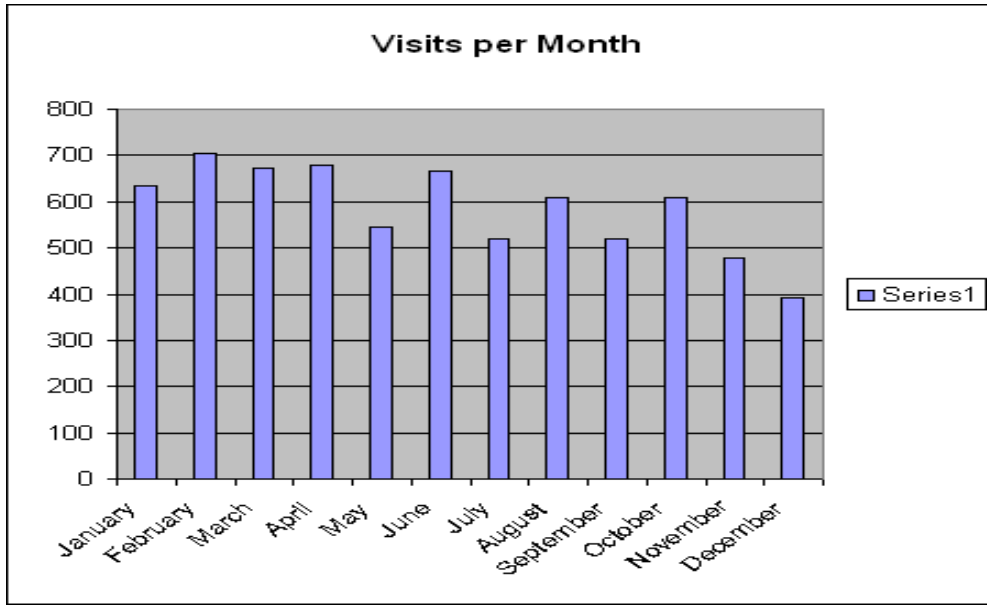
K Final Comments and Recommendations

Please provide any final comments and recommendations that could by used in this assessment and might be applied in the design and implementation of further projects

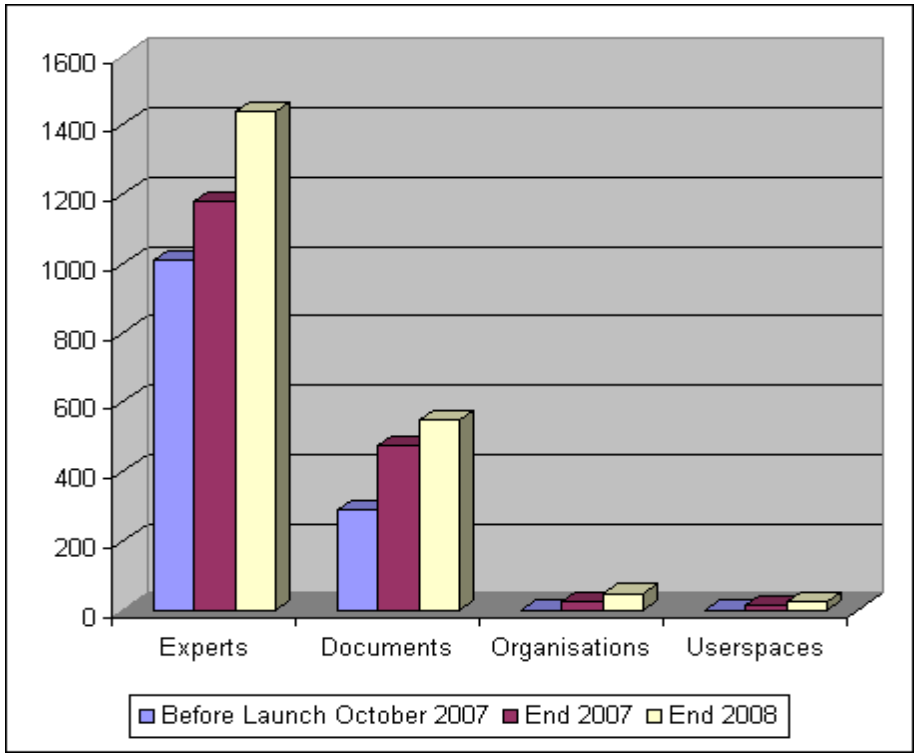
OVERALL I CONSIDER THE EPP WAS A SUCCESSFUL PROJECT WITH A NUMBER OF USEFUL PROJECT OUTCOMES

Annex 3 PALNet Site Usage

No of visits on PALNet Website per month	
January	634
February	705
March	671
April	678
May	544
June	666
July	518
August	610
September	518
October	610
November	477
December	393
	7024



	Before Launch October 2007	End 2007	End 2008
Experts	1011	1177	1438
Documents	289	476	550
Organisations	0	26	48
Userspaces	0	13	23


1600
1400
1200
1000
800
600
400
200
0
Experts
Documents
Organisations
Userspaces
Before Launch October 2007
End 2007
End 2008

Annex 4 Logical Framework Project Planning Matrix for EPP Project (revised)

STATUS OF DELIVERABLES AT PROJECT COMPLETION

Objectives	Indicators	Means of Verification	Assumptions	Status of deliverables at project completion
Goal: Conservation and sustainable use of biodiversity in PAs impacted by global change factors	Thirty-percent of PAs that have been defined as being impacted by one or more global change factors have incorporated responses to these change factors as reflected in revised PA management plans or targeted response measures (Due to short time frame of project and nature of intervention, this proxy indicator will be used.)	Global surveys of PA managers	Managers will respond to questionnaires.	EPP Project delivered against all project objectives and outputs and was influential in shaping the agendas, recommendations and outcomes of the WPC 2003 and CBD PoWPA. It continues to shape the IUCN/WCPA strategy and programme for PAs. Long term direct impact of the project difficult to assess until global PA managers can be resurveyed to compare progress since the WPC 2003 on management concerns and measures to address them.

Immediate Objective/Project Purpose: Strengthened capacity on the part of PA managers and policy makers to respond to global change factors impacting PA management effectiveness	An increase within each subregion where the field sites are located of 10% per year of PA managers and relevant national policy makers who have established new policies, strategies, or practices to adapt their PAs to one or several factors of global change: (Climate change, Sea level rise, Forest Fragmentation, Invasive Alien species, Human population growth in and around Protected Areas, Growing demand for food, fiber, and water, Impacts of biotechnology, Extractive Industries, New approaches to governance (decentralization, etc.), Expanding access to information, Democratization	Global Surveys of PA Managers At years 2 and at end of project, survey will be taken utilizing the WB WWF tracking tool for PA management effectiveness and adjusting this tool for examining PA manager response to global change factors.	Managers will respond to questionnaires. Managers will employ the PALNet website. Field learning sites effectively disseminate lessons. PA managers identify global change factors as management priority Ample resources for PA managers to respond to global change factors	EPP Workshop of June 2007 evaluated the extent to which sharing of lessons through the project has strengthened capacity to cope with global change concluding that global change syntheses, FLSs, case studies and PALNet had catalyzed the creation of networks from local to regional to global. Workshop also concluded that the project had facilitated enhanced innovation & experimentation in areas already responding to global change factors. Lessons learned through the project merged at two levels – in depth site based and generic learning, tools & methodologies which could be applied elsewhere.

				Significant mprovements to PALNet have increased access to and use of available knowledge on dealing with global change impacts on PAs. Additional PALNet features such as user spaces, discussion forums and lessons learned templates provide additional tools for PA managers to raise capacity in dealing with change.
Project Outputs:				
Output 1: Field Learning Sites Field learning sites demonstrating best practice, revised strategies or policies to mitigate global change factors (St. Lucia Wetland, South Africa, Cape Floristic Province, South Africa,	At each site, during the first year of the project, global change factors will be identified for which a targeted response will be developed and demonstrated. At that point, biodiversity impact indicators will be developed as well as operational/ management effectiveness indicators to measure PA management	Reports from PA staff and partner NGOs WB WWF tracking tool for PA management effectiveness Management plans	PA will have trained staff and collaborators that are willing and available at each site to participate Local NGOs will be interested in working with the project to draw lessons learned from local PA stakeholders. Best practice exists for	9 FLSs were established & reported lessons learned on innovative approaches to PAs management in the face of global change. All lessons learned templates and reports uploaded onto PALNet. PALNet has been populated with content

Socotra Island, Yemen, Congo Basin Network, Cameroon, Osa/La Amistad/Talamanca, Costa Rica, Yasuni National Park, Ecuador Zapata Swamp, Cuba)	effectiveness vis a vis the specific global change factor. Initial factors considered to be important, and to be further analyzed during the first year are: St. Lucia Wetland, South Africa • Governance, democratization Cape Floristic Province, South Africa • Climate change Socotra Island, Yemen • Governance, information Congo Basin Network, Cameroon • Collaborative managment Osa/La Amistad/Talamanca, Costa Rica • Climate change • Invasive species • Land use change/increasing demand for food & fiber Yasuni National Park,		response to global change factors at each site Participation by local stakeholders	beyond the scope of the FLSs thereby exposing a wider community of PA managers to new approaches, policies and practices to cope with global change. Project has catalyzed networks at FLS level and focused attention on the learning processes from experimenting with innovative approaches to PA management. EPP Synthesis of Lessons Learned from FLSs & Case Studies published to summarize project findings and encourage replication of approaches in comparable situations. 7 additional case studies were completed & uploaded onto PALNet to broaden the lessons learned information for global change factors.

	Ecuador • Human settlements • Population dynamics Zapata Swamp, Cuba • Sea level rise			
Output 2: Web site for the Protected Area Learning Network Operational website promoting and facilitating the exchange of experiences and lessons learned among primary stakeholders.	An increase by 20% on a year by year basis of those who utilize the website Increase of 25% year over year in number of PA managers who download best policy, strategy, & practice documents from website (PA managers will have to insert their email address in order to be able to download documents.) An increase by 25% by the end of the project of PA managers who will identify the website as crucial for sharing lessons learned (Baseline established at project midpoint.)	Number of hits of website recorded Website log Follow up questionnaire	PA managers and other stakeholders have access to the internet that is efficient and inexpensive Managers will employ the web site to share experiences and lessons learned. PA managers will respond to questionnaire	PALNet web site established (www.parksnet.org) in 3 IUCN languages – English, Spanish and French. Further improvements were undertaken to enhance PALNet usability, content and features to broaden the appeal of this as an interactive learning tool for PA managers. The new version of PALNet was launched at the Latin American PA Congress, Bariloche, 2007 and globally promoted through communication tools and via IUCN networks. Since Oct 2007 PALNet

				has attracted 1000 registered users and more than 500 documents have been uploaded. PALNet has been integrated into IUCN Knowledge Management Systems and is hosted on the same servers as other IUCN content management web sites. A PALNet Business Plan & Prospectus has been prepared to guide the future development and sustainability of the tool. Regional PALNet node for Central America was created successfully demonstrated the utility of regionally tailored versions of PALNet.
Output 3: Technical Expert Analysis of Lessons Learned State of the art	Favorable peer-review of reports	Peer reviews and critiques of reports	Volunteer teams evaluating lessons learned will have ample time to dedicate to the process and will be able	Reports completed & 'Securing Protected Areas in the Face of Global Change' published & distributed.

lessons learned produced on Global Change, Building the Global System, Management Effectiveness, Equity and Local People, Capacity to Manage			to examine experiences and seek out lessons from a wide range of geographic sites and communities. Lessons learned are peer-reviewed by external experts Experts are available and willing to peer review lessons learned	Peer review conducted amongst others by UNEP DGEF EPP Synthesis of Lessons Learned from FLSs & Case Studies published at project completion.
Output 4: Workshops at WPC The technical expert groups will contribute and lead substantive workshops at the WPC, drawing upon the lessons learned from PALNet. This provides an opportunity to present the lessons learned thus far to primary stakeholders at the WPC.	The expert group leaders will lead workshop streams at the WPC on building the global system, equity and local people, management effectiveness, capacity, and help design the sessions on global change.	Workshops successfully staged at WPC 2003 drawing on expertise developed through the project.	Continuity of core group leadership of experts groups. Wider WPC will endorse/support workshop recommendations & outcomes	Expert Group leaders staged successful workshops at WPC 2003 preparing comprehensive proceedings, WPC Recommendations and other outputs. Draft report from the Expert group was reviewed and validated through the WPC workshop processes.

The core group will run a workshop throughout the WPC to seek peer review of the draft report from PALNet: "options and guidelines for PA management in the face of global change."				
Output 5: Support to the CBD Process Effective technical support provided to the CBD SEC, AHTEG, Liaison Group, SBSTTA, and COP 7 for implementation of Article 8 of the CBD	Options and guidelines reports and other background papers form part of COP 7 documents. Workshops during SBSTTA 9 and COP sessions to disseminate lessons learned and best policies, strategies, and practices vis a vis effective PA management in the face of global change factors	SBSTTA 9 and COP 7 documentation Workshop evaluations Number of best practice documents disseminated at SBTTA 9and COP 7	The Core Group will be able to work productively with the CBD Secretariat, SBSTTA, and COP. What the project produces will be of value to the CBD process.	Project actively participated in CBD processes (SBSTTAs, AHTEG, COPs, PA Working Groups) leading to the adoption of CBD Programme on Protected Areas. Continued promotion of PALNet at CBD COP8, Curitiba, March 2006. CBD Secretariat will be a potential partner in generating content for PALNet. 'Securing Protected Areas in the Face of

				Global Change' publication promoted & widely distributed through CBD processes.
Output 6: Non-web Based Dissemination of Lessons Learned Best practices and lessons learned disseminated widely in the five expert topics to assist those managers without access to web communications.	Distribution coverage of 100% to PA managers Citizens in developing countries, acting through their representative governments, have established approximately 18,424 terrestrial protected areas (see page 2).	Mailing records and receipt notices for publications mailed Surveys of PA managers	Effective distribution channels for print publications exist that reach PA managers Materials are designed to ensure uptake and reflect appropriate pedagogical principles vis a vis adult learning and education The published briefs will help engage those managers that cannot or do not access the web site.	Lesson Learned Reports prepared and distributed. 'Securing Protected Areas in the Face of Global Change' publication promoted & widely distributed. EPP Synthesis of Lessons Learned from FLSs & Case Studies published at project completion. WPC Proceedings distributed to all 3,000 delegates including Expert Group Workshop Proceedings. Active promotion of PALNet & integration with IUCBN systems (PALNet link on IUCN/WCPA web site home page; featured in

				WCPA Newsletters etc).

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Annex 6 Terms of Reference

Terminal Evaluation of the UNEP GEF project
"Ecosystems, Protected Areas and People"
GF/1030-03-02

1. PROJECT BACKGROUND AND OVERVIEW

Protected areas (PAs) are well recognized as an essential element for maintaining biodiversity *in situ*. The global protected area estate stands at well over 100,000 areas covering more than 12% of the earth's land yet biodiversity generally remains at significant risk. How effectively this global estate of PAs is established and managed is therefore crucial to our efforts to conserve nature. Developing country governments are facing expanding demands for health care, nutrition, housing and other development needs. Local communities are losing access to traditional resources and fail to share in the benefits from the goods and services produced in these areas. On top of these challenges all parts of the world are facing potentially catastrophic changes in climate and sea level, increasing invasive species, and accelerating fragmentation of forests. People are demanding more food and fiber, while human settlement patterns press protected area boundaries. New institutional policies, such as decentralization of resource management, among others, call for new social arrangements among communities and government bureaus. All these "factors of global change" cause increasing uncertainty for the future of biodiversity and the ecosystem goods and services provided by PAs. It is true that many of these changes threaten PAs and require urgent and suitable responses, however, not all global changes are negative. The changes, if well understood and anticipated, can offer positive benefits for PAs. The EPP project aimed to equip PA managers to cope with negative impacts and take advantage of positive change.

The overall goal of the project was that areas of high global biodiversity value in developing countries will be managed adaptively to cope with the challenges and capture the benefits from global change. The project established a "Protected Areas Learning Network" enabling organizations responsible for protected area policy and management to share the lessons they are learning in coping with global change factors. The project also helped them develop their capacity to manage adaptively in the face of global change.

In summary the project aimed to catalyze the following three broad outcomes:

(c) PA managers will develop the capacity to innovate and experiment with ways to deal with the challenges and opportunities of global change. This will include:

- Guidance on understanding the factors of global change, and how these affect PAs and their management.
- Tools for planning new PAs (and redesigning existing ones) in the face of global change factors, e.g., identifying gaps; developing connectivity in the landscape, etc.
- Techniques for monitoring and improving the effectiveness of adaptive management.
- Alternative approaches for strengthening the equity, effectiveness, and sustainability of PA management through cooperative arrangements among levels of government, NGOs, local communities, landowners, and indigenous groups.

- Methods for capturing benefits from PAs.

(d) As a legacy, beyond the life of the project, the project will leave in operation:

- The five technical working groups which will remain as working themes in WCPA, and continue to provide guidance to the web site and the Commission;
- The web site will continue as part of IUCN's Knowledge Network; and,
- The network of field learning sites (including Biosphere Reserves, World Heritage Sites, Ramsar Sites, and community co-managed sites) will continue to generate lessons coming from the development of innovative policies, strategies and practices. These will continue to be shared as a matter of self-interest via the web site and available for field demonstration.

(e) The Convention on Biodiversity (CBD) process will benefit from the guidance developed by the project. As a result, PA management and PA systems in Member country parties will be strengthened in terms of biodiversity conservation and sustainable use. Most specifically, PAs will be more:

- Effective –
  - tools and methods for measuring and assessing the positive and negative impacts of policy, strategy, and practical interventions will guide primary stakeholders, and enable them to correct and test their approaches, thereby instituting "adaptive management."
- Sustainable –
  - sharing experience and knowledge regarding the participation of local communities in the planning, implementation, and monitoring process will strengthen social sustainability.
  - economic sustainability will be fortified by new tools and methods from "business planning" and other frontiers of "sustainable finance" currently being tested.
  - ecological sustainability will increase as the principles of conservation biology landscape ecology, and other related sciences are tested and implemented.
- Equitable –
  - new and varied approaches to cooperative management among government agencies, NGOs, local communities, and Indigenous groups will develop methods that adequately share responsibility and authority and the costs and benefits of PA management.

The primary stakeholders of the project were those government agencies, NGOs, local and indigenous communities that had responsibility for managing protected areas.

The EPP Project learning framework was aimed to comprise five parts:

g) a web site that would facilitate the future exchange of experience among those responsible for protected area policy and management (PALNET);

h) a network of learning sites where managers and communities were actively experimenting with innovative and creative options for addressing the challenges and opportunities brought by global changes. These sites included Biosphere Reserve Sites, World Heritage Sites, and Ramsar Sites and included a diversity of operating conditions;
i) a series of face-to-face training workshops for engaging primary project stakeholders in the continuing improvement of PALNet, the web site, in learning to utilize its features, and in gathering, synthesizing, and sharing the lessons being learned;
j) a series of brief publications that made "hard copy" reports available on the principles and lessons being learned, specifically designed for those stakeholders not engaged through the electronic information system; and
k) five technical working groups of experts that analyzed lessons learned from literature, case examples, and the learning sites, prepared initial guidelines and options for adapting to global change that will reach primary stakeholders through the web site, and assisted in drafting reports on this topic to the World Parks Congress, and the Convention on Biological Diversity.

Project activities aimed to generate knowledge with respect to management of globally significant PAs, and disseminate lessons learned and best practice through field learning sites and a sustainably designed, learning network. Furthermore, the information generated aimed to help countries integrate management of PAs with land-use patterns/plans outside of protected areas to secure long-term conservation of biodiversity within PA systems thus building stakeholder capacity to mainstream biodiversity conservation into land use planning and management at the landscape scale.

Relevance to GEF Programmes

The project responded directly to ongoing dialogue and recommendations of GEF Council related to GEF investment in the biodiversity focal area and resulted from GEFSEC monitoring and evaluation of the GEF biodiversity portfolio (Biodiversity Program Study etc). Project activities were to generate knowledge with respect to management of globally significant protected areas, and disseminate lessons learned and best practice through field learning sites and a sustainably designed, learning network. Furthermore, the information generated was to help countries integrate management of Protected Areas with land-use patterns/plans outside of protected areas to secure long-term conservation of biodiversity within PA systems thus building stakeholder capacity to mainstream biodiversity conservation into land use planning and management at the landscape scale.

The project was also consistent with a number of OPS2 conclusions and recommendations including: improving GEF visibility through better information products and communication (from conclusion #6); strengthening and accelerating cross learning processes (from conclusion #7); support for the medium size project vehicle (from conclusion #8); and greater emphasis on increasing potential for replication in project design and implementation (from recommendation #10).

PROJECT MANAGEMENT

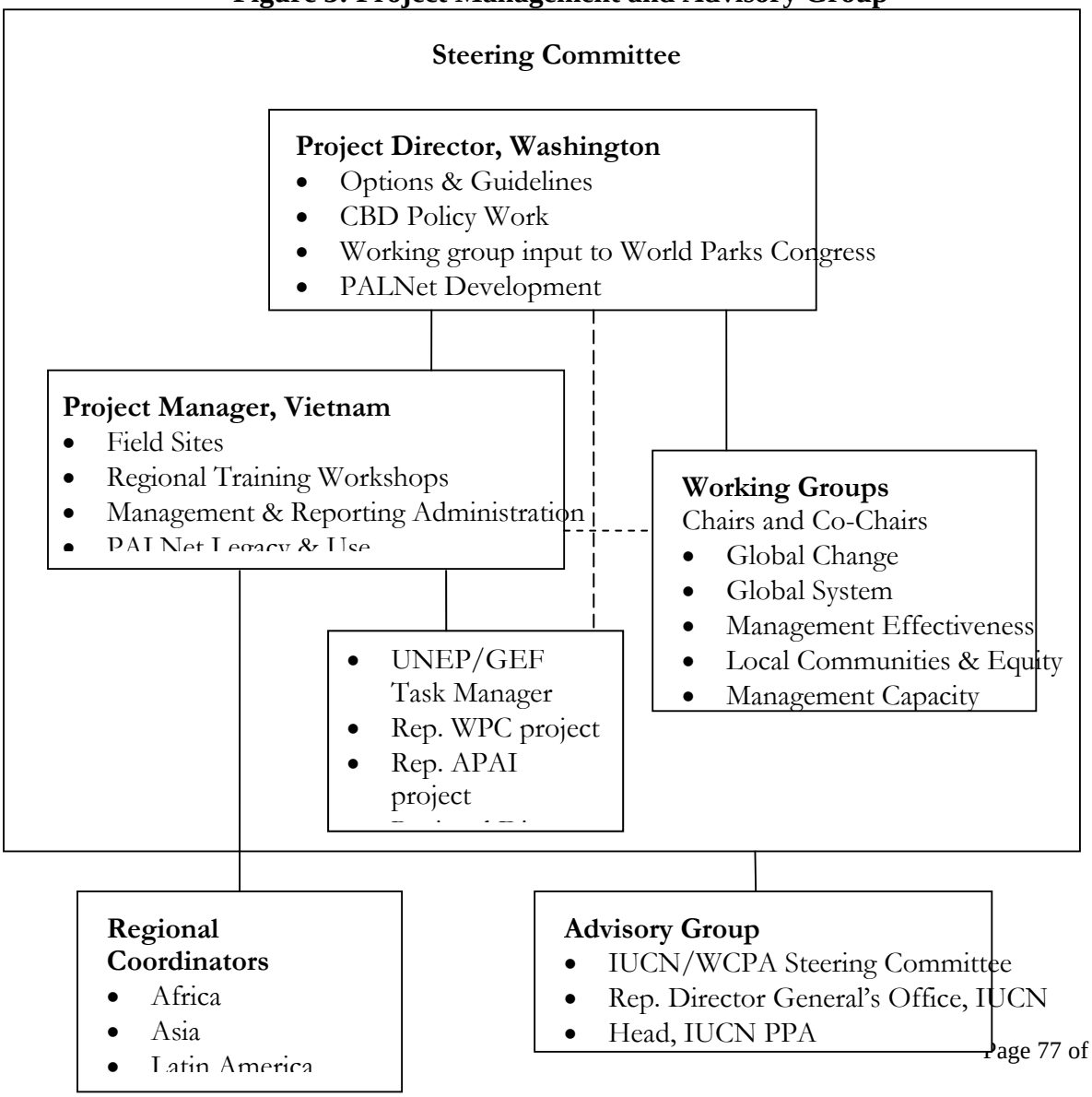
31. A Steering Committee (SC) (see Figure 3) was to manage and coordinate the project. It was responsible for integrating substantive information and materials, preparation of

reports, expenditure of funds, and relations with donors and partners. The SC included:

- Project Manager within the Asia Office of IUCN in Vietnam, who was to handle the day-to-day implementation of the project under the agreed program of work, and had primary responsibility for implementing the field portion of the project;
- The leaders of the 5 Technical Working Groups were to engage their membership of experts on guidelines and lessons learned.
- Other project management functions [as depicted in Figure 3.] were to be funded by project partners and they supported and complimented the efforts of the project manager in Vietnam.

32. The Steering Committee was to be advised by the Advisory Group, which included the Steering Committee of WCPA (Regional Vice Chairs from WCPA's 15 regional programs, the leaders of WCPA's programs on World Heritage, Mountain, Marine, and the World Parks Congress, and the Commission's Deputy Chairs; see list in Annex IV). Advice was to be sought from other experts as needed, including IUCN's Regional Coordinators who was to assist in implementing regional workshops and bringing the views and perspectives of their regions into project deliberations.

Figure 3: Project Management and Advisory Group



33. The SC was responsible for the design and implementation of the components of PALNet and for preparing the reports and published materials of the Project. The SC l was to ensure adequate coordination and integration of substantive information and materials among the technical working groups.

34. The SC was responsible for finalizing the following organizational points late in 2003:
- detailed work plans and schedules for the overall Project, and the individual Working Groups;
- formats and protocols for information gathering, lessons learned, case studies, maps, etc;
- communications network for the SC, and among Working Group team members (as per agreement at WCPA/SC Meeting, Chavanne de Bogis, December 2001);
- details for partnerships with the Learning Sites;
- detailed design and operation of the Web Site; and,
- administrative and financial management arrangements.

35. IUCN was to provide the offices for Project activities in Vietnam and the Regional Offices; IUCN Asia Regional Office's was to handle Project accounting and financial reporting. WRI was to provide office facilities for the Project Director. All other aspects of project management were decentralized and housed in respective institutions (or homes).

Project Activities

The project duration was initially 36 months starting August 2003 to October 2006, which was later revised and extended to be completed in December 2007.

The EPP Project identified six specific activities/outcomes as summarised below (each is accompanied by the descriptor given in the Project Document:

7. Field Learning Sites

Initiate a growing network of field learning sites to promote experimentation with ways to adapt to challenges from, or to capture opportunities presented by global change factors.

8. Web site for the Protected Area Learning Network (PALNet)

Establish a web site to promote and facilitate the exchange of experiences and lessons learned among primary stakeholders. A preliminary round of regional workshops will seek input from PA leaders and provide initial training in the use of PALNet, and the drafting and uploading of lessons learned. A second round will be featured late in the life of the project to promote the use of PALNet and the multiplier effect from regional leaders to national and local primary stakeholders.

9. Technical Expert Analysis of Lessons Learned

(c) Five groups of experts will analyze existing and new experiences and lessons learned to upload on the web site for perusal of primary stakeholders; the groups will focus on:

Group 1: Global Change

Group 2: Building the Global System of PAs
Group 3: Management Effectiveness
Group 4: Equity and Local Communities
Group 5: Capacity to Manage.

(d) Develop case histories for in-depth analysis of selected innovative lessons learned.

10. Workshops at IUCN Vth World Parks Congress (WPC)

(c) The technical expert groups will contribute and lead substantive workshops at the WPC, drawing upon the lessons learned from PALNet. This provides an opportunity to present the lessons learned thus far to primary stakeholders at the WPC.

(d) The core group will run a workshop throughout the WPC to seek peer review of the draft report from PALNet: "options and guidelines for PA management in the face of global change."

11. Support to the CBD Process

(c) PALNet will work with the CBD/SEC to help develop materials on Article 8, as requested.

(d) Submit to the CBD process, a report that has been revised following the WPC, tentatively titled: "options and guidelines for PA management in the face of global change."

12. Non-web Based Dissemination of Lessons Learned

To assist primary stakeholders, who do not have web access, the project will produce and distribute occasional short papers on the primary themes of the expert groups noted above.

Budget

The total budget was US$ 6,190,000 with US$ 1,000,000 funded by the GEF Trust Fund and in-kind co-funding from; World Resources Institute US$1,500,000, IUCN US$ 1,100, 000, USEPA US$ 70,000, TNC US$1,000,000, CI US$ 940,000, UNESCO MAB US$80,000 and UNF 500,000.

TERMS OF REFERENCE FOR THE EVALUATION

1. Objective and Scope of the Evaluation

The objective of this terminal evaluation is to determine the extent to which the project objectives were achieved, or are expected to be achieved, and assess if the project has led to any other positive or negative consequences. If possible the extent and magnitude of any project impacts to date will be documented and the likelihood of future impacts will be determined. The evaluation will also assess project performance and the implementation of planned project activities and planned outputs against actual results. The evaluation will focus on the following main questions:

- Was the Protected Areas Learning Network" (PALNet) established and used by all stakeholders?
- Were the Field Learning Sites established and case studies prepared and how well did they develop and capture lessons learned from coping with global change impacts on protected areas?
- Have the primary project stakeholders developed the capacity innovate and experiment with ways to deal with the challenges and opportunities of global change
- Have the stakeholder developed capacity to mainstream biodiversity conservation into land use planning and management.
- Were the technical working groups themed in WCPA and do they continue to provide guidance to IUCN and the Commission in shaping strategic approaches to protected areas management?
- Was the developed website integrated as part of IUCN's Knowledge Network and has it become a useful tool for protected area managers worldwide?
- Were the experiences and lessons learned from coping with global change as it affects protected areas successfully synthesized and communicated to broader audiences?
- Are there still lessons coming from the development of new policies, strategies and practices?
- Is protected area management and sustainability strengthened in CBD member countries?

2. Methods

This terminal evaluation will be conducted as an in-depth evaluation using a participatory approach whereby the UNEP/DGEF Task Manager, key representatives of the executing agencies and other relevant staff are kept informed and regularly consulted throughout the evaluation. The consultant will liaise with the UNEP/EOU and the UNEP/DGEF Task Manager on any logistic and/or methodological issues to properly conduct the review in as independent a way as possible, given the circumstances and resources offered. The draft report will be circulated to UNEP/DGEF Task Manager, key representatives of the executing agencies and the UNEP/EOU. Any comments or responses to the draft report will be sent to UNEP / EOU for collation and the consultant will be advised of any necessary revisions.

The findings of the evaluation will be based on the following:

1. A desk review of project documents including, but not limited to:
   (a) The project documents, outputs, monitoring reports (such as progress and financial reports to UNEP and GEF annual Project Implementation Review reports) and relevant correspondence.
   (b) Notes from the Steering Group meetings.
   (c) Other project-related material produced by the project staff or partners.

2. Interviews with project management and technical support including Kenton Miller, Kishore Rao, Peter Shadie, David Sheppard and relevant project partners.

3. Interviews and Telephone interviews with intended beneficiaries for the project outputs and other stakeholders involved with this project, including in the participating countries and international bodies. The Consultant shall determine whether to seek additional information and opinions from representatives of donor agencies and other organisations. As appropriate, these interviews could be combined with an email questionnaire.

4. Interviews with the UNEP/DGEF project task manager and Fund Management Officer, and other relevant staff in UNEP dealing with related activities as necessary. The Consultant shall also gain broader perspectives from discussions with relevant GEF Secretariat staff.

5. Field visits to project staff and project site – UNEP Task Manager and IUCN offices Bangkok and two Field Learning sites – South Africa and Terai Arc in Nepal.

Key Evaluation principles.
In attempting to evaluate any outcomes and impacts that the project may have achieved, evaluators should remember that the project's performance should be assessed by considering the difference between the answers to two simple questions ***"what happened?***" and ***"what would have happened anyway?"***. These questions imply that there should be consideration of the baseline conditions and trends in relation to the intended project outcomes and impacts. In addition it implies that there should be plausible evidence to **attribute** such outcomes and impacts **to the actions of the project**.

Sometimes, adequate information on baseline conditions and trends is lacking. In such cases this should be clearly highlighted by the evaluator, along with any simplifying assumptions that were taken to enable the evaluator to make informed judgements about project performance.

3. Project Ratings

The success of project implementation will be rated on a scale from 'highly unsatisfactory' to 'highly satisfactory'. In particular the evaluation shall **assess and rate** the project with respect to the eleven categories defined below:[6]

A. Attainment of objectives and planned results:

[6] However, the views and comments expressed by the evaluator need not be restricted to these items.

The evaluation should assess the extent to which the project's major relevant objectives were effectively and efficiently achieved or are expected to be achieved and their relevance. The "achievement" indicators provided in the log frame of the project document should be used together with any additional monitoring tools.

- *Effectiveness:* Evaluate how, and to what extent, the stated project objectives have been met, taking into account the "achievement indicators" specified in the project document and logical framework[7] In particular, the analysis of outcomes achieved should include, *inter alia*, an assessment of whether and to what extent the results of this project have informed national, regional or international processes such as the CBD or others.
- *Relevance:* In retrospect, were the project's outcomes consistent with the focal areas/operational program strategies and country priorities? The evaluation should also assess the whether outcomes specified in the project document and or logical framework are actually outcomes and not outputs or inputs. Ascertain the nature and significance of the contribution of the project outcomes to the wider portfolio of GEF Operational Programmes on biodiversity.
- *Efficiency:* Cost-effectiveness assesses the achievement of the environmental and developmental objectives as well as the project's outputs in relation to the inputs, costs, and implementing time. Include an assessment of outcomes in relation to inputs, costs, and implementation times based on the following questions: Was the project cost-effective? Was the project the least cost option? Was the project implementation delayed and if it was then did that affect cost-effectiveness? The evaluation should assess the contribution of cash and in-kind co-financing to project implementation and to what extent the project leveraged additional resources. Comparisons of the cost-time vs. outcomes relationship of the project with that of other similar projects will be given by EOU.

Specifically the evaluation shall:

- Evaluate the outcomes and outputs of the project to determine at which level they assisted governments and the primary stakeholders share information and develop strategies and policies to deal with global change in the sustainability of protected areas.

B. Assessment of Sustainability of project outcomes:

Sustainability is understood as the probability of continued long-term project-derived outcomes and impacts after the GEF project funding ends. The evaluation will identify and assess the key conditions or factors that are likely to contribute or undermine the persistence of benefits after the project ends. Some of these factors might be outcomes of the project, e.g. stronger institutional capacities or better informed decision-making. Other factors will

[7] In case in the original or modified expected outcomes are merely outputs/inputs then the evaluators should assess if there were any real outcomes of the project and if yes then whether these are commensurate with the realistic expectations from such projects.

include contextual circumstances or developments that are not outcomes of the project but that are relevant to the sustainability of outcomes. The evaluation should ascertain to what extent follow-up work has been initiated and how project outcomes will be sustained and enhanced over time. In this case, sustainability will be linked to the continued use and influence of scientific models and scientific findings, produced by the project.

Four aspects of sustainability should be addressed: financial, socio-political, and institutional frameworks and governance. The following questions provide guidance on the assessment of these aspects:

- *Financial resources.* Are there any financial risks that may jeopardize sustenance of project outcomes? What is the likelihood that financial and economic resources will not be available once the GEF assistance ends (resources can be from multiple sources, such as the public and private sectors, income generating activities, and trends that may indicate that it is likely that in future there will be adequate financial resources for sustaining project's outcomes)? To what extent are the outcomes of the project dependent on continued financial support?
- *Socio-political:* Are there any social or political risks that may jeopardize sustenance of project outcomes? What is the risk that the level of stakeholder ownership will be insufficient to allow for the project outcomes/benefits to be sustained? Do the various key stakeholders see that it is in their interest that the project benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long term objectives of the project?
- *Institutional framework and governance.* To what extent is the sustenance of the outcomes of the project dependent on issues relating to institutional frameworks and governance? What is the likelihood that institutional and technical achievements, legal frameworks, policies and governance structures and processes will allow for, the project outcomes/benefits to be sustained? While responding to these questions consider if the required systems for accountability and transparency and the required technical know-how are in place.

As far as possible, also assess the potential longer-term impacts considering that the evaluation is taking place upon completion of the project and that longer term impact is expected to be seen in a few years time. Frame any recommendations to enhance future project impact in this context. Which will be the major 'channels' for longer term impact from the project at the national and international scales? The evaluation should formulate recommendations that outline possible approaches and necessary actions to facilitate an impact assessment study in a few years time.

C. Achievement of outputs and activities:

- Delivered outputs: Assessment of the project's success in producing each of the programmed outputs, both in quantity and quality as well as usefulness and timeliness.
- Assess the soundness and effectiveness of the methodologies used for developing the technical documents and related management options in the participating countries and targeted project area.

- Assess to what extent the project outputs produced have the weight of scientific authority / credibility, necessary to influence policy and decision-makers, particularly at the local, national and regional level.

D. Catalytic Role

Replication and catalysis. What examples are there of replication and catalytic outcomes? Replication approach, in the context of GEF projects, is defined as lessons and experiences coming out of the project that are replicated or scaled up in the design and implementation of other projects. Replication can have two aspects, replication proper (lessons and experiences are replicated in different geographic area) or scaling up (lessons and experiences are replicated within the same geographic area but funded by other sources). Specifically:

Evaluation should describe the catalytic or replication actions that the project carried out.

E. Assessment monitoring and evaluation systems.

The evaluation shall include an assessment of the quality, application and effectiveness of project monitoring and evaluation plans and tools, including an assessment of risk management based on the assumptions and risks identified in the project document. The Terminal Evaluation will assess whether the project met the minimum requirements for 'project design of M&E' and 'the application of the Project M&E plan' (see minimum requirements 1&2 in Annex 4). GEF projects must budget adequately for execution of the M&E plan, and provide adequate resources during implementation of the M&E plan. Project managers are also expected to use the information generated by the M&E system during project implementation to adapt and improve the project.

M&E during project implementation

- *M&E design.* Projects should have sound M&E plans to monitor results and track progress towards achieving project objectives. An M&E plan should include a baseline (including data, methodology, etc.), SMART indicators (see Annex 4) and data analysis systems, and evaluation studies at specific times to assess results. The time frame for various M&E activities and standards for outputs should have been specified.
- *M&E plan implementation.* A Terminal Evaluation should verify that: an M&E system was in place and facilitated timely tracking of results and progress towards projects objectives throughout the project implementation period (perhaps through use of a log frame or similar tools); annual project reports and Progress Implementation Review (PIR) reports were complete, accurate and with well justified ratings; that the information provided by the M&E system was used during the project to improve project performance and to adapt to changing needs; and that projects had an M&E system in place with proper training for parties responsible for M&E activities.
- *Budgeting and Funding for M&E activities.* The terminal evaluation should determine whether support for M&E was budgeted adequately and was funded in a timely fashion during implementation.

F. Preparation and Readiness

Were the project's objectives and components clear, practicable and feasible within its timeframe? Were the capacities of executing institution and counterparts properly considered when the project was designed? Were lessons from other relevant projects properly incorporated in the project design? Were the partnership arrangements properly identified and the roles and responsibilities negotiated prior to project implementation? Were counterpart resources (funding, staff, and facilities), enabling legislation, and adequate project management arrangements in place?

G. Country ownership / driveness:

This is the relevance of the project to national development and environmental agendas, recipient country commitment, and regional and international agreements. The evaluation will:

- Assess the level of country ownership. Specifically, the evaluator should assess whether the project was effective in providing and communicating information that catalyzed action in the surrounding local communities of the project area and at the national level with respect to improving management of the focal ecosystem.
- Assess the level of country commitment to the generation and use of management plan and supporting technical reports for decision-making during and after the project.

H. Stakeholder participation / public awareness:

This consists of three related and often overlapping processes: information dissemination, consultation, and "stakeholder" participation. Stakeholders are the individuals, groups, institutions, or other bodies that have an interest or stake in the outcome of the GEF- financed project. The term also applies to those potentially adversely affected by a project. The evaluation will specifically:

- Assess the mechanisms put in place by the project for identification and engagement of stakeholders in each participating Field Learning Sites countries and establish, in consultation with the stakeholders, whether this mechanism was successful, and identify its strengths and weaknesses.
- Assess the degree and effectiveness of collaboration/interactions between the various project partners and institutions during the course of implementation of the project.
- Assess the degree and effectiveness of any various public awareness activities that were undertaken during the course of implementation of the project. Specifically assess the awareness rising toward adoption and use of the PALNeT information system.

I. Financial Planning

Evaluation of financial planning requires assessment of the quality and effectiveness of financial planning and control of financial resources throughout the project's lifetime. Evaluation includes actual project costs by activities compared to budget (variances), financial management (including disbursement issues), and co- financing. The evaluation should:

- Assess the strength and utility of financial controls, including reporting, and planning to allow the project management to make informed decisions

regarding the budget and allow for a proper and timely flow of funds for the payment of satisfactory project deliverables.

- Present the major findings from the financial audit if one has been conducted.
- Identify and verify the sources of co- financing as well as leveraged and associated financing (in co-operation with the IA and EA).
- Assess whether the project has applied appropriate standards of due diligence in the management of funds and financial audits.
- The evaluation should also include a breakdown of final actual costs and co-financing for the project prepared in consultation with the relevant UNON/DGEF Fund Management Officer of the project (table attached in Annex 1 Co-financing and leveraged resources).

J. Implementation approach:

This includes an analysis of the project's management framework, adaptation to changing conditions (adaptive management), partnerships in implementation arrangements, changes in project design, and overall project management. The evaluation will:

- Ascertain to what extent the project implementation mechanisms outlined in the project document have been closely followed. In particular, assess the role of the various committees established and whether the project document was clear and realistic to enable effective and efficient implementation, whether the project was executed according to the plan and how well the management was able to adapt to changes during the life of the project to enable the implementation of the project.
- Evaluate the effectiveness and efficiency and adaptability of project management and the supervision of project activities / project execution arrangements at all levels (1) policy decisions: Steering Group; (2) day to day project management; (3) GEF guidance: UNEP DGEF

K. UNEP Supervision and Backstopping

- Assess the effectiveness of supervision and administrative and financial support provided by UNEP/DGEF.
- Identify administrative, operational and/or technical problems and constraints that influenced the effective implementation of the project.

The ***ratings will be presented in the form of a table***. Each of the eleven categories should be rated separately with **brief justifications** based on the findings of the main analysis. An overall rating for the project should also be given. The following rating system is to be applied:

HS = Highly Satisfactory
S = Satisfactory
MS = Moderately Satisfactory
MU = Moderately Unsatisfactory
U = Unsatisfactory
HU = Highly Unsatisfactory

4. Evaluation report format and review procedures

The report should be brief, to the point and easy to understand. It must explain; the purpose of the evaluation, exactly what was evaluated and the methods used. The report must highlight any methodological limitations, identify key concerns and present evidence-based findings, consequent conclusions, recommendations and lessons. The report should provide information on when the evaluation took place, the places visited, who was involved and be presented in a way that makes the information accessible and comprehensible. The report should include an executive summary that encapsulates the essence of the information contained in the report to facilitate dissemination and distillation of lessons.

Evidence, findings, conclusions and recommendations should be presented in a complete and balanced manner. The evaluation report shall be written in English, be of no more than 50 pages (excluding annexes), use numbered paragraphs and include:

i) An **executive summary** (no more than 3 pages) providing a brief overview of the main conclusions and recommendations of the evaluation;

ii) **Introduction and background** giving a brief overview of the evaluated project, for example, the objective and status of activities;

iii) **Scope, objective and methods** presenting the evaluation's purpose, the evaluation criteria used and questions to be addressed;

iv) **Project Performance and Impact** providing factual evidence relevant to the questions asked by the evaluator and interpretations of such evidence. This is the main substantive section of the report and should provide a commentary on all evaluation aspects (A − F above).

v) **Conclusions and rating** of project implementation success giving the evaluator's concluding assessments and ratings of the project against given evaluation criteria and standards of performance. The conclusions should provide answers to questions about whether the project is considered good or bad, and whether the results are considered positive or negative;

vi) **Lessons learned** presenting general conclusions from the standpoint of the design and implementation of the project, based on good practices and successes or problems and mistakes. Lessons should have the potential for wider application and use. All lessons should 'stand alone and should:

- Specify the context from which they are derived
- State or imply some prescriptive action;
- Specify the contexts in which they may be applied (if possible who when and where)

vii) **Recommendations** suggesting *actionable* proposals for improvement of the current project. In general, Terminal Evaluations are likely to have very few (only two or three) actionable recommendations. High quality recommendations should be actionable proposals that are:

1. Implementable within the timeframe and resources available
2. Commensurate with the available capacities of project team and partners
3. Specific in terms of who would do what and when
4. Contain results-based language (i.e. a measurable performance target)

5. Include a trade off analysis, when its implementation may require utilizing significant resources that would have otherwise been used for other project purposes.

viii) **Annexes** include Terms of Reference, list of interviewees, documents reviewed, brief summary of the expertise of the evaluator / evaluation team, a summary of co-finance information etc. Dissident views or management responses to the evaluation findings may later be appended in an annex.

Examples of UNEP GEF Terminal Evaluation Reports are available at www.unep.org/eou

Review of the Draft Evaluation Report

Draft reports submitted to UNEP EOU are shared with the corresponding Programme or Project Officer and his or her supervisor for initial review and consultation. The DGEF staff and senior Executing Agency staff are allowed to comment on the draft evaluation report. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The consultation also seeks agreement on the findings and recommendations. UNEP EOU collates the review comments and provides them to the evaluators for their consideration in preparing the final version of the report.

All UNEP GEF Evaluation Reports are subject to quality assessments by UNEP EOU. These incorporate GEF Office of Evaluation quality assessment criteria and are used as a tool for providing structured feedback to the evaluator (see Annex 3).

5. Submission of Final Terminal Evaluation Reports.

The final report shall be submitted in electronic form in MS Word format and should be sent to the following persons:

Segbedzi Norgbey, Chief, Evaluation and Oversight Unit
UNEP, P.O. Box 30552-00100
Nairobi, Kenya
Tel.: (254-20) 7624181
Fax: (254-20) 7623158
Email: segbedzi.norgbey@unep.org

With a copy to:

Maryam Niamir-Fuller, Director
UNEP/Division of GEF Coordination
P.O. Box 30552-00100
Nairobi, Kenya
Tel: + 254-20-7624166
Fax: + 254-20-7623158/4042
Email: maryam.niamir-fuller@unep.org

Max Zieren
UNEP/DGEF Regional Programme Coordinator Asia Pacific
UNEP Regional Office Asia Pacific, Bangkok
Tel.: +66-2-2882101
e-mail: zieren@un.org

The final evaluation report will be printed in hard copy and published on the Evaluation and Oversight Unit's web-site www.unep.org/eou. Subsequently, the report will be sent to the GEF Office of Evaluation for their review, appraisal and inclusion on the GEF website. In addition the final Evaluation report will disseminated to: The relevant GEF Focal points, Relevant Government representatives, UNEP DGEF Professional Staff, The project's Executing Agency and Technical Staff. The full list of intended recipients is attached in Annex 5.

6. Resources and schedule of the evaluation

This terminal evaluation will be undertaken by an external evaluator contracted by the Evaluation and Oversight Unit, UNEP. The contract for the evaluator will begin on 8 December 2008 and end on 18 April 2009 (1.4 months) spread over 4.5 months (13 days of travel, to Bangkok, Nepal and the South Africa and 18 days desk study). The evaluator will submit a draft report on 7 March 2009 to UNEP/EOU, the UNEP/DGEF Task Manager, and key representatives of the executing agencies. Any comments or responses to the draft report will be sent to UNEP / EOU for collation and the consultant will be advised of any necessary revisions. Comments to the final draft report will be sent to the consultant by 7 April 2009 after which, the consultant will submit the final report no later than 18 April 20098.

The evaluator will after an initial telephone briefing with EOU and UNEP/GEF travel to Bangkok, Thailand and meet with project staff at the beginning of the evaluation. Then the evaluator will travel to Nepal and South Africa to visit the two learning sites.

In accordance with UNEP/GEF policy, all GEF projects are evaluated by independent evaluators contracted as consultants by the EOU. The evaluators should have the following qualifications:

The evaluator should not have been associated with the design and implementation of the project. The evaluator will work under the overall supervision of the Chief, Evaluation and Oversight Unit, UNEP. The evaluator should be an international expert in protected areas with a sound understanding of global change factors and their impact on protected areas. In addition the consultant should have experience in knowledge management and the functioning of professional networks and communities of practice. The consultant should have the following minimum qualifications: graduate qualifications in natural resource management or social science related to protected areas and experience with project evaluation. Knowledge of UNEP programmes and GEF activities is desirable. Fluency in oral and written English is a must.

7. Schedule Of Payment

Lump-Sum Option

The evaluator will receive an initial payment of 30% of the total amount due upon signature of the contract. A further 30% will be paid upon submission of the draft report. A final payment of 40% will be made upon satisfactory completion of work. The fee is payable under the individual Special Service Agreement (SSA) of the evaluator and is **inclusive** of all expenses such as travel, accommodation and incidental expenses.

In case, the evaluator cannot provide the products in accordance with the TORs, the timeframe agreed, or his products are substandard, the payment to the evaluator could be withheld, until such a time the products are modified to meet UNEP's standard. In case the evaluator fails to submit a satisfactory final product to UNEP, the product prepared by the evaluator may not constitute the evaluation report.