Supplemental Materials

Project Theory of Change

This project operated on the overarching theory of change that through supporting effective and adaptive natural resource governance institutions, and by building the capacity of indigenous groups and other stakeholders to understand, identify and effectively navigate existing conflict resolution mechanisms and institutions, affected stakeholders in the reserve will have the tools, skills, and knowledge necessary to 1) constructively engage each other in appropriate forums for conflict resolution, and 2) utilize natural resource governance as a tool for conflict prevention and conflict management. While no single project or program will be able to fully address all of the drivers of conflict in the ACR, a systematically designed suite of targeted interventions can work to build a foundation for creating, strengthening, and enabling stakeholders to navigate formal, informal, traditional and corporate natural resource conflict management institutions.

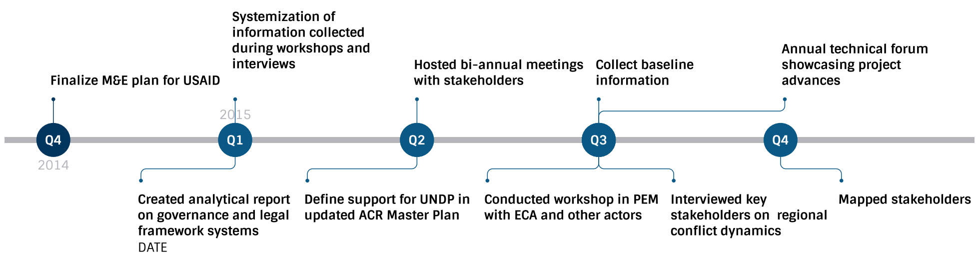
Accordingly, the project team created three explicit theories of change to guide the project design and implementation. These are:

> **Theory 1:** ***If*** we conduct participatory conflict analyses with stakeholders in the ACR (including but not limited to: traditional leadership, women's groups and other key sub-sectors of society, the ECA, extractive industry representatives, representatives of the municipalities and communities, and national governmental personnel), ***then*** we can build the capacity of key actors to develop understandings of the drivers, patterns and social dynamics underlying natural resource conflicts in the ACR. This in turn will enable them to identify and capitalize on the entry and leverage points for conflict prevention, as well as constructive conflict resolution.
>
> **Theory 2:** ***If*** we strengthen key stakeholders' knowledge of current legal rights, existing conflict resolution institutions (formal, traditional, corporate and informal) and the contractual rights, privileges and obligations related to management of the ACR and exploration of its surface and sub-surface natural resources, ***then*** these key actors will be able to more effectively and constructively pursue the needs, interests, and rights of the groups they represent through legitimate and appropriate channels. This will serve the dual purposes of enabling stakeholders to seek to manage grievances prior to conflict escalation, and increasing access to the forums, structures and processes for conflict mitigation and management.
>
> **Theory 3:** ***If*** we build capacity in community stakeholders to collect and understand technical data from the reserve and if conflict transformation dialogues can include trusted, participatory information on the state of key environmental and social indicators within the reserve, ***then*** dialogues based on technical information can take place on a more equitable footing among all stakeholders and stakeholders will have more tools to better manage the ACR and its resources in response to emerging dynamics and potential conflicts.

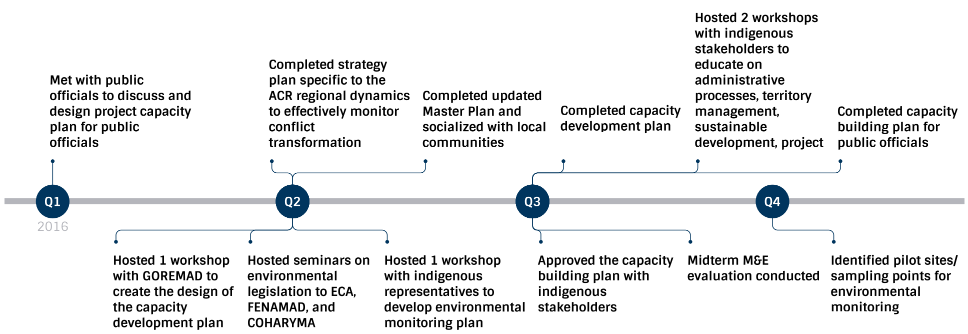
Implementation Timeline

Below is a synopsis of major milestones implemented during project implementation.

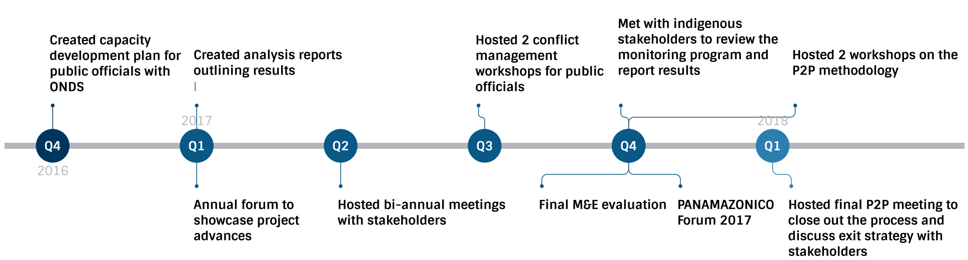
2015 Milestones



2016 Milestones



2017 Milestones



Developmental Evaluation and Impact Analysis Plan

1.0 Overview

Because conservation and development programs occur in a constellation of other political, economic, cultural and environmental activities, it is often difficult to measure the impacts of a single intervention. It is further difficult to measure impact when the expected results refer to perceptions and actions of actors, rather than physical or economic changes that are directly measurable using traditional logic frameworks. Thus, additional methods of evaluation are required to overcome those challenges. For the purposes of understanding the results and impacts of the current project on conflict in the RCA, the project team will employ a methodology 'Outcome Harvesting' (Wilson-Grau & Britt, 2013). Based on the approach taken in the family of methods knows as 'Outcome Mapping', this deductive methodology has been developed to complement traditional methods of monitoring and evaluation by observing results and changes in the behaviors, actions, perceptions and inter-relations of social actors, and working retrospectively to reconstruct the events, activities and actions that combined to produce the observed change (World Bank, 2014). Once a change has been observed and its causes identified, the methodology enables evaluators to assess whether and in what ways the program or project in question contributed to the observed change. By comparing the changes observed against baseline data (described in section 4.0), the project team will have a solid base of evidence to answer the questions posed above.

2.0 Methodological Framework

As described by Wilson-Grau and Britt (2013), an Outcome Harvesting evaluation is a highly participatory framework designed by a lead evaluator in close partnership with the project implementation team and program leadership. The methodological framework for the project consists of the following 6 steps, applied in both a mid-term and a final evaluation:

2.1 Design of the Evaluation. The lead evaluator proposes the following *Evaluation Questions* (Wilson-Grau & Britt, 2013, p. 4) that will guide the analysis.

1. Has the project generated new knowledge or deeper understanding for the project team, project partners and other stakeholder regarding conflict drivers and dynamics?
2. How has the capacity of key stakeholders related to conflict mitigation and resource/reserve management changed as a result of project activities?
3. In what ways has the project increased participation and constructive engagement among stakeholders in and around the reserve?

These guiding questions are directly related to project activities and sub-activities as-described in the project technical narrative and work plan, in order to ensure that outcomes and impacts are directly relevant to project objectives. This is critical to ensure that data collected through normal monitoring and evaluation of project implementation is able to inform the Outcome Harvesting analysis.

Importantly, the primary users of the evaluation will be the project implementation team and project managers. Because the data generated through the evaluation process may be sensitive, the project team will collectively decide which information to release publicly and whether any information should remain private to protect individuals and specific organizations. However, the project team will be encouraged to maintain sufficient anonymity in the data to protect participants and informants, but still be able to utilize the data to produce publications on best practices in impact assessment that will serve as tools for the wider conservation community.

2.2 Document Review and Results Descriptions. Over the course of the project, the lead evaluator will review the Documents of Verification submitted to the project sponsor with quarterly progress reports to identify potential outcomes that may have been produced or should be expected based on project activities. Documents reviewed will include reports and minutes from technical workshops and forums conducted by the implementation team, and interviews and evaluations following capacity building workshops, among others. Based on the review of project related activities and outputs detailed, the lead evaluator will conduct a mid-term evaluation in 2016 and final evaluation in 2017, both of which consist of the following steps:

1. Produce a draft set of candidate outcome categories;
2. Conduct consultations with the project implementation team to refine the candidate outcomes, and validate the set;
3. Draft questionnaires to elicit detailed fine-grained qualitative information and detailed descriptions of the outcomes from project implementation staff (sample questionnaire is provided in Figure 1); and
4. Collect and analyze data from each member of the project implementation team via the questionnaires, and collate that information and synthesize a draft set of outcome descriptions.

Box 8

Sample Outcome Harvesting Questionnaire

Outcome Description: In one or two sentences, summarize the observable change in the behavior, relationships, activities, or actions of a social actor influenced by the activities and outputs of the organization, program, or project over the past 12 months. That is, *who changed what, when and where?*

Who: Be as specific as possible about the individual, group, community, organization, or institution that changed.

What: State concretely what changes were noted in behavior, relationships, activities, policies, or practices.

When: Be as specific as possible about the date when the change took place.

Where: Similarly, include the political or geographic locale with the name of the community, village, town, or city where the actor operates – locally, nationally, regionally, and/or globally.

Organization's contribution: In one or two sentences, what was the organization's role in influencing the outcome? How did it inspire, persuade, support, facilitate, assist, pressure, or even force or otherwise contribute to the change in the social actor? Specify the organization's activities, processes, products, and services that you consider influenced each outcome.

Keep in mind that, while the outcome must be plausibly linked to the organization's activities, there is rarely a direct, linear relationship between an activity and an outcome. Also, one activity may influence two or more outcomes. Equally important, outcomes often are influenced by a variety of activities and other social actors over a period longer than 12 months. Thus, please mention the activities from this year or before that influenced each outcome.

Figure 1. Sample questionnaire to guide implementation team through results description process. This will be adapted to meet the needs of the current initiative. Source: Wilson-Grau and Britt (2013).

2.3 Participatory Refinement of Results Descriptions. Once draft outcome descriptions have been produced, the lead evaluator will conduct an iterative refinement process in the field in Madre de Dios, Peru with key informants from the implementation team and affected stakeholders to clarify the observed outcomes and identify the role of project activities in producing those outputs. Specifically, the lead evaluator will continue the document review, and will likewise conduct open-ended interviews with knowledgeable informants to deduce the influence of project activities on reported changes, and to elicit from social actors the external influences that likewise contributed to the outcomes. Through a workshop format, the project implementation team and lead evaluator will then refine the outcome and results descriptions to reflect accurately the information collected from informants and documents. A sample outcome description is provided as Figure 2.

Box 1: Example of an outcome description

In October 2010, at the Conference of the Parties (COP) 10 in Nagoya, Japan, the Parties to the Convention on Biological Diversity adopted the decision on the Global Taxonomy Initiative which was drafted based on recommendations agreed at the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) International Year of Biodiversity conference (IYB) in Paris in January 2010.

The BioNET Secretariat designed the taxonomy session of the UNESCO IYB programme with the GTI CM Chair, led the organisation of the session and participated in the conference recommendation drafting group and subsequently influenced discussions at the 14th meeting of the Subsidiary Body on Scientific, Technical and Technological Advice (SBSTTA14) which resulted in inclusion of the recommendations in the draft COP decision.

Categorisation: Key Area C: "Contribute to an enabling policy environment and communications". Objective 6: "Promote the long-term sustainability of the taxonomic sector by helping create an enabling policy environment and by providing unique communication services."

Figure 2. Sample outcome description. Based on the document review, implementation team interviews, and guided questionnaire, the lead evaluator will produce results statements that describe the social change observed, the contribution of the project to that change, and how that outcome conforms with the project's overall objectives specified in the technical narrative. Once these initial descriptions are drafted, the evaluator and implementation team will conduct an iterative refinement process based on feedback generated through additional document review and interviews with key informants from social actor groups. Source: Rassman et al. (2013).

2.4 Triangulation. Because the methodology depends on direct input and reporting from project implementation staff, there is potential for internal bias to influence the description of observed results and the inflation or diminution of the importance of program activities. To ensure objectivity, triangulation of data with independent parties is an important safeguard by providing independent validation and clarification of the results produced and reported influence of the project.

After developing sufficiently rigorous results descriptions, the project team will identify independent data sources and independent key informants capable of triangulating the results descriptions. Data sources will likely include independent reports from Government, NGOs and media sources. Key informants will be selected from a range of sources including participants in workshops and project activities, community members not included in activities but knowledgeable of activities and changes that occur subsequently, regional government and other administrative actors, and staff not directly related to project implementation. For each outcome and results description, project implementation staff will be asked to provide suggestions for individuals and data sources for triangulation. Through a snowball sampling technique, subsequent informants and data sources will be identified during the triangulation process until there is reasonable redundancy in data and responses to certify the accuracy of results.

2.5 Analysis and interpretation. By collecting descriptions of observed results and outcomes and by tracing the impact of the project to those outcomes, the lead evaluator has the data necessary to analyze the impact of the project on accomplishing the goals outlined in the guiding questions. Because there will be multiple outcomes, and because the roles of the project and external factors will vary across outcomes, the lead evaluator will construct a database of these results for the project implementation team to utilize as needed. The subsequent analysis will provide a useful framework for interpreting the impact of the project and suggesting steps for adaptive management during a mid-term evaluation.

Further, because the outcomes have been vetted through a participatory process and independently verified, the analysis and interpretation will rely on inference from observed changes and understanding of dynamics between social actors and structural factors. Results of the analysis and interpretation will be summarized in evaluation reports at a mid-term and a final evaluation.

2.6 Incorporating results into programming and decision-making. After delivering results of each of the mid-term and final evaluations, the lead evaluator will travel to Puerto Maldonado, Peru to facilitate a workshop with the project implementation team and project managers from. These workshops will focus on distilling lessons learned from the project and identifying potential avenues to incorporate those lessons into programming and project management. Finally, as described above, the project team will be encouraged to keep data sufficiently anonymous to enable the publication of papers and toolkits on best practices in impact assessment and conflict management through conservation that will serve the wider conservation community.

3.0 Baseline Data

Because the overarching purpose of the project is to enhance the capacity of local stakeholders to constructively manage conflict in and around the reserve, baseline data is required to track progress and identify changes in the behaviors, actions, perceptions and inter-relations among social actors. Currently the project team has four sources of baseline data that have been collected during the design and early implementation of the project.

- The first dataset was generated through interviews, focus groups and community meetings on conflict dynamics and sources of conflict for in each of the communities surrounding the reserve in June 2013. That data was collected as part of a project that served as an antecedent to the current imitative and consists of qualitative and quantitative data.
- The second dataset consists of a desk study on conflict dynamics conducted in the design process of the current initiative. That dataset provides qualitative synthesis of secondary sources of information on conflict dynamics and natural resource management, published in academic literature, news sources, and government reports.

- The third dataset is the participatory conflict analysis conducted during early phases of project implementation. This is the most current and comprehensive analysis of stakeholders, conflict dynamics, and structures that the project team has collected.
- The final source of baseline data is the participatory capacity-building was generated as a result of the participatory conflict analysis and program design. This source of data builds on the conflict analysis to identify gaps in knowledge and needs for technical capacity self-identified by project participants in the reserve.

Works Cited

Wilson-Grau, R., & Britt, H. (2013). *Outcome Harvesting*. Cairo, Egypt. Ford Foundation, Mena Office.

World Bank (2014). *Cases in Outcome Harvesting: Ten pilot experiences identify new learning from multi-stakeholder projects to improve results.* Washington, D.C. World Bank.

Rassman, K., Smith, R., Mauremootoo, J., & Wilson-Grau, R. (2013). *Retrospective 'Outcome Harvesting': Generating robust insights about a global voluntary environmental network.* Better Evaluation.

Results from Developmental Evaluation

A mid-term developmental evaluation was conducted over two weeks of field-based observation and data collection from September 16 – 30, 2016, in Puerto Maldonado, Peru. The results of that evaluation were synthesized and presented in a series of meetings with the project implementation team and associated stakeholders in the subsequent weeks in order to provide insight into both the intended and unanticipated outcomes of our intervention. A final evaluation was conducted between October 13 – November 26, 2017, to collect a final set of data from project implementers and beneficiaries. In both evaluations, the team reviewed all project monitoring and evaluation reports to identify potential outcomes. Semi-structured interviews were then conducted with various members of implementation team, project partners, and with external validators to review the plausible outcomes. Further document review and discussions were used to triangulate identified outcomes. Finally, all data were coded using the Nvivo qualitative analysis software using an inductive framework. The findings from the mid-term and final evaluations are being reported in an empirical study elsewhere (Fisher and Delgado, Forthcoming). The results of the evaluations are briefly summarized below, and are reproduced verbatim from the executive summaries of Fisher and Delgado (2016, p. iii) and Fisher and Delgado (2017, p. vii).

Midterm Evaluation Findings

Outcome 1.1 Enhanced Conflict Awareness for Stakeholders

The Conflict Analysis conducted by the project team created a highly detailed profile of conflicts in the area of influence of the ACR, which enhanced conflict awareness and knowledge of conflict drivers and dynamics for the various stakeholder groups in the ACR including for the project team, managers of the ACR, and indigenous communities around the reserve. The project team and the managers of the ACR (SERNANP & ECA) applied that knowledge to identify changes in the social and political context of the project area to 1) provide spaces for technical exchange, 2) design capacity building workshops for indigenous groups and public officials based on identified needs, and 3) provide support to dialogue spaces on topics related to conflict management.

Outcome 1.2 Enhanced Conflict Awareness for Stakeholders

Project partners, including the managers of the reserve, worked with key stakeholders from indigenous civil society organizations and local communities in a participatory manner to identify specific capacities to strengthen for public functionaries and indigenous communities. Together with key stakeholders, the project team and partners designed capacity building plans for each target group focusing on: indigenous legislation, leadership and conflict; communal reserve management; and sustainable economic activities within the reserve

Outcome 2.1 Enhanced Capacity for Stakeholders

The project has strengthened the institutions that govern the RCA by facilitating meetings between the managers of the RCA and the stakeholders (communities, municipalities, and civil society actors) around the RCA. Those meetings allowed the managers of the RCA to 1) strengthen the co management of the ECA and SERNANP, 2) describe the management rules, regulations and responsibilities that govern the area, 3) improve the visibility of the reserve and its management for key stakeholders, and 4) better understand the management challenges that the RCA faces.

Outcome 2.2 Enhanced Capacity for Stakeholders

A training program for indigenous community members was initiated and attended by 17 men, women and youth from communities around the RCA. The capacity building program is designed to train community leaders on themes including indigenous leadership, natural resource management, conflict management and dialogue, and indigenous legislation. The training is meant to empower attendees to replicate the capacity building once they return to their own communities.

Outcome 3.1 Increased Participation and Constructive Engagement Among Stakeholders

The project has increased the frequency of contact and interaction among stakeholders concerning the management of the RCA and natural resources in the project area. This contact occurs in several ways, including technical dialogues in municipalities concerning road construction, dialogues on resource management, and participatory processes for presenting the RCA management plan. This has begun the process of improving confidence among stakeholders, but has not yet built a high level of trust. Instead, it has established a pattern of interaction and constructive exchanges among stakeholders.

Adaptive Management Recommendations from the Mid-term Evaluation

- Maintain effective consultation with project partners, stakeholders, and beneficiaries related project activities, project benefits, and participation.
- Adopt measures to ensure that consistent information about project activities is delivered to all stakeholders and participants in project activities.
- Work with project partners and stakeholders to ensure clear, effective communication around benefits, costs, rights, and responsibilities of participation in project activities.
- Actively monitor and critically assess capacity building pedagogy, curriculum, and participation to ensure that participants are effectively trained.
- Assess opportunities to support participants once they return to their community, municipality, or administrative post to ensure retention of skills and knowledge gained.

Final Evaluation Findings

Outcome 1.1 Enhanced conflict sensitivity for implementing organizations. The project implementation team and project partners have gained enhanced organizational conflict-sensitivity, which has empowered them to identify, analyze, and act towards mitigating specific conflicts and drivers of conflict in and around the RCA,

Outcome 1.2 Enhanced conflict awareness and utilization of conflict awareness for project implementation team, project partners, and direct beneficiaries. The project has provided stakeholders in the RCA with a broad view of the types of conflicts that occur in the area, the actors who are typically involved, and the factors that generally drive or escalate these conflicts. Additionally, project implementation team members and project partners have gained a deep understanding of conflicts over road construction and mining in the areas adjacent to the reserve. Participants in project sponsored capacity-building training and regional dialogues have gained a deeper understanding of conflict dynamics for conflicts related to natural resource legislation and management, reserve management, and for issues related to indigenous peoples.

Outcome 2.1 Enhanced participatory governance of the RCA. Participatory governance in the RCA has been enhanced through improved administrative capacity of the ECA, clarifying and articulating the rights and responsibilities of co-management of the RCA for the ECA, SERNANP, and other stakeholders including local community leadership, and by creating multiple opportunities for stakeholder participation in governance decision making processes.

Outcome 2.2 Inclusion of mechanisms to deliver tangible benefits to stakeholders in the RCA. Through conflict assessment and bi-directional communication with stakeholders, the project has created avenues for the creation and delivery of direct economic benefits to communities in and around the RCA, in order to mitigate the economic pressures that contribute to conflict in the area.

Outcome 2.3 Enhanced natural resource management capability. The technical capacity of key stakeholders, including two local communities, governmental organizations including ANA and the Peruvian Ministry of Culture, and co-managers of the RCA have gained enhanced technical knowledge in subject matter related to their municipal, contractual, and legal rights and responsibilities in making natural resource management decisions. This has created a knowledge base at the institutional level among early career professionals and young indigenous leaders.

Outcome 3.1 Increased use of dialogue for collaborative problem solving. Project implementation team members, project partners, and stakeholders have increased the use of dialogue for collaborative problem solving in natural resource management, particularly in order to prevent or manage natural resource conflicts involving mining and road construction in the buffer zone of the reserve.

Additionally, communities that hosted replications of conflict resolution trainings appear to have adopted dialogue and conflict management techniques as potential options for problem solving.

Outcome 3.2 Networks of civil society and governmental actors involved in reserve and natural resource management have been reinforced. The project has reinforced networks of civil society organizations and governmental actors working on managing natural resources in and around the RCA through joint implementation of project activities, participation in project design and implementation. The network of actors that has been strengthened included SERNANP and the ECA, civil society actors, and several regional and municipal government agencies and departments.

References

Fisher, J., & Delgado, D. (Forthcoming). *Conflict and conservation: Evaluating the effectiveness of conflict prevention in protected area management using developmental evaluation methods.*

Fisher, J. & Delgado, D. (2017). *Strengthening Indigenous Capacity in Conflict Resolution and Sustainable Resource Management in the Lot 76 Hydrocarbon Concession and Amarakaeri Communal Reserve in Madre de Dios Department, Peru (revised): Final Outcome Evaluation.* Report prepared for USAID. Washington, D.C. The Amazon Conservation Association.

Fisher, J. & Delgado, D. (2016). *Strengthening Indigenous Capacity in Conflict Resolution and Sustainable Resource Management in the Lot 76 Hydrocarbon Concession and Amarakaeri Communal Reserve in Madre de Dios Department, Peru (revised): Midterm Outcome Evaluation.* Report prepared for USAID. Washington, D.C. The Amazon Conservation Association.

Semi-structured interview guide for community visits
Available only in Spanish

The following semi-structured interview guide was developed to assist the project team assess the outcomes and impacts of the project and thereby test and refine the project's theory of change. The interview protocol was developed and written in Spanish. Data collection was likewise conducted in Spanish, and subsequent analyses and reporting were conducted in Spanish. This was important in order to capture the cultural nuance and context of the information being collected.

Resumen

El equipo de monitoreo y evaluación requiere el aporte de un consultor para hacer una visita al campo y conducir una serie de entrevistas y observaciones en sitio. El consultor tendrá la tarea de recoger datos los impactos y resultados del proceso de la replicación de las capacitaciones de los pueblos indígenas.

Investigación de los resultados e impactos de las 'réplicas'

Como parte integral del proyecto, los equipos de evaluación diseñaron un taller de capacitación para representantes de los pueblos indígenas en varios temas incluyendo liderazgo, derechos indígenas, resolución del conflicto, y gestión de recursos naturales. Los participantes en el taller tenían el compromiso de hacer réplicas de la capacitación en sus propias comunidades en varios temas. El equipo del proyecto ofreció apoyo en el diseño y ejecución de las réplicas.

El consultor viajará al campo para entrevistar a la gente que ha realizado las réplicas en sus comunidades, y algunos de los participantes en las réplicas. Para hacer esta investigación, el consultor necesita entrevistar a 3 personas en las comunidades en las que se han hecho las réplicas además de las personas que condujeron las réplicas. Las preguntas y la selección de los entrevistados está descrito a continuación.

Personal a cargo de las réplicas

El consultor debe identificar al personal que realizó las réplicas y conducir una breve entrevista con todos ellos. Esta entrevista dará contexto para las entrevistas con los participantes. El consultor debe de pedir permiso para grabar un audio de la conversación con su teléfono. Puede ayudar comentar que la grabación no tiene ningún sentido más que el que poder recoger todas sus impresiones y que no será compartido. Si el entrevistado está de acuerdo, el consultor debe empezar la grabación. Si el entrevistado no está de acuerdo, el consultor debe tomar notas sobre los mayores temas, y notar temas importantes.

Las entrevistas deben de ser conducidos correspondiendo al formato 'semi-estructurado' en lo que el consultor se hace una conversación con el entrevistado sobre varios temas. Esto no sería una lista de preguntas y respuestas. Caso contrario, debe de ser una conversación abierta y el consultor estará libre a preguntar varias cuestiones hasta el punto que se tiene la información completa sobre las varias temas. Las temas y preguntas de tipo 'muestra' están incluidas aquí.

Para la persona que hace la réplica

1) Por favor, recuenta el proceso de hacer las réplicas:
    a. Qué información y qué herramientas usó?
    b. Cómo se preparó para hacer las réplicas?
    c. Contó con la ayuda de alguien o materiales de soporte?
    d. Quién fue invitado, y quién participó?
    e. Hubieron personas que decidieron no participar? Sabes por qué?
    f. Describe el taller / la reunión que hiciste.
    g. Cuánto duró el taller / la reunión y de cuántas sesiones constó?
2) Recibiste alguna retroalimentación de los participantes sobre la utilidad de las réplicas y/o la información incluida?
    a. Ellos piensan que la información era interesante, útil, fácil de entender?
    b. Puede dar ejemplos de lo que encontraron importante y/o útil?
    c. Que fue difícil y/o constituyó un reto durante el taller / la reunión?
3) Después de realizar las réplicas, ha observado algunos cambios en el comportamiento de las personas que viven en la comunidad respeto a conflictos sociales?
    a. La comunidad y sus miembros están usando la información de las réplicas?
    b. Podría dar algunos ejemplos?
4) Ha habido cambios en las relaciones con la comunidad y otras comunidades y/o las autoridades respecto a los varias temas que se tocaron en las réplicas?
    a. La comunidad y sus miembros están usando la información de las réplicas?
    b. Podría dar algunos ejemplos?
5) Me gustaría conversar con alguien que participó en la réplica. Puedes recomendar algunos participantes para entrevistar? Necesito hablar con un hombre y una mujer. Puedes presentármelo/a?

Los participantes de las réplicas

1) Por favor, puedes contarnos de tu experiencia durante el taller de capacitación?
    a. Cuáles temas fueron discutidos?
    b. De qué manera el instructor enseñó la información?
    c. Cómo la pasó en el taller?
2) Fue ésta su primera vez en conocer acerca de este tipo de información?
    a. Qué fue lo más interesante?
    b. Qué fue lo más fácil / difícil de entender e implementar en su día a día?
    c. Qué puedes hacer con esta información?
3) Has usado alguna información desde que atendiste al taller?
    a. Puedes dar un ejemplo?
4) Has visto algunos cambios dentro de la comunidad o entre su propia comunidad y otras después del taller respecto a las temas de la capacitación?
    a. Puedes dar un ejemplo?
5) De los diversos temas, hay algo que quieras aprender de nuevo o con mayor detalle o algo que podría haber sido diferente?
6) Que debería cambiar para mejorar las próximas capacitaciones?
7) Algo más que quieras mencionar sobre la capacitación?

Participant Observation Monitoring Form

To be used during socialization of Master Plan for protected areas

and other community meetings

Available only in Spanish

Observación de las reuniones de la socialización del plan maestro de la reserva

El consultor debe observar las reuniones de socialización y tomar notas especificas respecto al proceso de las reuniones en cada comunidad visitada. Durante la reunión, el consultor debe enfocarse en observar y tomar nota de la información sobre los siguientes temas:

I. Nombre de la Comunidad/Municipalidad: ________________________

Fecha :
Hora :
Duración :

1) Describe el proceso – recuenta los pasos de la reunión.	
a. Introducción del equipo a la comunidad (como fue hecho, quién se lo hace, etc.)	
b. Presentación del plan maestro (qué herramientas eran usadas, quién lo hace, etc.)	
c. El debate (cuáles fueron los temas más debatidos, cuáles fueron los principales puntos de concordancia y conflicto, etc.)	
d. ***Preguntas y respuestas (cuales fueron los puntos poco entendidos y mal entendidos, como el equipo respondió)***	

<table>
<tr><td>e. Acuerdos y compromisos (de haber algunos compromisos y / o acuerdos)</td><td></td></tr>
<tr><td colspan="2">2) Describe brevemente las dinámicas observadas en los siguientes temas</td></tr>
<tr><td>a. Las dinámicas y relaciones entre el equipo y la comunidad (bien recibido, falta de confianza, etc.)</td><td></td></tr>
<tr><td>b. La reacción de la comunidad a la información presentada</td><td></td></tr>
<tr><td>c. Las relaciones entre las comunidades y el ECA/La Jefatura (conflictivo, amigable, etc.)</td><td></td></tr>
<tr><td colspan="2">3) Describe lo que fue exitoso, y lo que podría ser mejorado en la presentación de la información y / o la manera de responder a puntos de mal confianza, mal entendimiento, y cosas conflictivas</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">4) Describe algo que fue relevante y/o notable sobre el proceso</td></tr>
<tr><td colspan="2"></td></tr>
</table>

<u>**Biological monitoring worksheets**</u>

Community members and park guards at the Amarakaeri Communal Reserve were trained to monitor local vegetation and fauna, and carry out monthly data collection based on the categories described on the worksheet (1 and 2): species, number of individuals (offspring, adult, senile), behavior, type of evidence (footprint, observation, smell or feces), time, location and general observations about the environment. In order to assist the recognition of species of interest, community members and park guards used a photographic guide (3) that illustrates local fauna and vegetation.

1. Fauna monitoring worksheet

PERÚ | Ministerio del Ambiente | Servicio Nacional de Áreas Naturales Protegidas por el Estado | Reserva Comunal Amarakaeri

SERNANP PERÚ

Reserva Comunal Amarakaeri

FICHA DE MONITOREO DE FAUNA
(MAMÍFEROS, AVES,)

FICHA N°:	FECHA:
GUARDAPARQUES:	HORA DE INICIO:
PCV:	HORA DE TÉRMINO:
SECTOR:	DÍAS:
LUGAR:	COORDENADAS (UTM) DE INICIO:
ACTIVIDAD:	COORDENADAS (UTM) DE TÉRMINO:
CLIMA:	

Nombre común	N° de Individuos				Comportamiento	Tipo de registro	Hora de avistamiento	Coordenadas	Observaciones
	Cría	Juvenil	Adulto	Total					

ACTIVIDAD: (1) Patrullaje Rutinario; (2) Patrullaje Especial; (3) Monitoreo Biológico

LUGAR: colocar el nombre de las quebradas, ríos, cochas, etc. donde se hizo el monitoreo

CLIMA: (1) Soleado; (2) Nublado; (3) Parcialmente nublado; (4) Lluvia

COMPORTAMIENTO: (1) Volando; (2) Caminando; (3) Reposando; (4)Alimentando; (5) Durmiendo

TIPO DE REGISTRO: (1) Avistamiento; (2) Huellas; (3) Heces; (4) Olor

2. Flora monitoring worksheet

PERÚ | Ministerio del Ambiente | Servicio Nacional de Áreas Naturales Protegidas por el Estado | Reserva Comunal Amarakaeri

SERNANP PERÚ

Reserva Comunal Amarakaeri

FICHA DE MONITOREO DE FLORA
(ÁRBOLES AMENAZADOS, UTILIZADOS Y CONSUMIDOS POR AVES)

FICHA N°:	FECHA:
GUARDAPARQUES:	HORA DE INICIO:
PCV:	HORA DE TÉRMINO:
SECTOR:	DÍAS:
LUGAR:	COORDENADAS (UTM) DE INICIO:
ACTIVIDAD:	COORDENADAS (UTM) DE TÉRMINO:
CLIMA:	

Código de placa	Nombre común	Flores	Frutos	Semillas	Coordenadas	Observaciones

CODIGO DE PLACA: Número de placa
FLORES: Sí (1) No (2)
FRUTOS: Sí (1) No (2)
SEMILLAS: Sí (1) No (2)

LUGAR: colocar el nombre de las quebradas, ríos, cochas, etc. donde se hizo el monitoreo

3. Photographic guide of local fauna and vegetation

Water monitoring worksheets

The project team developed a participatory freshwater monitoring system in the Amarakaeri Communal Reserve to monitor the conservation status of aquatic resources in the face of development projects planned for the region. The National Water Agency, National Service of Natural Protected Areas -SERNANP, the ECA-ACR and the project team partnered to collect data on water quality and aquatic biological indicators and water flow patterns. The worksheets below were used for data collection in the Alto Madre de Dios river basin during rainy and dry seasons. This experience has been documented and will be published as a guide for participatory hydrobiological monitoring in protected areas in June 2019.

1. Worksheet for water body description (physiochemical characteristics)

Punto de muestreo							
1. Información general							
Código estación:		Fecha y hora			Población:		
Cuenca:		UTM X			Distrito:		
Cauce:		UTM Y			Provincia:		
Tipología:		UTM Z			Departa-mento:		
Acceso:							
Tiempo atmos-férico	Soleado	Nublado	Precipitaciones	Lluvia	Tormenta	Otros	
2. Análisis físico químico							
Turbidez	Muy Alta	Alta	Media	Baja	Nula	Medida en campo	
Color del agua							
Parámetros in situ	Temperatura (°C)	O.D. (mg/l)	Saturación (%)	pH	Conductividad (ms/cm)	TDS	
Observaciones							
3. Descripción del cauce							
Anchura cauce (m)			Calado (cm)				
Estabilidad de márgenes	Excelente	Buena	Aceptable	Pobre	Nula		
Morfología de tramos	Recto	Anasto-mado	Sinuoso	Meandri-forme		Curvo	
Observaciones							
Lecho del cauce (en %)	Roca	Bloques	Cantos	Gravas	Gravillas	Arenas	Limos
Tipo de flujo	Salto	Rápidos	Pozas	Discontinuo		Laminar	Ta-blas
Observaciones							
Variaciones de caudal a lo largo del río	Sí		No		Relación pozas/rápidos		
Descripción							
4. Fotografías							

2. Worksheet for collection of plankton

LOCALIDAD:	CÓDIGO ESTACIÓN:
CUENCA:	FECHA:
PROVINCIA:	HORA:
DEPARTAMENTO:	
RESPONSABLE:	
COORDENADAS: ALTITUD:	
CONDICIONES METEREOLÓGICAS: Sol......Parcial....Nublado....total nublado.... Lluvia.....Viento.....dirección	COLOR DEL AGUA Y ASPECTO
	ESTADO TRÓFICO: Oligotrófico..... Mesoeutrófico.....Eutrófico
PROFUNDIDAD: DISCO SECCI (transparencia):	ESQUEMA DEL LAGO O LAGUNA incluir la ubicación de las estaciones y la direccionalidad del viento
METODO DE COLECTA: Botella tipo: Capacidad (vol) Red: Apertura de malla:	

3. Worksheet for collection of periphyton

LOCALIDAD	CÓDIGO ESTACIÓN:
CUENCA:	FECHA:
PROVINCIA:	HORA:
DEPARTAMENTO:	
RESPONSABLE:	
COORDENADAS :	ALTITUD:
VELOCIDAD DE CORRIENTE:	VEGETACIÓN ACUÁTICA:
	SÍ
	NO
TIPO DE SUSTRATO:	CÓDIGO DE REGISTRO FOTOGRÁFICO:
SUSTRATO DURO SUSTRATO DURO A REMOVIBLE SUSTRATO BLANCO SUSTRATO SUPERFICIAL	COMENTARIOS:
Abundancia estimada: 0 Ausente/No observada, 1=Raro (<%5), 2=Común (5%-30%), 3=Abundancia (30%-70%), 4=Dominante (>70%)	
Perifiton: 0 1 2 3 4 Algas filamentosas: 0 1 2 3 4 Macrófitas: 0 1 2 3 4	Limo: 0 1 2 3 4 Macroinvertebrados: 0 1 2 3 4 Peces: 0 1 2 3 4

4. Worksheet for collection of macroinvertebrates

LOCALIDAD:	CÓDIGO ESTACIÓN:
CUENCA:	FECHA:
PROVINCIA:	HORA:
DEPARTAMENTO:	
RESPONSABLE:	
COORDENADAS :	ALTITUD:
VELOCIDAD DE CORRIENTE:	VEGETACIÓN ACUÁTICA:
	SÍ
	NO
TIPO DE SUSTRATO:	CÓDIGO DE REGISTRO FOTOGRÁFICO
SUSTRATO DURO:	
SUSTRATO DURO A REMOVIBLE:	
SUSTRATO BLANCO:	COMENTARIOS:
SUSTRATO SUPERFICIAL:	

5. Worksheet for collection of fish

Fecha de colecta:		Hora:		Número de campo:	
Localidad:			Cuenca:		
Distrito:			Lugar de muestreo:		
Provincia:			Departamento:		
Coordenada:				Altura:	
Colectores:					
Hábitat (ambiente)		Tipo de agua:		Profundidad	
Vegetación:			Sustrato:		Orilla
pH:	Conductividad:		Oxígeno:	Temperatura agua:	
Longitud de muestreo:		Ancho:		Área:	
Esfuerzo de muestreo:					
Observa-ciones:					
Lista preliminar de especies:					