



# **IUCN Conservation Outlook Assessments - Worksheets**

**Version 1.3**

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**Assessment data sheet**

Site Name	
Site Assessor	
Assessment Date (completed)	



## Worksheet 2(a): Checklist of threats

Note: This checklist is meant to provide a rapid overview of threats and is intended to allow threats to be compared across sites. If present, threats are very briefly named in column 3 and are marked as within and/or outside the site with an 'X' in columns 4 and 5. Note that threats should be very briefly described, e.g. 'wastewater disposal from recreational boats at and around the property', 'commercial poaching of elephants' etc. The identified threats must be copied into column 1 of Worksheet 2(b) and described in detail.

Worksheet 2(a): Checklist of threats				
Threat categories	Threat sub-categories	Specific threat affecting site	Inside site?	Outside site?
<b>Residential &amp; Commercial Development</b>	Housing/ Urban Areas			
	Commercial/ Industrial Areas			
	Tourism/ Recreation Areas			
<b>Agriculture &amp; Aquaculture</b>	Annual/Perennial Non-Timber Crops			
	Forestry/ Wood production			
	Livestock Farming / Grazing of domesticated animals			
	Marine/ Freshwater Aquaculture			
<b>Energy Production &amp; Mining</b>	Oil/ Gas Drilling			
	Mining/ Quarrying			
	Renewable Energy			
<b>Transportation &amp; Service Corridors</b>	Roads/ Railways			
	Utility / Service Lines			
	Shipping Lanes			
	Flight Paths			
<b>Biological Resource Use</b>	Commercial hunting			
	Subsistence hunting			
	Logging/ Wood Harvesting			

Worksheet 2(a): Checklist of threats				
Threat categories	Threat sub-categories	Specific threat affecting site	Inside site?	Outside site?
	Fishing / Harvesting Aquatic Resources			
	Other Biological Resource Use			
<b>Human Intrusions &amp; Disturbance</b>	Impact of tourism/ visitors/ recreation			
	War, Civil Unrest/ Military Exercises			
	Other Activities			
<b>Natural System Modifications</b>	Fire/ Fire Suppression			
	Dams/ Water Management/ Water Use			
	Other Ecosystem Modifications			
<b>Invasive &amp; Other Problematic Species &amp; Genes</b>	Invasive Non-Native/ Alien Species			
	Hyper-Abundant Species			
	Modified Genetic Material			
<b>Pollution</b>	Water Pollution			
	Household Sewage/ Urban Waste Water			
	Industrial/ Military Effluents			
	Agricultural/ Forestry Effluents			
	Garbage/ Solid Waste			
	Air-Borne Pollutants			
<b>Geological Events</b>	Volcanoes			
	Earthquakes/ Tsunamis/ Tidal Waves			
	Avalanches/ Landslides			
	Erosion and Siltation/ Deposition			

Worksheet 2(a): Checklist of threats				
Threat categories	Threat sub-categories	Specific threat affecting site	Inside site?	Outside site?
<b>Climate Change &amp; Severe Weather</b>	Habitat Shifting/ Alteration			
	Droughts			
	Desertification			
	Chemical changes to oceanic waters			
	Temperature changes			
	Storms/Flooding			
<b>Social/ Cultural Changes</b>	Changes in traditional ways of life and knowledge systems			
	Identity/ Social Cohesion/ Changes in local population and community			
<b>Other</b>	Other			

**Worksheet 2(b): Assessing threats**

Note: Threats are identified in column 1 and are then cross-referenced to the values they affect in column 2 (using the references Vx, V1, V2 etc). Threats are then assessed against five assessment ratings - **Very Low Threat, Low Threat, High Threat, Very High Threat, and Data Deficient** - in columns 4-8 (these ratings are defined in Table 2.1 of the Guidelines). The 'Justification for assessment' is presented in column 3 and must be systematically referenced, e.g. (SOC report, 2009). Note that the treats in column 1 should be copied from column 3 of Worksheet 2(a).

Worksheet 2(b) : Assessing threats							
			Assessment				
Current threats	Values affected	Justification of assessment	Very Low Threat	Low Threat	High Threat	Very High Threat	Data deficient
Potential threats	Values affected	Justification of assessment	Very Low Threat	Low Threat	High Threat	Very High Threat	Data deficient
Overall assessment of current threats							
Overall assessment of potential threats							
<b>Overall assessment of threats</b>							



### Worksheet 3: Assessing protection and management

Note: The state of each protection and management topic is assessed against five ratings: **Highly Effective**, **Effective**, **Some Concern**, **Serious Concern** and **Data Deficient**. These ratings are defined in Table 3.1 of the Guidelines and questions to help guide the assessment are provided in Table 3.2. The 'Justification for assessment' must be systematically referenced, e.g. (SOC report, 2009).

Worksheet 3: Assessing protection and management						
		Assessment				
Topics	Justification of assessment	Highly Effective	Mostly Effective	Some Concern	Serious Concern	Data deficient
Relationships with local people						
Legal framework and enforcement						
Integration into regional and national planning systems						
Management system						
Management effectiveness						
Implementation of Committee decisions and recommendations						
Boundaries						
Sustainable finance						
Staff training and development						
Sustainable use						
Education and interpretation programs						
Tourism and interpretation						
Monitoring						
Research						
Assessment of the effectiveness of protection and management in addressing threats outside the site						
<b>Overall assessment of protection and management</b>						
<b>Best practice examples</b>						

**Worksheet 4: Assessing the current state and trend of values**

Note: The current state of values is assessed against five ratings: **Good, Low Concern, High Concern, Critical** and **Data Deficient** (see Tables 4.1 of the Guidelines). The baseline for the assessment should be the condition at the time of inscription, with reference to the best-recorded historical conservation state. Trend is assessed in relation to whether the condition of a value is **Improving, Stable, Deteriorating** or **Data Deficient**, and is intended to be snapshot of recent developments over the last five years. The 'Justification for assessment' must be systematically referenced, e.g. (SOC report, 2009).

Worksheet 4: Assessing the current state and trend of values								
WORLD HERITAGE VALUES			Assessment					
Vn°	Values	Justification of assessment	Good	Low Concern	High Concern	Critical	Data deficient	Trend
<b>Assessment of the current state and trend of World Heritage values</b>								
ADDENDUM – OTHER IMPORTANT BIODIVERSITY VALUES								
<b>Assessment of the current state and trend of other important biodiversity values (if applicable)</b>								

## Worksheet 5: Assessing Conservation Outlook

Note: Conservation Outlook is assessed against five ratings: **Good, Low Concern, High Concern, Critical, and Data Deficient** (see Table 5.1 of the Guidelines). The 'Justifications of assessment' and assessments for rows 3-9 should be copied from Worksheets 2-4. Only the Conservation Outlook assessment is new. *This Worksheet will be the assessment summary and should be as detailed and self-explanatory as possible* (note that the general public will have access to the topics in bold, i.e. 'Current state and trend of World Heritage values', 'Overall threats', 'Overall protection and management' and 'Assessment of Conservation Outlook').

Worksheet 5: Assessing Conservation Outlook		
Topics	Justification of assessment (please copy these from worksheets 2(b), 3 and 4)	Assessment
<b>Current state and trend of World Heritage values</b>		
<i>Current state and trend of other important biodiversity values (if applicable)</i>		
<i>Current threats</i>		
<i>Potential threats</i>		
<b>Overall threats</b>		
<i>Effectiveness of protection and management in addressing threats outside the site</i>		
<b>Overall protection and management</b>		
<b>Assessment of Conservation Outlook</b>		

## Worksheet 6: Understanding key conservation issues

*Note: The conservation issues identified through this assessment are not meant to be detailed recommendations for action. Such recommendations will be part of the follow up to Conservation Outlook Assessments, but are not part of the assessment itself. The description of issues in column 3 should summarize the key conservation problems affecting a site, including whether these could be locally resolved by the management authority, or require the implication of the other actors such as a national government or the international community.*

Worksheet 6 : Understanding key conservation issues			
Cn°	Key conservation issue (listed in order of urgency)	Description	Scale (local, national, regional or global in nature)
C1			
C2			
C3			
C4			
C5			
C6			
C7			
C8			
C9			
C10			

## Worksheet 7(a): Checklist of benefits

Note: Benefits are identified using a checklist. The site assessor should mark the benefits that are present, and those that could reasonably be assumed to be present but for which there is little/no information, i.e. data deficient, with an 'X'. Benefits that are not marked are assumed to be absent.

Worksheet 7(a): Checklist of benefits		
Types of benefits	Present	Data deficient
<b>Nature conservation values</b>		
Is the protected area valued for its nature conservation?		
Does management of the site provide jobs (e.g. for managers or rangers)?		
<b>Values related to food</b>		
Is the hunting of wild game permitted in the site?		
Is the collection of wild food plants permitted in the site?		
Are fisheries (permissible fishing and/or contribution to fish stocks by protecting spawning area) an important resource in the site?		
Is traditional agriculture (i.e. use of locally adapted crops (landraces) and/or practices) undertaken legally in the site?		
Is livestock grazing and fodder collection permitted in the site?		
<b>Values related to water</b>		
Is non-commercial water use (e.g. subsistence agriculture, drinking, washing and/or cooking) permitted in the site?		
Is commercial water use (e.g. for large-scale irrigation, waterways, bottling plants, hydro-electric power or municipal drinking water source) permitted in the site?		
<b>Cultural and Spiritual Values</b>		
Does the site have cultural and historical values (e.g. archaeology, historic buildings including temples, pilgrimage routes, and/or historic/culturally important land use)?		
Does the site include sacred natural sites or landscapes (e.g. sacred groves, waterfalls and/or mountains)?		
Does the site contain wilderness values or other similar iconic values?		

Worksheet 7(a): Checklist of benefits		
Types of benefits	Present	Data deficient
<b>Health and Recreation Values</b>		
Is the collection of medicinal resources (e.g. herbs) for local use permitted from the site?		
Is the pharmaceuticals industry permitted to collect resources from the site?		
Is the site important for recreation and tourism?		
<b>Knowledge</b>		
Is the site an important resource for building knowledge?		
Does the site contribute to education (i.e. formal and informal dissemination of information)?		
Is the collection of genetic material (e.g. crop wild relatives, tree species) permitted from the site?		
<b>Environmental Services</b>		
Can the site contribute to climate change mitigation (i.e. by providing significant carbon sequestration and / or by ameliorating local climate impacts)?		
Is the site important for soil stabilisation (e.g. avalanche prevention, landslide and erosion)?		
Is the site important for coastal protection (e.g. mangroves, sand dunes, coral reefs)?		
Is the site important for flood prevention (e.g. mitigation in small watersheds, flood plains and wetland protection)?		
Is the site important for water quality and quantity (e.g. filtration, groundwater renewal, maintenance of natural flows)?		
Is the site an important resource for pollination of nearby crops or for pollination products such as honey?		
<b>Materials</b>		
Is the management and removal of timber, including for fuelwood, permitted from the site?		
Is the extraction of other materials (e.g. coral, shells, resin, rubber, grass, rattan, minerals, etc) permitted from the site?		

**Worksheet 7(b): Understanding benefits**

*Note: The evaluator selects a short list of key benefits, describes these in the 'summary' column, and states whether they are **potential, minor** or **major** for the **community inside the site**, the **community outside the site** and the **wider community** (including global), in line with the ratings listed in Box 7.1 of the Guidelines.*

Worksheet 7(b): Understanding benefits				
		Minor, Major or Potential		
Selected benefits	Summary	Community within site	Community outside site	Wider Community (global)
<b>Summary of benefits</b>				

### Worksheet 8: Compilation of active conservation projects and project needs

Note: : If limited information is available on the organizations and conservation projects active within a site, site assessors are encouraged to provide whatever information is easily available, even if incomplete.

Worksheet 8: Compilation of active conservation projects			
N°	Organization/ individuals	Brief description of active projects	Contact details (if available, e.g. email, weblink)
1			
2			
3			
4			
5			
Compilation of potential project needs			
N°	-	Brief description of potential project needs	-
6			
7			
8			
9			
10			



## Worksheet 9: References

Note: *All information used in assessments is referenced for transparency and so that future assessments can review the previous information base.* Information sources should be clearly referenced within the 'description' column in the case of Worksheet 1, and in the 'justification for assessment' columns in Worksheets 2, 3 and 4, e.g. (Smith, 2009). References should be compiled in Worksheet 9.

Worksheet 9 : References	
Rn°	References
R1	
R2	
R3	
R4	
R5	
R6	
R7	
R8	
R9	
R10	