

Strategic goals and objectives for the Clayoquot Biosphere Trust

*Based on the goals and objectives recommended at the
individual reserve level in the
SEVILLE STRATEGY FOR BIOSPHERE RESERVES*

DRAFT 2

28th January 2001

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Introduction

This discussion document was produced by:

1. Selecting all of the goals and objectives relevant to the individual biosphere reserve from the Seville Strategy;
2. Reviewing all of the high level strategic goals at a retreat of the CBT board on the 26th and 27th of January 2001;
3. Taking the new set of goals developed by the CBT board and rewording and adjusting the objectives to better fit with the discussions and proposals from the board;
4. Selecting all of the Ideas for Funding (Research, Training, and Education) and the Priorities from the January draft of the Discussing Our Future document and putting them under the Objectives that seem to make the most sense.

The original numbering of goals and objectives at the lowest levels from the recommendations in the Seville Strategy is included at the end of each item; e.g. (II.2.4)

A number of new objectives have been proposed for discussion purposes, under training for example, to try to help structure our approach.

This document is intended to form the basis for further discussion and refinement, first by the full board and then by the general public.

GOAL I: Enable the Clayoquot Sound UNESCO Biosphere Reserve (CSUBR) region to develop as a model of ecosystem-based management and sustainable development

OBJECTIVE I.1: Secure the support and involvement of local people

1. Survey the interests of the various stakeholders and fully involve them in planning and decision-making regarding the management and use of the reserve. (II.1.5)
2. Establish a local consultative framework in which the reserve's economic and social stakeholders are represented, including the full range of interests (e.g. agriculture, forestry, hunting and extracting, water and energy supply, fisheries, tourism, recreation, research). (II.2.4)

1. Ensure First Nations have been consulted about research taking place in traditional territories	Research
2. Provide leadership for visioning in the region, acting as an umbrella for other organisations to fall under.	Education
3. Establishment of a clear working definition of the term 'sustainability.'	Priority

OBJECTIVE I.2: Promote the development of a sustainable economy

1. Identify and address factors that lead to environmental degradation and unsustainable use of biological resources. (II.1.6)

4. Explore environmental impacts of aquaculture, tourism, fishing and logging.	Research
5. Effects of population on wildlife and environment.	Research
6. Research of ecological footprint of major economic generator sectors in Clayoquot Sound	Research
7. Identify ecosystem problems, and work towards solutions, at times utilising an ombudsman role	Research

2. Evaluate the natural products and services of the reserve, and use these evaluations to promote environmentally sound and economically sustainable income opportunities for local people. (II.1.7)

8. Explore socio-economic benefits of aquaculture, tourism, fishing and logging.		Research
9. Medicinal use of plants as alternative medicine.	Traditional uses	Research
10. Economic gap analysis of 'green' business that could thrive in the Biosphere Reserve		Research
11. Research conservation based economic development strategies and planning.		Research
12. Identify new economic opportunities for the region.		Research
13. How to log in the old way.		Training
14. Innovative logging practises.		Training
15. Training in sustainable resource management.		Training

3. Develop incentives for the conservation and sustainable use of natural resources, and develop alternative means of livelihood for local populations, when existing activities are limited or prohibited within the biosphere reserve. (II.1.8)

16. Promote sustainable forest practises with all parties.		Priority
17. Promote economic diversification and higher level employment.		Research
18. Create ecological template for new and expanding businesses.		Research
19. Promote local management and processing of waste ("nutrient management").	Personal and Corporate	Education

4. Encourage private sector initiatives to establish and maintain environmentally and socially sustainable activities in the reserve and surrounding areas. (IV.1.14)
5. Ensure that the benefits derived from the use of natural resources are equitably shared with the stakeholders, by such means as sharing the entrance fees, sale of natural products or handicrafts, use of local construction techniques and labour, and development of sustainable activities (e.g. agriculture, forestry, etc.). (II.1.9)

20. An annual careers day for local high school students, to increase their awareness of local opportunities	Education
21. Increase employment or improve how we do existing jobs.	Training
22. Value added manufacturing.	Training
23. Set priorities based on local needs and potential benefits to the region as a whole.	Priority
24. Train equitably across region.	Training
25. Equity in fund distribution.	Priority

6. Involve the local communities in the development of models of community sustainability. (Not in Seville Strategy)

26. Identify sustainability models and lessons from elsewhere.	Learning	Research
27. Identification of models of community sustainability.		Priority

OBJECTIVE I.3: Coordinate and promote ecosystem based approaches to management and conservation

1. Identify and map the different zones of biosphere reserves and define their respective status. (IV.1.9)
2. Prepare, implement and monitor an overall management plan, or policy, that includes all of the zones of biosphere reserves. (IV.1.10)

28. Advocate and re-affirm to government the urgency of completing watershed planning.	Priority
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3. Where necessary, in order to preserve the core area, re-plan the buffer and transition zones, according to sustainable development criteria. (IV.1.11)

These items are not well covered in our existing thinking

GOAL II: Support the research that gathers information, organizes knowledge and achieves the wisdom necessary for conservation and sustainable development for the benefit of the CSUBR region.

OBJECTIVE II.1: Improve knowledge of the interactions between humans and the biosphere

1. Use biosphere reserves for basic and applied research, particularly projects with a focus on local issues, interdisciplinary projects incorporating both the natural and the social sciences, and projects involving the rehabilitation of degraded ecosystems, the conservation of soils and water and the sustainable use of natural resources. (III.1.8)

29. Incorporate Traditional Ecological Knowledge (TEK) into research.	TEK	Research
30. Effective methods of watershed restoration including streams.	Restoration	Research
31. Methods for enhancement of wild stocks and shellfish.	Restoration	Research

OBJECTIVE II.2: Improve monitoring activities

1. Use the reserve for making inventories of fauna and flora, collecting ecological and socio-economic data, making meteorological and hydrological observations, studying the effects of pollution, etc., for scientific purposes and as the basis for sound site management. (III.2.5)

32. Cultural mapping.	Culture	Research
33. Establish inventory of research that already exists.		Research
34. Research projects should fill in gaps of current knowledge.		Research
35. Marine resources inventory.		Research
36. Support new and existing marine base line data collection and monitoring programs.		Priority
37. Establishment of the Trust as a repository of knowledge. Clearinghouse role on information and research activity in the region.		Priority
38. Completion of baseline studies and compilation of a set of sustainability indicators.		Priority

2. Use the reserve as an experimental area for the development and testing of methods and approaches for the evaluation and monitoring of biodiversity, sustainability and quality of life of its inhabitants. (III.2.6)

39. Establish long-term environmental, social, and economic monitoring programs.

Research

3. Use the reserve for developing indicators of sustainability (in ecological, economic, social and institutional terms) for the different productive activities carried out within the buffer zones and transition areas. (III.2.7)

40. Develop baseline indices to establish where we are now in relation to economic, environmental and social indicators.

Research

41. Monitor indices within the environment to keep track of the health of the ecosystem.

Research

4. Develop a functional system of data management for rational use of research and monitoring results in the management of the biosphere reserve. (III.2.8)

42. CBT act in co-ordination role for local research. Serve as a regional clearinghouse.

Research

GOAL III: Support educational initiatives that benefit the communities of the CSUBR region in their pursuit of conservation, sustainable development and community health

1. Encourage involvement of local communities, school children and other stakeholders in education and training programmes and in research and monitoring activities within biosphere reserves. (III.3.5)

43. Scholarships for local students.	Education Infrastructure	Education
44. Increase access to computers and the Internet.	Education Infrastructure	Education
45. Use video technology and other technology to learn more about the area.	Education Infrastructure	Education
46. Recycling and dealing with waste.	Environmental Education	Education
47. Industrial and consumer education in sustainability and in 'doing more with less.'	Environmental Education	Education
48. Early childhood education.	General Education	Education
49. Education in respectful relationships and partnerships.	General Education	Education
50. Child care.	General Education	Education
51. Institute and exchange program to send residents to communities where good things are happening	Partnerships	Education
52. Traditional Ecological Knowledge education for communities and schools.	Culture	Education
53. Increase general knowledge base of residents and public on local environment, wildlife and biodiversity		Education
54. Teaching others about the environment from indigenous value base.		Education
55. Understanding the ecosystem.		Education
56. Marine and ocean sciences.		Education
57. A poster and/or essay contest for children and youth would increase awareness of the Biosphere Reserve.		Education
58. Living with wildlife.		Education
59. Sustainability.		Education
60. Hands on and outdoor programs for children and youth to increase knowledge of environment		Education
61. Participation of students in research activities, learning on the ground.		Education

62. Curriculum development for local schools, that reflect the economic, environmental, and cultural context of the region.	Education
63. Promote accessibility to education and training, especially for children. Provide viable, alternative transportation links and routes between communities.	Education
64. Support more post-secondary opportunities through local North Island College learning centres.	Education
65. Institute a program of awards and recognition and awards for individuals who are exemplars and models: "living Clayoquot treasure."	Education
66. Promote educational initiatives to further the objectives of the CBT.	Education
67. Support and promote education and skills by building the region's educational capacity	Education
68. Support research programs incorporating educational activities (fieldwork).	Education
69. Include Youth.	Priority
70. Support marine education programs.	Priority
71. Consult and involve the public in research projects.	Research
72. Link research to schools and youth.	Research
73. Employ First Nations in monitoring and research.	Research
74. Student participation in building trails.	Training
75. Provide participation and training in research programs.	Training

2. Produce visitors' information about the reserve, its importance for conservation and the sustainable use of biodiversity, its socio-cultural aspects, and its recreational and educational programmes and resources. (III.3.6)

76. Education for visitors to the region, as well as local people.	Education
77. Create a guide booklet for interpretative trails.	Training

3. Promote the development of ecology field educational centres, within individual reserves, as facilities for contributing to the education of school children and other groups. (III.3.7)

78. Support a local research and education agency directed toward CBT goals and mandate (conservation and sustainable development).	Research
79. A global environment resource centre/campus in the region could be developed and be a resource for the world.	Education
80. Improve educational opportunities for youth. A need for the establishment of a satellite university campus.	Education
81. Help establish the region as a centre of excellence for education (together with skills building and training) and the innovative marine and terrestrial research fundamental to understanding our region.	Education

GOAL IV: Actively participate with other organizations in the identification, development and delivery of local training initiatives that benefit the communities of the CSUBR region in the pursuit of conservation, sustainable development and community health.

82. Increase training for Youth.	Principle	Training
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OBJECTIVE IV.1: Improve skill levels of local people to address specialist and managerial tasks required to move towards the community vision

1. Encourage appropriate training and employment of local people and other stakeholders to enable their full participation in inventory, monitoring and research in programmes in biosphere reserves. (III.4.5)

83. Stream restoration.	Rehabilitation training	Training
84. Environmental monitoring and research.		Training
85. Salmon enhancement.	Rehabilitation training	Training
86. Support training in the skills of marine monitoring.		Priority

2. Encourage training programmes for local communities and other local agents (such as decision-makers, local leaders and agents working in production, technology transfer and community development programmes) in order to enable their full participation in the planning, management and monitoring processes of biosphere reserves. (III.4.6)

87. Teaching civic process to prepare the region for more self-determination.	Process Education	Education
88. Fostering the skills, political and otherwise, to deal with international partners.	Process Education	Education
89. Personal development, career planning and internship programs.	Business training	Education
90. Education initiatives linked to governance and community capacity building, as well as to employment within the region.	Process Education	Education
91. Increase land and marine management skills.		Training
92. Training that will promote community capacity for governance and sustainable development	Process Education	Training

93. Work with government and local business to encourage capacity building among first nations

Priority

OBJECTIVE IV.2: Improve skill levels of local people to respond to opportunities created by the CSUBR designation

94. Small business courses including setting one up.

Business training

Training

95. Entrepreneurial training in the fields of tourism and E-commerce.

Business training

Training

96. Proposal writing.

Business training

Training

97. Computer skills.

Business training

Training

98. Training in business planning and management.

Business training

Training

OBJECTIVE IV.3: Participate with other organizations to improve the availability of vocational training available to local people in support of the goals of sustainable development

99. Need to support training in new technologies to support research.

Vocational Training

Training

100. Support new economy - non-resource based. Training for high and low level workers for new economy.

Vocational training

Training

101. Training connected to lasting employment opportunities, as a key element in the development of economically and socially stable communities.

Vocational training

Training

102. Food safety.

Vocational training

Education

103. Boat safety.

Vocational training

Education

104. Co-operative/Job-shadowing program for students.

Vocational training

Education

105. Dealing with the public (tourism).

Vocational training

Training

106. Building design and trades.

Vocational training

Training

107. Trail planning and building.

Vocational training

Training

108. Whale watching guiding.

Vocational training

Training

109. Local accredited vocational programs for the trades, to increase opportunities & capacity.

Vocational training

Training

110.	Traditional cooking.	Vocational training	Training
111.	Navigation and water safety.	Vocational training	Training
112.	Food and beverage management.	Vocational training	Training
113.	Silviculture.	Vocational training	Training
114.	Trail management.	Vocational training	Training
115.	Work in aquaculture industry.	Vocational training	Training
116.	Encourage support and further training of individuals who are now, or have been, employed by established companies on the West Coast, to create opportunities for employment.	Vocational training	Training
117.	Provide training in Eco-tourism etiquette.	Vocational training	Training

GOAL V: Promote cross-cultural understanding to create strong vibrant cultures and united communities

118.	First Nations protocols.	Protocol and procedures	Education
119.	Nuu-chah-nulth culture, traditions and language. Involve First Nations Elders.	Culture	Education
120.	Be open to more than one language in all activities.	Culture	Education
121.	Support the start of an annual First Nations festival.	Culture	Priority
122.	Development of First Nation's language and culture curriculum for schools. There needs to be accuracy in the translation of the language.	Culture	Priority
123.	Archaeological digs in the area as a way of learning about the history.	Culture	Research
124.	Expand knowledge of First Nations culture across region as well as specifically for first peoples	Culture	Research
125.	Nuu-chah-nulth language and history are important areas for more research.	Culture	Research
126.	Nuu-chah-nulth language, and training for instructors of the language, culture & arts.	Culture	Training
127.	Nuu-chah-nulth traditions such as traditional beach keeping and other roles.	Culture	Training
128.	Personal growth and care.	General Education	Education
129.	Conflict resolution.	General Education	Education
130.	Training in relationship building, partnerships and communication.	General Education	Training
131.	Cross cultural, cultural sensitivity and cultural values training to contribute to relationship building	General Education	Training

GOAL VI: Build the capacity of the Clayoquot Biosphere Trust to work within the framework of the UNESCO MAB program to contribute to the success of the World Biosphere Network

OBJECTIVE VI.1: Develop institutional capacity of the Clayoquot Biosphere Trust to meet its goals and objectives

1. Define and establish institutional mechanisms to manage, co-ordinate and integrate the reserve's programmes and activities. (IV.1.12)

132.	Find a community location for the Trust. Tofino and Ahousaht both identified as logical central locations.		Priority
133.	Make the CBT board a credible source of vision.		Education
134.	Keep overhead costs down and bureaucracy reduced.	Good Management	Priority
135.	Educate public that the CBT is not responsible for the legacy infrastructure projects.		Priority
136.	Set an evaluation mechanism for projects.		Priority
137.	Establish clear mandate, priorities, work plans, fiscal projections and funding criteria.		Priority

2. Ensure that the local community participate in the planning and management of Clayoquot Biosphere Trust. (IV.1.13)

138.	Continued work, with public, on CBT vision.		Education
139.	Increase public awareness about CBT and the Biosphere Reserve.		Priority
140.	Involving the public in an ongoing evolution of the CBT vision and activities.		Priority
141.	Involve all communities in decisions about the activities and programs that will be supported		Priority
142.	CBT Board and staff need to be visible and provide regular reporting.		Priority

3. Develop partnerships and relationships with other organizations to magnify the effectiveness of the CBT. (Not in Seville Strategy)

143.	Establishment of a solid network of partnerships with organizations within and beyond the region.	Partnerships	Priority
144.	Relationship building. The CBT should be a vehicle for establishing dialogue and discussion on issues pertaining to its mandate and the promotion of people working together on common goals. It is a bridge builder between organizations and cross-sectoral interests.		Priority
145.	Partnership or network with international institutions that work on economic development	Partnerships	Research
146.	Partnership with universities and institutions, such as the Vancouver Aquarium.	Partnerships	Education
147.	Establish professional links for technical review and as a filter for credibility of proposals		Priority

4. Mobilize private funds, from businesses, NGOs and foundations, for the benefit of biosphere reserves. (IV.2.22)

148.	Develop mechanisms to ensure CBT is not taken over by vested industry interests.		Priority
149.	Manage Canada Fund ethically and transparently with expectations of increasing revenues through fund raising and partnerships.		Priority

5. Organize forums and set up demonstration sites for the examination of socio-economic and environmental problems of the region, and for the sustainable utilization of biological resources important to the region. (II.3.5)

OBJECTIVE VI.2: Integrate biosphere reserves into regional planning

Not covered explicitly at present

OBJECTIVE VI.3: Strengthen the World Biosphere Reserve Network

1. Use the reserve for national, regional and local seminars. (III.4.4)
2. Give CSUBR more visibility by disseminating information materials, developing communication policies and highlighting their roles as members of the Network. (IV.2.21)

150.	Maintain the CBT's vision in the public consciousness as an evolving vision.	Education
151.	Student/Youth exchange program with other Biosphere Reserves.	Education

3. Monitor, assess and follow up on the implementation of the Seville Strategy, utilizing the Implementation Indicators and analyze the factors that aid in attainment of the indicators, as well as those that hinder such attainment. (IV.2.23)

SUMMARY of Proposed CBT Goals and Objectives

GOAL I: Enable the Clayoquot Sound UNESCO Biosphere Reserve (CSUBR) region to develop as a model of ecosystem-based management and sustainable development

OBJECTIVE I.1: Secure the support and involvement of local people

1. Survey the interests of the various stakeholders and fully involve them in planning and decision-making regarding the management and use of the reserve. (II.1.5)
2. Establish a local consultative framework in which the reserve's economic and social stakeholders are represented, including the full range of interests (e.g. agriculture, forestry, hunting and extracting, water and energy supply, fisheries, tourism, recreation, research). (II.2.4)

OBJECTIVE I.2: Promote the development of a sustainable economy

1. Identify and address factors that lead to environmental degradation and unsustainable use of biological resources. (II.1.6)
2. Evaluate the natural products and services of the reserve, and use these evaluations to promote environmentally sound and economically sustainable income opportunities for local people. (II.1.7)
3. Develop incentives for the conservation and sustainable use of natural resources, and develop alternative means of livelihood for local populations, when existing activities are limited or prohibited within the biosphere reserve. (II.1.8)
4. Encourage private sector initiatives to establish and maintain environmentally and socially sustainable activities in the reserve and surrounding areas. (IV.1.14)
5. Ensure that the benefits derived from the use of natural resources are equitably shared with the stakeholders, by such means as sharing the entrance fees, sale of natural products or handicrafts, use of local construction techniques and labour, and development of sustainable activities (e.g. agriculture, forestry, etc.). (II.1.9)
6. Involve the local communities in the development of models of community sustainability. (Not in Seville Strategy)

OBJECTIVE I.3: Coordinate and promote ecosystem based approaches to management and conservation

1. Identify and map the different zones of biosphere reserves and define their respective status. (IV.1.9)
2. Prepare, implement and monitor an overall management plan, or policy, that includes all of the zones of biosphere reserves. (IV.1.10)
3. Where necessary, in order to preserve the core area, re-plan the buffer and

transition zones, according to sustainable development criteria. (IV.1.11)

GOAL II: Support the research that gathers information, organizes knowledge and achieves the wisdom necessary for conservation and sustainable development for the benefit of the CSUBR region.

OBJECTIVE II.1: Improve knowledge of the interactions between humans and the biosphere

1. Use biosphere reserves for basic and applied research, particularly projects with a focus on local issues, interdisciplinary projects incorporating both the natural and the social sciences, and projects involving the rehabilitation of degraded ecosystems, the conservation of soils and water and the sustainable use of natural resources. (III.1.8)

OBJECTIVE II.2: Improve monitoring activities

1. Use the reserve for making inventories of fauna and flora, collecting ecological and socio-economic data, making meteorological and hydrological observations, studying the effects of pollution, etc., for scientific purposes and as the basis for sound site management. (III.2.5)
2. Use the reserve as an experimental area for the development and testing of methods and approaches for the evaluation and monitoring of biodiversity, sustainability and quality of life of its inhabitants. (III.2.6)
3. Use the reserve for developing indicators of sustainability (in ecological, economic, social and institutional terms) for the different productive activities carried out within the buffer zones and transition areas. (III.2.7)
4. Develop a functional system of data management for rational use of research and monitoring results in the management of the biosphere reserve. (III.2.8)

GOAL III: Support educational initiatives that benefit the communities of the CSUBR region in their pursuit of conservation, sustainable development and community health

1. Encourage involvement of local communities, school children and other stakeholders in education and training programmes and in research and monitoring activities within biosphere reserves. (III.3.5)
2. Produce visitors' information about the reserve, its importance for conservation and the sustainable use of biodiversity, its socio-cultural aspects, and its recreational and educational programmes and resources. (III.3.6)
3. Promote the development of ecology field educational centres, within individual reserves, as facilities for contributing to the education of school children and other groups. (III.3.7)

GOAL IV: Actively participate with other organizations in the identification, development and delivery of local training initiatives that benefit the communities of the CSUBR region in

the pursuit of conservation, sustainable development and community health.

OBJECTIVE IV.1: Improve skill levels of local people to address specialist and managerial tasks required to move towards the community vision

1. Encourage appropriate training and employment of local people and other stakeholders to enable their full participation in inventory, monitoring and research in programmes in biosphere reserves. (III.4.5)
2. Encourage training programmes for local communities and other local agents (such as decision-makers, local leaders and agents working in production, technology transfer and community development programmes) in order to enable their full participation in the planning, management and monitoring processes of biosphere reserves. (III.4.6)

OBJECTIVE IV.2: Improve skill levels of local people to respond to opportunities created by the CSUBR designation

OBJECTIVE IV.3: Participate with other organizations to improve the availability of vocational training available to local people in support of the goals of sustainable development

GOAL V: Promote cross-cultural understanding to create strong vibrant cultures and united communities

GOAL VI: Build the capacity of the Clayoquot Biosphere Trust to work within the framework of the UNESCO MAB program to contribute to the success of the World Biosphere Network

OBJECTIVE VI.1: Develop institutional capacity of the Clayoquot Biosphere Trust to meet its goals and objectives

1. Define and establish institutional mechanisms to manage, co-ordinate and integrate the reserve's programmes and activities. (IV.1.12)
2. Ensure that the local community participate in the planning and management of Clayoquot Biosphere Trust. (IV.1.13)
3. Develop partnerships and relationships with other organizations to magnify the effectiveness of the CBT. (Not in Seville Strategy)
4. Mobilize private funds, from businesses, NGOs and foundations, for the benefit of biosphere reserves. (IV.2.22)
5. Organize forums and set up demonstration sites for the examination of socio-economic and environmental problems of the region, and for the sustainable utilization of biological resources important to the region. (II.3.5)

OBJECTIVE VI.2: Integrate biosphere reserves into regional planning

OBJECTIVE VI.3: Strengthen the World Biosphere Reserve Network

1. Use the reserve for national, regional and local seminars. (III.4.4)
2. Give CSUBR more visibility by disseminating information materials,

developing communication policies and highlighting their roles as members of the Network. (IV.2.21)

3. Monitor, assess and follow up on the implementation of the Seville Strategy, utilizing the Implementation Indicators and analyze the factors that aid in attainment of the indicators, as well as those that hinder such attainment. (IV.2.23)

Cross Reference to the Implementation Indicators from the Seville Strategy

Indicator proposed by Seville Strategy	Cross Reference to CBT Goals and Objectives
1. Survey made of stakeholders' interests	I.1.1
2. Factors leading to environmental degradation and unsustainable use are identified	I.2.1
3. Survey made of the natural products and services of the biosphere reserve	I.2.2
4. Incentives identified for sustainable use by local populations	I.2.3
5. Plan prepared for equitable sharing of benefits	I.2.5
6. Mechanisms developed to manage, co-ordinate and integrate the reserve's programmes and activities	I.3.2; VI.1.1
7. Local consultative framework implemented	I.1.2
8. Regional demonstration sites developed	IV.1.5
9. Co-ordinated research and monitoring plan implemented	II.1.1; II.2.1
10. Functional data management system implemented	II.2.4
11. Reserve is used for developing and testing of monitoring methods	II.2.2
12. Reserve is used for developing indicators of sustainability relevant to local populations	II.2.3
13. Local stakeholders are included in education,	IV.1.1; III.X.1

Indicator proposed by Seville Strategy	Cross Reference to CBT Goals and Objectives
training, research and monitoring programmes	
14. Information for visitors to the reserve developed	III.X.2
15. Ecology field centre developed at the reserve	III.X.3
16. Reserve is used for on-site training activities	VI.3.1
17. A local educational and training programme is in place	IV.1.2
18. Different zones of biosphere reserves identified and mapped and status defined	I.3.1
19. Buffer and transitions reformulated to promote sustainable development and preserve the core area	I.1.3
20. Local community involved in planning and managing reserve	I.1.2; I.2.6; IV.1.2
21. Private sector initiatives to establish and maintain environmentally and socially sustainable activities are encouraged	I.2.4
22. Information and promotional materials developed for the Biosphere Reserve Network	VI.3.2
23. Strategies developed for mobilizing funds from businesses, NGOs and foundations	VI.1.4
24. Mechanisms developed for monitoring and assessing the implementation of the Seville Strategy	VI.3.3