

Mountain Nyala (*Tragelaphus buxtoni*)

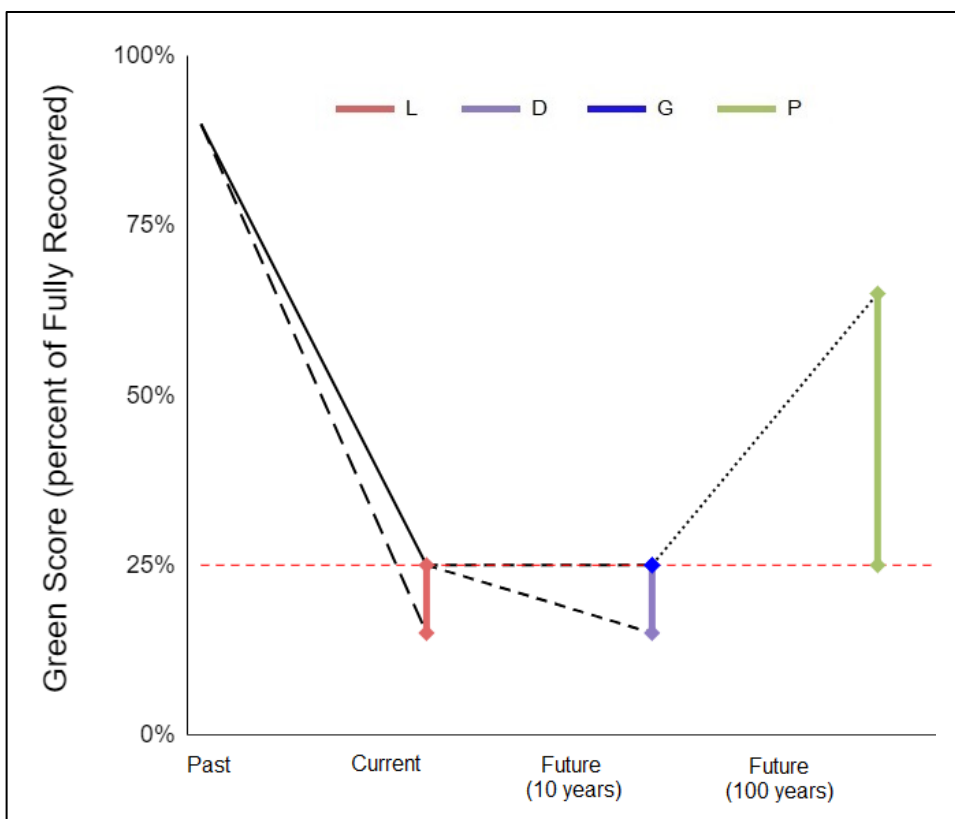


Figure S1. Graphical representation of the conservation metrics based on the Green Scores. Key: Vertical arrows represent the four conservation metrics: L – Conservation Legacy (may not appear if current and counterfactual states are the same); D – Conservation Dependence (may not appear if current and future-without-conservation states are the same); G – Conservation Gain (may not appear if current and future-with-conservation states are the same); P – Recovery Potential (may not appear if current and potential states are the same). The horizontal red dashed line represents the Current Green Score. Solid black line: observed change in the Green Score of the species (ignore it if "Former" state is not specified). Long-dashed black line: (counterfactual) past change expected in the absence of past conservation efforts. Dashed black lines: future scenarios of change expected with and without current and future conservation efforts. Dotted black line: long-term potential change expected with future conservation innovation and efforts.

■ Extant Mountain Nyala Range
■ Mountain Nyala Indigenous Range
OSM Standard

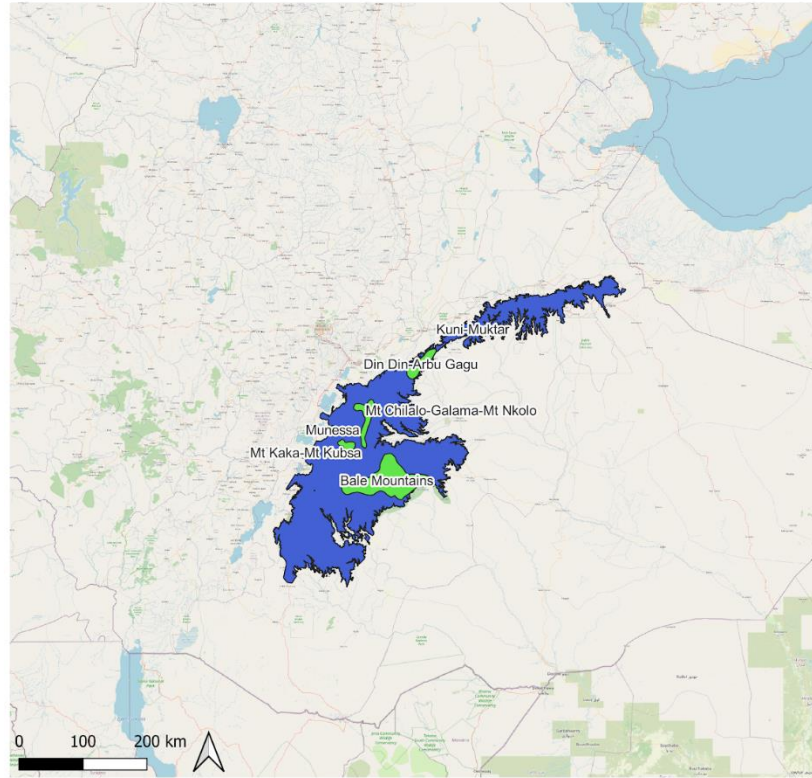


Figure S2. The indigenous range of the Mountain Nyala, which consists of a single spatial unit.

Appendix 1. Assessor Self-Review

1. Disclose any potential conflicts of interest which could bias the assessment.

We are not aware of any conflicts that could bias the assessment.

2. Is there any discrepancy between this assessment and the Red List assessment for the species? If so, comment on the likely reason for this discrepancy.

There is little to no discrepancy in this assessment, but the information used in the Green Status of Species assessment is current in 2024, whereas the Red List assessment was completed in 2016.

3. Review the impact that you assigned to the various threats and conservation actions. Would the trajectory of the species be very different if other choices were made? If so, review your justification for these choices. If appropriate, widen the bounds on tabs 4 and 5-8 (change the lower and upper plausible values) to reflect the uncertainty introduced by the possibility of these other choices. How, if at all, did this review question cause this assessment to change? If no changes were needed, please write "no changes".

We do not believe any changes are required.