ASSESSMENT OF CAPACITY DEVELOPMENT NEEDS OF PROTECTED AREA STAFF IN EASTERN EUROPE

GENERAL REPORT

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Contents

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

2

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

3

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ABBREVIATIONS USED IN THE TEXT

BfN	Bundesamt für Naturschutz (German Federal Agency for Nature Conservation).
CBD	Convention on Biological Diversity.
ha	Hectare(s)
GPPPAM	Global Partnership for Professionalising Protected Area Management.
IUCN	International Union for the Conservation of Nature and Natural Resources (IUCN).
IUCN Cat I	IUCN Category I Protected Area (Strict Protected Area).
IUCN Cat II	IUCN Category II Protected Area (National Park).
IUCN Cat III	IUCN Category III Protected Area (Natural Monument).
IUCN Cat IV	IUCN Category IV Protected Area (Nature Reserve).
IUCN Cat V	IUCN Category V Protected Area (Protected Landscape).
IUCN Cat VI	IUCN Category VI Protected Area (Managed resource use area).
mgmt	Management.
PA	Protected Area.
Person/training day	The equivalent of one individual attending a training course for one day.
PMT	Project management team.
PoWPA	Programme of Work on Protected Areas.
TNA	Training needs assessment.
WCPA	World Commission on Protected Areas

Country Codes			
ALB	Albania	LVA	Latvia
ARM	Armenia	MDA	Moldova
AZE	Azerbaijan	MKD	Macedonia
BGR	Bulgaria	MNE	Montenegro
BIH	Bosnia and Herzegovina	POL	Poland
CZE	Czech Republic	ROM	Romania
EST	Estonia	SRB	Serbia
GEO	Georgia	SVK	Slovakia
HRV	Croatia	SVN	Slovenia
HUN	Hungary	TUR	Turkey
KOS	Kosovo	UKR	Ukraine
LTU	Lithuania		

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

5

1   SUMMARY

This report presents the results, conclusions and recommendations arising from questionnaire-based surveys conducted in 2011-2013 of capacity development needs of protected area personnel in 23 countries in Eastern Europe.[1]. The survey is probably the most comprehensive assessment of competence and capacity development needs for protected areas conducted in the region. A **General Questionnaire** was completed by 354 respondents, representing 1070 protected areas and managing agencies in 23 countries responsible for over 11,000,000 ha, and with nearly 13,000 staff. A detailed **Self-Assessment Questionnaire** was also completed by 1,457 individuals from 208 protected areas and managing entities in nine of the countries. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities. Results presented in this report have been aggregated across the whole region; results for the individual participating countries are published in supplementary reports.

The results of the surveys provide information on staffing profiles (numbers, job levels, gender, age, education and experience), training provided in the past three years and structured assessments of competence in 125 specific protected area skills across 10 categories of protected area work.

CONCLUSIONS

The following conclusions are drawn from an analysis of the results.

STAFFING

- Staffing structures, densities and management arrangements vary widely across the region; the results do not suggest that any one system is associated with higher or lower competence among the personnel within it and it is probably not possible to correlate staffing density or structure directly with management effectiveness. Effectiveness needs to be measured directly through performance.

- The protected area workforce in the region is predominantly male. The uneven (although improving) gender balance may mean that a significant number of women are not choosing or are not chosen to work in protected areas.

- The youth and inexperience of much of the workforce suggests a clear need for capacity development.

- The overall good educational level suggests a good potential for improving individual capacity.

- In some cases high staff turnover leads to a requirement to repeat training regularly.

TRAINING

- With some notable exceptions, availability of training is inadequate, amounting to around 10-30% of what is required. Availability in many countries in the eastern part of the region is almost negligible.

- The topics of training frequently do not reflect the priorities of managers, the preferences of individuals, or the competence needs identified through the self-assessments.

- In several countries, there is a very high and probably unsustainable reliance on internationally funded projects and/or NGOs to provide training, suggesting a lack of capacity for capacity building at the institutional level.

- Across the region, most training is delivered by providers outside the existing protected area service. Few protected area managing agencies have any formal, systematic internal capacity development programmes for their staff.

- Most of the training that is provided is inadequately recorded and documented. This leads to inefficiency and limits the effectiveness of capacity development programmes.

- Newer methods of training and learning are not being used in the region, and are not considered important by managers.

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[1]Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey and Ukraine.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

6

- It is very difficult in most countries to quantify expenditure on training and capacity development.

CONCLUSIONS FROM SPECIFIC SKILLS CATEGORIES

Management of finance and physical resources

- Training in business planning and in particular, fundraising should be a priority for senior protected areas staff. However, the applicability and success of such training will depend on the system of governance and the authority for managers to raise, retain and make use of funding.

Management of human resources

- Protected area personnel at Levels 3 (in particular) and at Level 4/5 recognise the need for designing and delivering training and instruction in the workplace. However, the questionnaires have shown that at present little internal delivery of training takes place. This represents an opportunity to develop internal training programmes.

- There is potential to train staff in training techniques and to pilot development of internal training programmes. This could possibly take place with input from the protected areas in Hungary, where an internal training system does seem to be functioning.

- Field staff would also benefit from training in supervision and instruction in the work place, which could provide a low cost, sustainable and effective way of providing training.

Communication, technology and information

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability and where the protected area institution has adopted an IT culture. Otherwise, training is likely to benefit individuals far more than it does institutions or management effectiveness.

- Information and data management is an important need, but for training to be effective this requires improvement of institutional as well as individual capacities.

- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.

- Senior staff on some countries require advanced training in communication skills for working with stakeholders.

- Language training is a very important need

Field craft

- All protected areas staff should have at least basic training in basic first aid, safety and security. This is a major priority especially at Level 2.

- Training in planning and management of fire prevention and control is required in certain countries where fire is a high risk.

- GPS training, while popular, should only be considered if the equipment is available and an appropriate IT culture exists.

Conservation planning, assessment and management

- Although biodiversity conservation is the prime function of all protected areas (as recognised by IUCN), the skills associated with effective biodiversity conservation are lacking at all levels.

- These skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.

- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

Sustainable development & communities

- There is a region-wide need, recognised by personnel in all countries, for training in working with communities at all levels; this should be a priority topic in future initiatives.

- Staff at all levels recognise the importance of training in this category, but many may not personally elect to undergo such training.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

7

- It is necessary therefore to 'sell' the benefits of training in this category to protected areas staff and to make sure that training programs offered are relevant and of a high quality.

Protected area policy, planning and projects

- This category should be a priority for training of senior and middle managers of protected areas in the region, but training should be well designed and targeted to the needs of managers and organisations.
- To be effective, individual capacity building must take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.
- Any training provision in this category should include personnel from day head offices of protected area managing agencies, as well as from particular sites.

Law Enforcement

- Protected areas in the region would benefit from standardised and compulsory training courses for all newly recruited rangers and other law enforcement personnel.
- A regular programme of training updates and refresher courses would also be beneficial for all staff in order to keep staff updated and to ensure that new staff are trained.

Recreation and tourism

- There is a major need for capacity development in tourism and recreation in most countries in the region..
- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.
- Training for middle managers and technical staff should focus on the day-to-day management of tourism, on impact assessment and on visitor management at the site.

Awareness, education and public relations

- Training in awareness, education and public relations, while important, would probably be most effectively delivered within training in tourism and recreation and in working with local stakeholders.

RECOMMENDATIONS

Based on these conclusions, the following recommendations are made. Each recommendation is supplemented with several specific recommended measures in the text of the report.

OVERALL RECOMMENDATION

1. Protected area staff in Eastern Europe require increased capacity development that is focused on rationally identified needs, is appropriate to the participants, is professionally designed, delivered and assessed, and is affordable and sustainable.

REGIONAL STRATEGIC RECOMMENDATIONS

2. Promote professionalization of protected area Management (through engagement in the IUCN GPPPAM initiative and pursuit of the objectives of the Vilm resolution).

2.1 ProPark should work with the Europarc Federation to act as a focal point for increasing professionalization of protected areas in Eastern Europe.

3. Establish recommended regional norms for access to PA capacity development.

3.1 All permanent protected area staff should have access to at least five days' relevant, structured training or equivalent capacity development per year.

3.2 All PA managing institutions should allocate budgets for capacity development to provide the required amount of training.

4. Develop and pilot a competence-based framework for protected area work across the region.

4.1 ProPark should, within the current project, test the draft global competences and the associated mechanisms for certification in order to determine their applicability in the European context.

5. Encourage Investment in capacity development that is institutionally owned and driven, and based on rationally identified **needs**.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

8

5.1 PA managing institutions should have capacity development plans and priorities.

6. Provide regional guidance on low-cost approaches to training and learning using existing resources.

Publish (or enable publication of) a guide with case studies for low-cost, effective capacity development of protected area staff.

7. Capacity development is required at the level of managing institutions as well as within protected areas.

7.1 Conduct further research into the modes of training/learning that would most motivate senior managers and decision makers to participate.

7.2 Hold a series of PA policy seminars at which senior managers can learn new approaches and exchange ideas and experiences.

7.3 Encourage protected area authorities to send headquarters staff to training events held for protected areas.

8. Promote and pilot new, technology-based approaches to learning.

8.1 A small pilot project for e-learning should be set up and tested for one or two priority topics.

8.2 Investigate the development of smartphone apps as a learning tool.

9. Develop guidelines for designing and organising study tours and exchanges.

9.1 Publish a set of guidelines on how to organise study tours to be most effective.

10. Promote the European Charter for Sustainable Tourism in Protected Areas

10.1 Support translation of Charter materials into regional languages**.**

10.2 Develop and pilot an introductory information and training package on the Charter for decision makers and PA managers in the region.

11. Update and diversify current university and college courses related to PA management

11.1 Work with the protected area and conservation sector to develop a set of model PA related modules for all relevant higher education programmes.

SPECIFIC PRIORITY CAPACITY DEVELOPMENT RECOMMENDATIONS

12. Build capacity for capacity development.

12.1 Build capacity in identifying capacity development needs for institutions and individuals.

12.2 Establish and train in-house training teams comprising expert practitioners from within protected area institutions.

12.3 Develop methods for recording capacity development events and activities at the institutional and individual levels.

12.4 Provide supervisors him protected areas with training in basic instructional techniques for working with teams and workgroups.

13. Develop, pilot and promote a common regional foundation programme for all protected areas staff.

13.1 All new protected area staff should complete a two-day induction course within 3 months of employment. For some protected areas the entire staff should complete the course.

13.2 National curricula and programmes for the course should be developed, and a set of training materials provided.

13.3 The course should be delivered by a national or regional training team or by staff of protected areas.

13.4 Completion of the course should be certificated and documented in the personnel records of staff.

14. Develop, pilot and promote a model foundation programme for law enforcement and compliance training for rangers.

14.1 All protection rangers should be required to complete the training and a formal assessment within two years of appointment

14.2 Senior rangers require regular professional updating on legislation, threats and approaches for reducing illegal activities.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

9

14.3   National protection ranger training teams could be established to deliver the course at protected areas.

15. Develop, pilot and promote a regional capacity development initiative on working with communities.

15.1   A training programme should be piloted in the region for staff from protected areas where collaborative management is an important component.

16. Develop, pilot and promote a regional capacity development initiative on tourism

16.1   A training programme should be developed and piloted on tourism and recreation in the region

17. Build capacity in applied conservation biology and conservation management

17.1   A model course in applied management oriented conservation management should be developed and piloted in the region.

17.2 Encourage universities to develop courses and modules in applied conservation biology.

18. Build capacity for modern PA planning, monitoring and reporting for both protected area site administrations and authorities.

18.1   One or two countries in the region should be selected to act as models for institutionalisation of rational, systematic protected area planning, monitoring and reporting.

19. Build capacity for innovative and diversified financing of protected .

19.1   Policy seminars on funding should be held at the institutional level.

19.2   Skills seminars should be organised for individuals for business planning, budgeting, development of funding proposals, financial management and reporting.

20. Provide specialist training for senior managers in skills for negotiation and conflict resolution

20.1   Develop and pilot a regional model training programme and package of support materials for interpersonal skills, negotiation and conflict resolution.

OVERALL APPROACH AND METHOD

One of the most illuminating results from this work has been that there is almost no correlation between the results (in terms of ranking of skills category by need) from the assessments by managers, the self-assessment of competence by individuals and the freely chosen personal preferences for capacity development. Furthermore, there are marked differences between overall levels of competence as assessed in the General Questionnaire and the Self-Assessment Questionnaire. These findings provide evidence that the results of training needs analyses are strongly influenced by at least three factors

1. What is asked
2. Who is asked
3. How it is asked

These findings could have major implications for the design of future needs analyses, and require further investigation.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

10

2 BACKGROUND AND PURPOSE OF THE SURVEY

This report is one of the outputs from the project '*Capacity Building Plans for Efficient Protected Area Management in Eastern Europe*', implemented by the ProPark Foundation[2], based in Braşov (Romania) and funded by the German Federal Agency for Nature Protection, the Bundesamt für Naturschutz (BfN). The project's overall objective is to support and coordinate the development of national and regional plans for capacity building for implementation of the Convention on Biological Diversity (CBD) Programme of Work on Protected Areas (PoWPA) in Eastern Europe[3].

The expected project outputs are:

1. Two or three national and one subregional capacity building plans, accepted by the relevant national institutions, committed to take the lead in implementing and further developing them.

2. Protected area capacity development curricula proposal developed, and discussions initiated with countries on possibilities to have it standardized across the region.

3. Steps and resources identified for certification of the protected area training/capacity development programmes initiated through the project.

4. At least two training of trainers workshops (with a focus on didactic skills, resources available and objectives of the entire programme).

5. Active network of protected area specialists involved in the capacity development programmes as trainers/mentors.

6. Centres of good practice for protected area capacity development identified and promoted (if existing).

7. Funding possibilities identified in the region and recommendations developed for national authorities on possibilities to develop sustainable financing for the capacity development programmes.

As a foundation for these outputs, a detailed analysis of capacity development needs was required from all participating countries. In pursuit of this, the lead author was contracted to complete the following tasks:

1. To design, organize and conduct the training needs assessment (TNA) in the target countries.
2. To provide information on training events that are being organized in the country for PA staff and for relevant institutions and on institutions / organizations / experts that are interested and/or involved in these events, as well as any other information that might help developing a long term capacity building programme in the country.

This report addresses primarily the first of these tasks and collates information from surveys conducted in 23 countries in Eastern Europe by local consultants employed by the project. A set of accompanying reports provides more detail on surveys in the individual countries and addresses the second task.

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[2] ProPark Foundation for Protected Areas is designed as a social business. Its commercial arm is established with the purpose to generate money to support capacity building programmes and protected area management activities.

[3] Eastern Europe, defined as the scope of this project, includes: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey and Ukraine.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

The initial focal area proposed for the project included the following 24 countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Macedonia, Georgia, Hungary, Kosovo, Latvia, Lithuania, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia and Ukraine. At the project launch meeting on 6/7 December 2012, it was decided to replace Russia with Turkey; and during the early stages of the project, Belarus was removed from the list, due to difficulties in establishing working partnerships there.

Given the large number of participating countries and the relatively short timescale allowed for the survey (2-4 months), it was decided to divide the focal countries in two groups.

First level countries where both a general and a detailed capacity assessment would be conducted. Nine countries were selected (Croatia, Estonia, Latvia, Georgia, Romania, Serbia, Slovakia, Slovenia and Ukraine), based on the following criteria

i. Ensuring representation of different sub-regions.

ii Ensuring a balance of EU member and non-member states.

iii Prioritising countries where capacity development initiatives were known to be going on.

iv Countries where ProPark had good contacts with persons working in protected area management, who could facilitate and support organizing the activities of the project.

The selected countries were clustered in *four regional groups*, as follows.

Baltic Region: Latvia, Estonia.

Balkan Region and Dinaric Arc: Croatia, Serbia, Slovenia.

Carpathian Region: Slovakia, Ukraine, Romania.

Caucasus Region: Georgia.

Second level countries, where only a general needs assessment would be conducted. The fourteen countries selected were Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Czech Republic, Hungary, Kosovo, Lithuania, Macedonia, Moldova, Montenegro, Poland and Turkey.

3.2 DESIGN OF THE QUESTIONNAIRES

The survey was based on the completion in the focal countries of either one or two questionnaires.

3.2.1 GENERAL QUESTIONNAIRE

This questionnaire was designed to be completed by senior staff members representing protected areas or managing agencies in all 23 participating countries (first and second level countries). The General Questionnaire had three main sections, as shown in Table 1. See Annexe 1 for the full questionnaire.

Table 1 Sections of the General Questionnaire

Main Section	Subsection
A. General information	A1. Country. A2. Full name of protected area or institution. A3. IUCN category of the protected area (if known). A4. Area of the protected area (hectares). A5. Name and position of person completing the questionnaire. A6. Date of completion of questionnaire.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

12

	A7. Staff numbers.
B. Current situation for training and capacity development	B1. Previous training. Time and resources allocated to formal training and capacity development for staff or local stakeholders in the past 3 years.
	B2. Resources and budget for training. If the institution has its own special budget for training, total allocations for the past 3 years are indicated.
	B3. Skills and experience. Competence assessments for each level of staff.
	B4. Future needs and priorities. Three most important capacity development need(s) of each category of staff. (personal preferences).
C. Modes of training and learning	C1. Modes of learning.
	C2. Allocation of time for training and development.

While completing the questionnaire, respondents were asked to distinguish between five levels of personnel in their answers.

- Directors/Deputy Directors/Senior Managers.
- Mid-level Managers/Professional Technical Staff.
- Field Staff/Rangers.
- Administrative Staff.
- Support staff (labourers, cleaners, drivers etc.).

In Section B3 of the questionnaire, respondents were asked to assess the competence of the five levels of staff in the protected area(s) he/she represented against each of 11 skills categories shown in Table 2.

Table 2 Skills categories used in the questionnaire

Code	Category	Description
GEN	GENERAL SKILLS	General skills require for any job in a protected area. Commitment, motivation, positive attitude, honesty, teamwork etc.
FRM	FINANCIAL & RESOURCES MANAGEMENT	Management and organisation of finances, assets and equipment for the protected area.
HUM	HUMAN RESOURCES MANAGEMENT & DEVELOPMENT	Directing, managing, organising and capacity building for staff and others working in the PA.
CTI	COMMUNICATION TECHNOLOGY AND INFORMATION	Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.
FCR	FIELD CRAFT AND PRACTICAL SKILLS	Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.
CMP	CONSERVATION ASSESSMENT PLANNING & MANAGEMENT	Identifying, surveying and monitoring species and ecosystems. Identifying the need for and carrying out specific actions for the protection and conservation of species, habitats and ecosystems.
SDC	SUSTAINABLE DEVELOPMENT & COMMUNITIES	Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable resource use and development.
PAM	PROTECTED AREA POLICY, PLANNING AND PROJECTS	Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas.
LAW	LAW ENFORCEMENT	Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.
RTO	RECREATION AND TOURISM	Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas.
AWA	AWARENESS, EDUCATION AND PUBLIC RELATIONS	Planning, designing and carrying out awareness, education and public relations work with visitors and local people. Promoting and publicising the Protected Area through the media.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

13

Respondents were asked to assess the overall competence of each of the 5 levels of personnel in their organisation in each of the 11 categories, using a standard numerical scale, as shown in Table 3.

Table 3 Assessment scale for competence

Scale	Definition
0	Not relevant/Staff at this level do not need skills in this category.
1	Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.
2	Staff at this level need these skills and have some competence in them: Further training and development are needed.
3	Staff at this level need these skills and have good competence in them: Periodic updating only is needed.
4	Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.

The lead author has used this technique in several other surveys, and found it to be the most simple, readily understandable and objective way of conducting competence assessments. The advantage of using the numerical scale is that results can be standardised, and processing is not dependent upon translation of findings from different languages.

This approach does have some limitations, which should be taken into account when reviewing the results:

- The assessments in the survey are the opinions of senior individuals representing various organisations; as such they are likely to be subject to varying degrees of subjectivity.

- Respondents may find it difficult to come to an opinion about the 'average' overall competence of staff in each skills category (some staff may be highly competent, others much less so).

- Respondents may understand the skills categories in slightly different ways (although clear descriptions of each category were provided in their own languages).

- There is a tendency for respondents to assess skills of personnel at their own level more highly than skills of personnel whom they supervise. Respondents may be unwilling to assign lower levels of competence to themselves or their peers.

Despite these shortcomings, it is been found that this approach can provide reliable information within countries. However, direct comparison between countries can be problematic, due to differences in understanding of the categories, use of different consultants to supervise the questionnaires, and the different numbers of questionnaires returned by different countries. Although some comparative results are presented in this report, they should be considered as indicative, and not as official assessments of comparative performance of different protected area systems. Where the results appear to be the consequence of particular anomalies, these are noted. The results from each individual country are presented in a separate set of reports.

3.2.2 DETAILED SELF-ASSESSMENT QUESTIONNAIRE

This questionnaire was designed to be completed by a representative range of individuals in protected areas in the nine first level countries. Unlike the General Questionnaire therefore, it collect information from individuals, rather than the opinions of one senior staff member. This assessment involved the use of 125 standard skills in 10 categories, which are the same as those used for the General Questionnaire except that the Category 'General Skills' was not included (Table 2). These skills were derived from a set of widely used competence standards developed by the author originally for protected areas in Southeast Asia[4]. A full list of the skills used in the assessment is included in Annexe 2. This assessment distinguished four staff levels as shown in Table 4, although for analysis Levels 4 and 5 were combined because: a) It was very difficult for respondents to distinguish between Levels 4 and 5; and b) Combining the two levels made the personnel categories analogous to those used in the General Questionnaire.

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[4]Appleton, M.R., Texon, G.I. and Uriarte, M. (2003) *Competence standards for protected area jobs in SE Asia*. ARCBC, Los Banos, Philippines.

Table 4 Occupational levels for protected areas staff

Level	General responsibilities	Typical Protected Area Job at this Level
5*	**Directorial.** Strategic and programmatic responsibilities	Head of a complex/high profile park, park complex or national/provincial protected areas agency.
4*	**Senior Management, Higher Technician.** Project, departmental management and/or high level technical responsibilities	Head of a protected area. Deputy head or section head of a large, complex and/or high profile protected area. Leader of technical section.
3	**Middle Management Supervisor/Technician.** Supervisory/mid-level technical responsibilities	Head of a protected area subunit or section. Head of nature reserve/sanctuary. Senior/supervising member of sections or work teams.
2	**Skilled worker.** Technical practical responsibilities with some team leadership	Ranger. Established and experienced worker/team leader. Experienced local community member.
* For analysis, Levels 4 and 5 were combined.		

Each questionnaire included the following sections.

- A cover page, requesting (anonymously) general details about the respondent and including information about the time and location of the assessments (See Annexe 3).
- A list of skills identified as being relevant to the level and work of the respondent group.

Respondents were asked to complete the relevant information on the cover sheet and then to provide a numerical self-assessment for each skill listed as follows:

0   I do not need this skill in my work
1   I need this skill in my work, but I have little or no competence in it. I require extensive training and development.
2   I need this skill in my work, and I have some competence in it. I require advanced training and development.
3   I need this skill in my work, and I have good competence in it. I only require periodic updating.
4   I have high competence in this skill and could train others to do it.

Respondents are also asked to select up to 5 of the skills in which they, as individuals, would particularly like to improve their competence.

This approach does have some limitations, which should be taken into account when reviewing the results.

- Respondents can only assess their competence accurately if they understand the skills, which therefore have to be defined in clear and unambiguous terms. More detailed explanations of each skills were provided, but respondents may understand them in slightly different ways, depending on their contexts (e.g. existing types of jobs, required skills). This problem is best solved by having a trained facilitator on hand to help respondents understand what the skills statements mean.
- There is a tendency for some respondents to over assess their competence. This happens more often among more senior staff, some of whom who do not wish to admit their professional weaknesses. This issue is best overcome by ensuring that the assessment is anonymous and by stressing the fact that overestimating competence is likely to lead to a conclusion that further training is not required.

Despite these shortcomings it is been found that this approach provides a reliable assessment of individual competence.

3.3 DEPLOYMENT OF NATIONAL CONSULTANTS

The surveys were supervised and facilitated by national consultants engaged by the project management team.

3.3.1 MAIN TASKS OF THE CONSULTANTS

The main tasks of the consultants were:

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this, a sample of PAs would be identified (where it was not possible or practical to approach all PAs) for completion of the questionnaires.

- To participate in a brief online training session concerning the questionnaires and how they should be applied.

- To translate the questionnaires, supporting materials and the project description into the national language.

- To conduct field visits and/or phone interviews and collect information for the training needs assessment.

- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff.

- To collate and submit the collected information to the project management team.

3.3.2 SELECTION AND TRAINING OF CONSULTANTS

The identification of potential local consultants was based on previous contacts and collaborations and on personal recommendations, while their selection was based on an evaluation of their CVs and, in some cases, on interviews (via Skype). Potential consultants were sent a proposal for collaboration and a project description and terms of reference for the task. Those who confirmed their interest were invited to discuss and agree detailed terms for their engagement.

Before starting the fieldwork, selected consultants were asked to prepare an overview of their national PA system. Based on this, a relevant and practical sample of PAs was agreed for inclusion in the study, and plans for fieldwork were developed. The templates of the questionnaires, result sheets and reports, as well as written instructions on how to conduct and supervise the field phase of the TNA were then provided. Training for consultants was conducted via Skype in order to clarify how to organize the field activity and how to fill in the questionnaires. Final details of the plan and the costs were discussed and agreed with each expert separately. To support the consultants, official Letters of Introduction were supplied by ProPark, introducing the project and certifying the role of the consultant in the project.

During the fieldwork period, the activities of the consultants were monitored through continuous communication and through periodic status reviews. Assistance and advice were provided where required. To ensure a common format and a similar content of the reports, a template was provided.

The success of the implementation of this survey was largely dependent on the capacity and motivation of the consultants. Locating consultants with the right background and available to do the work took longer than expected in some countries (e.g. Belarus, Armenia, Azerbaijan, Montenegro and Poland). One of the most important success factors was the connections of the consultant with the PA managers. In several countries, knowledgeable and well-connected consultants were able to provide comments, feedback and details that helped improve the accuracy and reliability of the responses. In some cases, it was noted that the perception by respondents of a consultant's affiliation to a central PA management authority might have had an influence on their responses. Some respondents (especially senior managers) may have been reluctant to reveal their weaknesses, or in some cases might have underestimated their competence deliberately, hoping to attract training or financial support for capacity building.

3.4 SELECTION OF SAMPLE PROTECTED AREAS AND PERSONNEL

The protected areas where the surveys would be conducted were selected using the background information provided by national consultants concerning the types of PAs, their management and, where available, the number of staff working in each PA management body. The selection aimed to form a sample that included the most complex types of PAs (those having their own management body), a diversity of PA managing authorities (where the PAs were managed by different actors), a range of PA categories and a relevant sample of PA staff.

The high diversity of staff positions and the different responsibilities associated with each level in each country made it challenging at times to identify the most appropriate staff positions to complete the questionnaire, to assign those

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

16

positions to the staff levels used in the survey, to calculate relevant samples of respondents belonging to each level, and to ensure involvement of the minimum required number.

In the case of central authorities, especially forest management agencies/authorities in charge of PA management (e.g. in Romania, Albania, Serbia and Moldova), it proved difficult at times to determine the proportion of their time allocated to PA work by those with multiple responsibilities, and to identify which would be most appropriate for inclusion in the surveys. For forest management units that overlap partially with PAs, it was not possible to calculate how many of the total staff members are working for the PA and how much of their time they allocate to this field of responsibility. This was also the case in Estonia, where protected areas are not managed by a dedicated institution, but by the Environmental Board, an environmental protection authority which has departments with cross-cutting responsibility for nature conservation, environmental education etc. and whose duties include, but are not exclusively related to, protected area management.

3.5   COMPLETION AND PROCESSING OF THE QUESTIONNAIRES

The national consultants, with support from the project management team, supervised the completion of the questionnaires. This happened in a number of ways depending on the size of the country, logistics for travelling and visiting protected areas and the resources and time available.

- The consultant visited the protected area, directly explained the questionnaires, and supervised their completion.
- Questionnaires were conducted as interviews over the telephone or by Skype (for the General Questionnaire only).
- Personnel in protected areas were trained and supported remotely (by phone, email or Skype) to supervise completion for the questionnaires, which they then returned to the national consultant.

Once they had been completed, all questionnaires were collected and the results checked and entered into a pre-prepared Microsoft Excel spreadsheet and forwarded to the ProPark for analysis. Throughout the process the project management team was available to provide support and answer questions.

The completed results sheets were sent to the lead author, who checked them and, where necessary, asked for further information and details. He then analysed and processed the results for inclusion in the general and national reports.

The overall numbers of questionnaires completed are shown in Table 5.

Table 5 Completion of questionnaires

Survey	Countries covered by the questionnaire	Number of question-naires completed	Number of PAs covered by question-naires	Number of individuals covered by questionnaire.	Dates of survey
General Questionnaire. 23 countries.	Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey, Ukraine.	**314**	**710**	12,926 full time equivalent personnel	April-June 2013
Self-Assessment Questionnaire for PA skills. 9 countries.	Croatia, Estonia, Georgia, Latvia, Romania, Serbia, Slovakia, Slovenia, Ukraine.		Self-assessments originated from 53 PA managing entities	1,457 individual self-assessments	November 2011 and April/May 2013

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Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

17

4 RESULTS

4.1 ORGANISATION AND MANAGEMENT OF PROTECTED AREAS IN THE PARTICIPATING COUNTRIES

The reports of the national consultants included assessments of the current organisation of protected area systems in their countries. This information is summarised here in order to provide national contexts for the regional report, and to indicate how systems of organisation and governance of protected areas differ across the region, and have the potential to influence the findings and conclusions of these surveys. These contributions are considered in more detail in the separate national reports.

Four general approaches to governance and management can be distinguished.

1. MANAGEMENT SYSTEMS COORDINATED BY NATIONAL AGENCIES FOR PROTECTED AREAS OR DEDICATED SERVICES WITHIN CENTRAL AUTHORITIES.

SLOVAKIA

One national agency, the State Nature Conservancy of the Slovak Republic (SNC) manages all the PAs through its territorial sub-units , which are subordinated to the central office. Each territorial unit (NPA or PLAA) manages a certain number of PAs of other categories situated outside the borders of a National Park/Protected Landscape Area for which they are responsible. The headquarters, which coordinates the subordinated units, elaborates management plans, establishes budgets, decides on staff, training, etc.

LATVIA

One national Nature Conservation Agency (the NCA) manages all the 706 PAs within the country through its 4 regional offices, which have a total of 133 employees. This ensures implementation of unified nature protection policy in Latvia. However the protected areas are located on land belonging to different ministries (Ministry of Environment and Regional Development, Ministry of Agriculture, Ministry of Defence), to municipalities and to many private owners. The Ministry of Defence manages one large (10,150 ha) landscape protected area. Under the Ministry of Agriculture the State Stock Company 'Latvia's State Forests' manages protected areas that belong to this Ministry. Many private persons actively manage their properties located in protected areas, while the Latvian Fund for Nature manages protected areas mostly within EU financed projects.

GEORGIA

One national agency (Agency for Protected Areas) manages all the 69 PAs through its 18 territorial administrations, which are subordinated to the central office. Each Territorial Administration manages one or more PAs (except for Tusheti Protected Landscape, which is managed by a non-profit legal body), and each territorial administration has 2 sub-units: a protection unit and an administrative unit. The staff of the APA totals 424 persons. The headquarters of the APA is structured into 7 services and organizes and coordinates the activity of its territorial units, prepares management plans, organizes monitoring, training, etc.

CZECH REPUBLIC (PARTIALLY)

The Czech Agency of Natural Conservation and Landscape Protection, under the Ministry of the Environment, manages all the PAs within the country (except for the 4 National Parks) through its subordinated individual administrations of Protected Landscape Areas. These administrations have regional responsibilities and are in-charge of management of other categories of PAs in their jurisdictions.

BULGARIA (PARTIALLY)

Individual Park Directorates are established for the management of National Parks (IUCN II) and Nature Parks (IUCN V). For the Nature Parks, the Directorates are subordinated to the Executive Forest Agency, under the Ministry of Agriculture and Food, while the National Park Directorates are subordinated to the National Service for Nature Protection under the Ministry of Environment and Water. Nature Reserves and Managed Reserves are managed by the Regional Inspectorates of Environment and Water.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

18

MONTENEGRO

The Public Enterprise for National Parks of Montenegro is an independent governmental body reporting to the Ministry of Sustainable Development and Tourism. It manages the 5 National Parks through 5 operational units. These territorial units have no legal personality and their activity is directed by and subordinated to the central office.

LITHUANIA

Protected areas equivalent to IUCN II, IV and V (i.e. National Parks, Nature Reserves and Regional Parks) are managed by individual management bodies under the coordination of the State Service for Protected Areas, within the Ministry of the Environment. A Protected Areas and Cultural Heritage Division is established within the Ministry of Culture to manage the cultural sites. There are 41 individual administrations in total in the country.

2. MANAGEMENT BY INDIVIDUAL PUBLIC INSTITUTIONS DIRECTLY SUBORDINATED TO THE CENTRAL AUTHORITY FOR THE ENVIRONMENT (WITHOUT A NATIONAL LEVEL COORDINATING BODY)

ARMENIA

The 33 PAs of IUCN categories I (State Reserves), II (National Parks) and IV (State Sanctuaries) are managed by dedicated administrations ('State Non Commercial Organizations'), of which 19 are subordinated to the Ministry of Nature Protection, 12 are subordinated to the Ministry of Agriculture. One PA is managed by the Ministry of Education and Science. Each individual administration is in charge of the management of several PAs of different categories under a certain jurisdiction. There are also 230 PAs managed without staff.

AZERBAIJAN

The Ministry of Ecology and National Resources (Department of Biodiversity and Development of Specially Protected Areas) is responsible for 19 Administrations: 8 National Parks (IUCN I) and 11 Strict Nature Reserves (IUCN I).

CZECH REPUBLIC (PARTIALLY).

Four National Parks are managed through management units directly subordinated to the Ministry of the Environment. The rest of the PAs are managed by the 24 individual Administrations of Protected Landscape Areas, subordinated to the Czech Agency of Natural Conservation and Landscape Protection.

HUNGARY

Ten individual directorates, with a high degree of autonomy, function under the subordination and supervision of the Ministry of Environment as public institutions. Each of them manages a National/Nature Park and all the other PAs in an administrative jurisdiction.

POLAND

Individual administrations are established for the management of the 23 National Parks, under the Ministry of the Environment, General Directorate for Environmental Protection. The other PAs are managed by the Regional Directorates for Environmental Protection.

TURKEY

Individual management bodies are established only for the management of two out of the 11 existing categories of PA (National Parks and Special Protected Areas). The 10 Directorates established for the management of the 40 National Parks function under the subordination of the General Directorate for Nature Conservation and National Parks , within the Ministry of Forestry and Water Affairs. For the rest of PAs, the management is devolved to the Regional Directorates of the Ministry of Forestry and Water Affairs and to the Provincial Directorates of the Ministry of Environment and Urbanization.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

19

3. MANAGEMENT BY A MIXTURE OF STATE AND OTHER ACTORS (ACCORDING TO PA CATEGORY)

CROATIA

Different categories of PA are managed by various public institutions as follows. Dedicated public institutions are established at the national level for the management of the 19 National and Nature Parks, which are considered PAs of national interest. These report to the Ministry of the Environment and Nature Protection. PAs of local interest are managed by County level institutions (20 cases) or by local/municipal level public institutions (7 examples). Altogether, the 435 PAs are managed by 46 administrations. The State Institute for Nature Protection is the expert body in charge of nature conservation, and is actively involved in the management conducted by the PA level management bodies.

BOSNIA AND HERZEGOVINA

Each National and Nature Park has its own management body, which is coordinated by the Ministry of the Environment and Tourism and by the Ministry of Physical Planning, Civil Engineering and Ecology (in the Republika Srpska). Other categories of PAs are under the responsibility of local level institutions, but do not have dedicated management units. In Sarajevo Canton, a Cantonal Directorate for Protected Areas (a public institution under the control of the Cantonal Ministry with over 20 staff) manages 3 smaller PAs.

KOSOVO

National Parks are managed through Directorates under the subordination of the Ministry of Environment and Spatial Planning/Kosovo Environmental Protection Agency. Two PAs are managed by different actors: the Prishtina Municipality and by the local public enterprise 'Hortikultura'.

MACEDONIA

The Administration of the Environment (Nature Protection Department) within the Ministry of Environment and Physical Planning is responsible for the management of protected areas within the country, but management of most these areas is devolved to Local Public Authorities, none of which provide permanent staff for them.

Only the 3 National Parks have dedicated management bodies (Public Enterprises), financially independent bodies with their own staff and administrations that manage all the land and resources in the Parks , under the supervision and the coordination of the Ministry of Environment.

MOLDOVA

Most protected areas are in the forest estate and are managed by Moldsilva, the national forest agency. Some of these (mostly Scientific Reserves) have their own management bodies, while the remainder are managed by forestry staff within the regional Forestry Directorates (as in Albania). Outside the forest estate, many smaller PAs are the responsibility of local public administrations, but do not have staff or management units. The recently established Orhei NP is planned to have its own administration.

ROMANIA

Dedicated management bodies are established for National and Nature Parks, as well as for large Natura 2000 sites, and operate under the subordination of the National Forest Administration and the coordination of the Ministry of Environment. The other PAs are managed by different governmental and NGO actors, either through dedicated management units, or by a contract of custody, under the coordination and supervision of the MoE.

SERBIA

Different stakeholders manage different categories of PAs. Only for National Parks are there special administrative units established by the government. Other PAs are managed by: (i) public enterprises within a different field of activity (e.g. water/forest management, construction & roads); (ii) limited companies established by the Government; (iii) public utility companies; (iv) NGOs; (v) private companies; (vi) the military enterprise; or (vii) the Church. All other managers report to the Ministry of Environment.

SLOVENIA

There are 9 National and Nature Parks with their own dedicated management bodies subordinated to the Ministry of Agriculture and the Environment, Environment Directorate, Division for Nature Conservation. The rest of PAs are considered of local importance and are managed by the local authorities.

4. MANAGEMENT SYSTEMS WITHOUT DEDICATED BODIES FOR PA MANAGEMENT

ALBANIA

Protected areas are managed by the forest directorates under the Ministry of Environment, Forestry and Water Administration, without having their own management bodies (not even for National Parks).

ESTONIA

One national environmental agency, the Estonian Environmental Board (EEB), manages all the 932 PAs through the specialized departments in its structure (the Nature Conservation and Nature Education Departments). Specialists in the fields of nature protection, nature education, nature usage, nature management, cultural heritage, nature conservation biology, nature conservation, land use, etc are employed in these departments. RMK (The State Forest Management Centre) manages all the tourism activities in PAs, including tourism infrastructure.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

21

4.2   RESULTS FROM THE GENERAL QUESTIONNAIRES

4.2.1   COVERAGE OF COUNTRIES AND PROTECTED AREAS

The national consultants collected information from 354 respondents representing 1070 protected areas and managing agencies in 23 countries (Figure 1). In some cases, questionnaires were completed by the managers of individual protected areas or small clusters; in other cases, information was provided by central agencies with responsibility for multiple protected areas in a region or country. Care was taken to avoid double counting PAs, and to distinguish between agencies with direct responsibility of managing PAs and national offices that oversee managing agencies. The very high number of PAs covered by the survey in Latvia is because most of these are the responsibility of a central agency, which included all of them in its report. The majority of these sites are small, IUCN Category IV nature reserves.

Figure 1 Countries participating in the General Questionnaire survey

(Numbers of questionnaires completed/number of PAs represented)

	Albania (23/54)	Lithuania (30/30)
	Armenia (9/15)	Macedonia (15/15)
	Azerbaijan (10/10)	Moldova (13/13)
	Bosnia and Herzegovina (6/6)	Montenegro (5/5)
	Bulgaria (13/13)	Poland (4/4)
	Croatia (26/26)	Romania (37/37)
	Czech Republic (29/29)	Serbia (10/10)
	Estonia (6/6)	Slovakia (22/22)
	Georgia (20/10)	Slovenia (8/8)
	Hungary (12/12)	Turkey (16/22)
	Kosovo (4/4)	Ukraine (30/30)
	Latvia (5/711)	

The 1070 protected areas and agencies included in the survey are responsible for a total area of 11,172,967 hectares. Figure 2 shows a classification of the PAs according to their IUCN Category. Where an IUCN category was not provided, it was if possible inferred from the title of the protected area or identified from other sources. The category 'Other/Unspecified' includes 11 Marine Protected Areas, three Biosphere Reserves, and a number of sites with no readily identifiable or inferable IUCN Category.

Figure 2 IUCN Categories of PA included in the survey
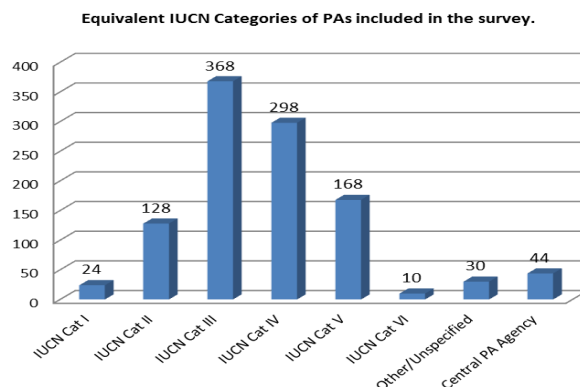
This survey provides a good sample of protected areas in each country (with the exception of Poland, from where only four protected areas participated). The total number of sites reported on in each country varies, mainly according to the size of the country, the number of protected areas and the system of governance, the time available to cover the existing sites and the willingness of managers to complete questionnaires.

4.2.2 PERSONNEL

The 1070 protected areas/institutions covered by the survey employ a total of 12,926 full time equivalent personnel, distributed among countries as shown in Figure 3. Part time staff were counted as 50% of a full time person.

Figure 3 Numbers of personnel covered in the survey

	UKR	TUR	SVN	SVK	SRB	ROM	POL	MNE	MDA	MKD	LTU	LVA	KOS	HUN	GEO	EST	CZE	HRV	BGR	BIH	AZE	ARM	ALB
■ Snr managers, managers,rangers	1765	145	107	297	283	400	178	74	335	72	239	108	29	710	323	77	540.5	439	140	108	434	1047	163
▒ Admin/support	828	155	33	43	172	161	39	75	88	38	110	28	16	424	63	0	606.5	1125	101	100	134	550	23
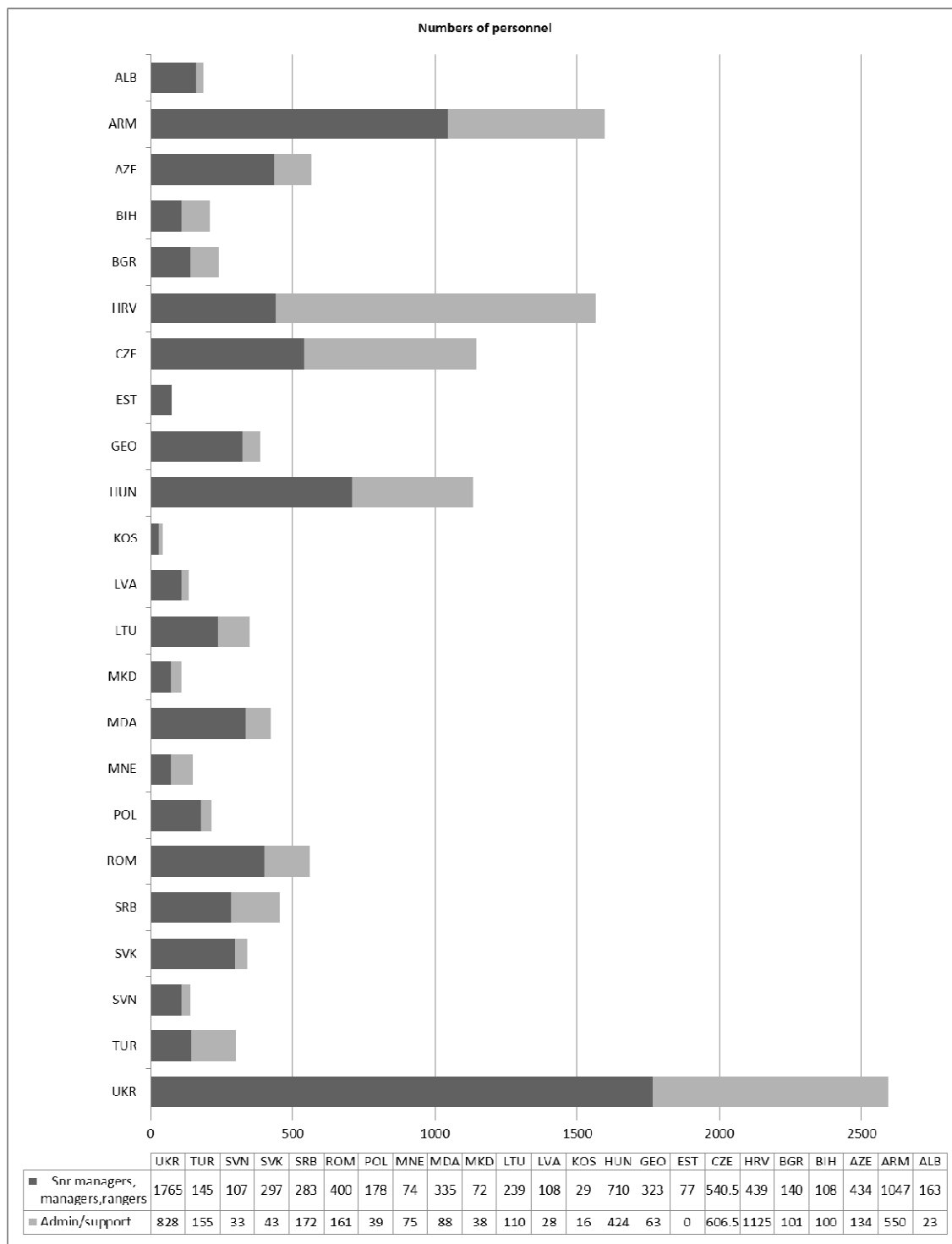
The distribution of personnel between job categories is shown in Figure 4 (overall) and Figure 5 (by country). Job categories are listed and defined in Table 4).

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

23

Figure 4. Personnel covered by the General Questionnaire according to job level

Personnel covered by the survey by job type

544, 4%

2683, 22%

3130, 25%

1720.5, 14%

4339.5, 35%

- Support Staff
- Admin Staff
- Rangers/Field Staff
- Middle Mgmt.
- Senior Mgmt.

12926 Personnel
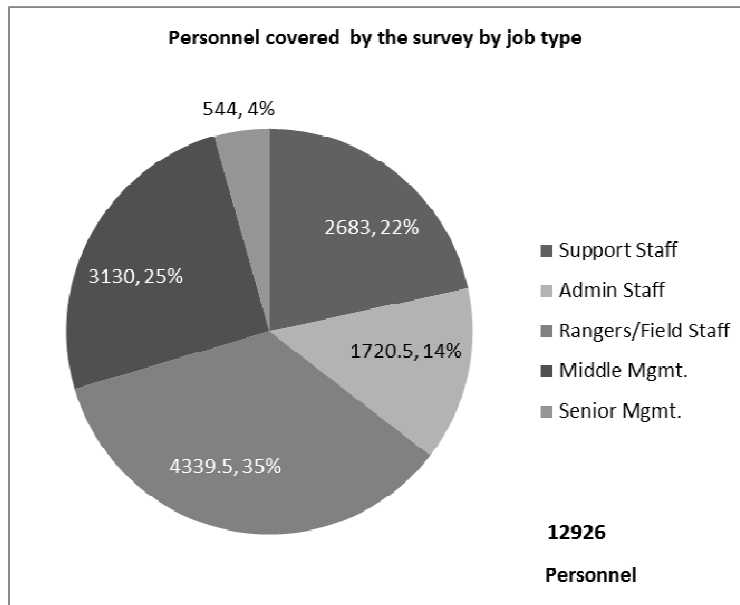
Figure 5 Proportions of staff categories covered by the survey

Support staff   Administration Staff   Field Staff
Middle Managers   Senior Managers

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

24
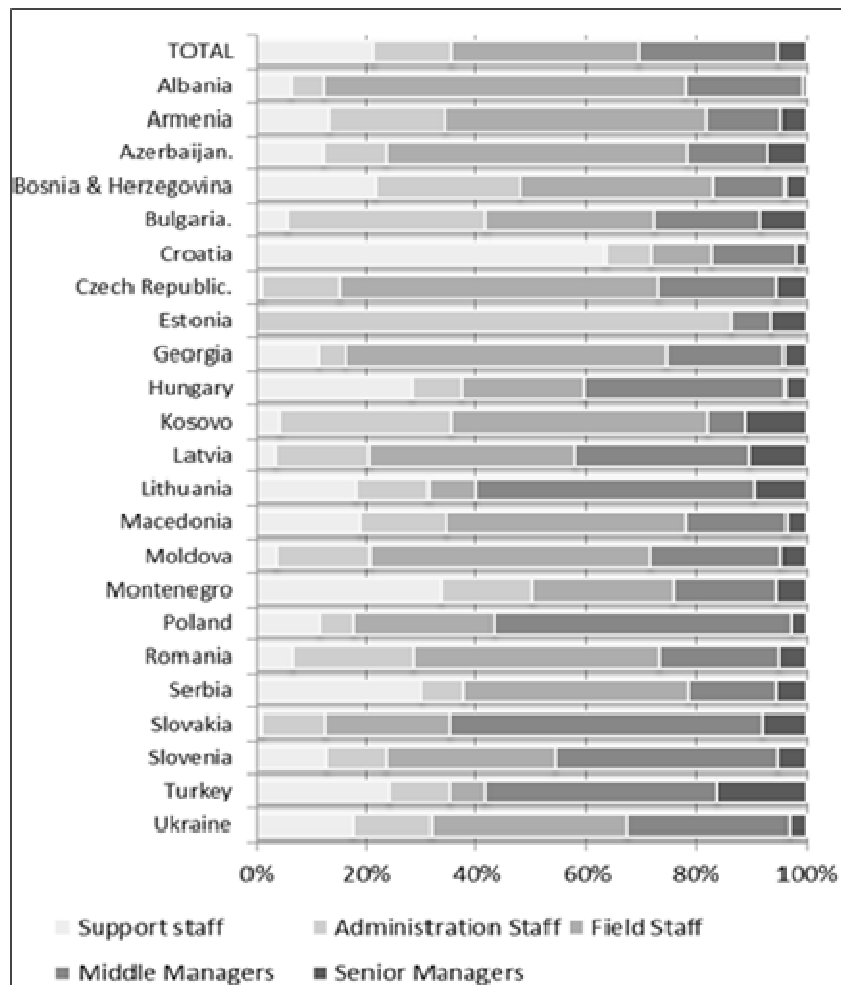
4.2.3 STAFFING NUMBERS AND DENSITY

From the survey results, it was possible to calculate the approximate density of personnel per thousand hectares of protected area (see Figure 6). It should be noted that these figures could be misleading. For example in Moldova, most protected areas are managed integrally by the national forestry authority, and therefore the total staff numbers provided are the total staff of forest districts where protected areas are situated.

Figure 6 Staffing densties in protected areas
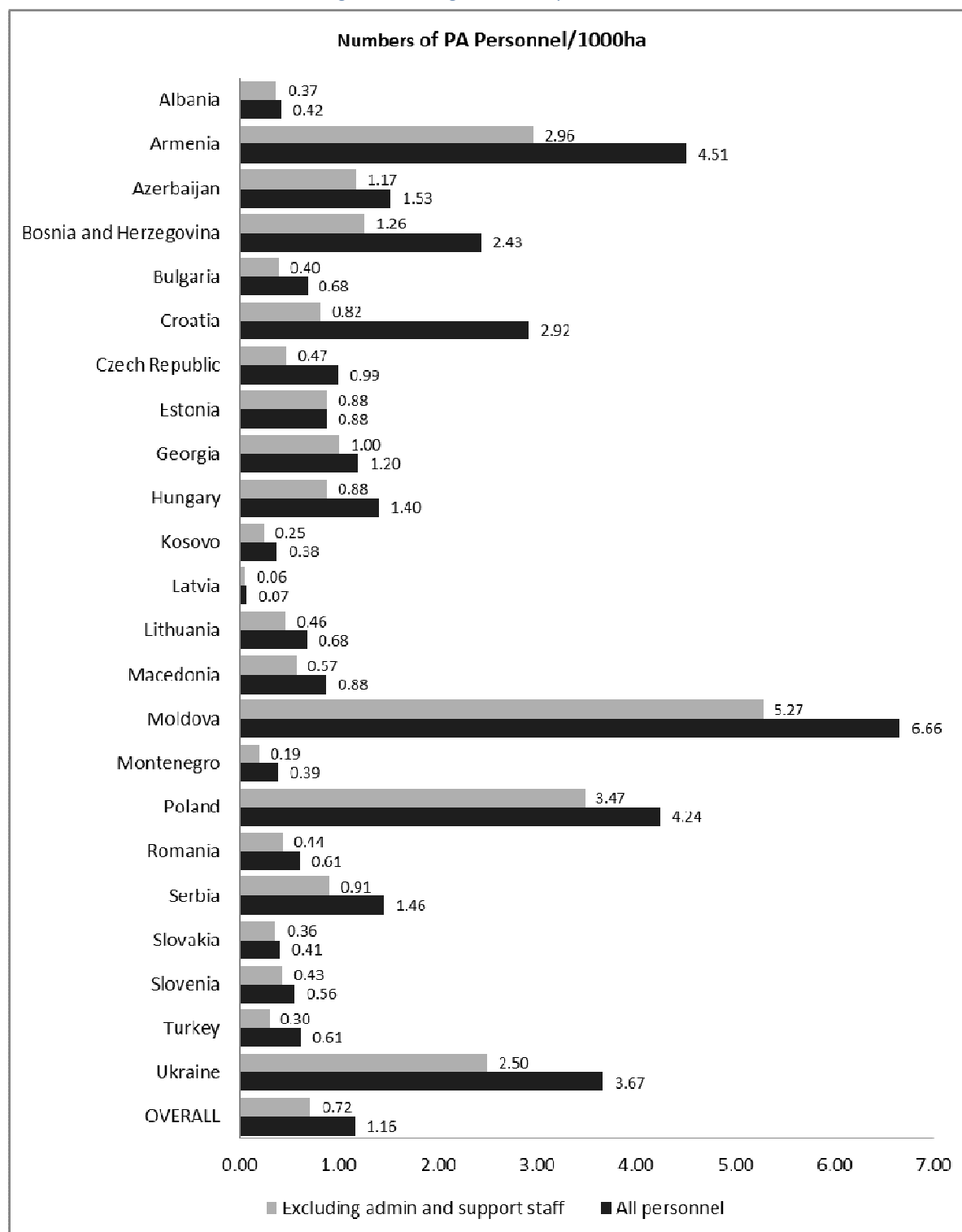
Numbers of PA Personnel/1000ha

Country	Excluding admin and support staff	All personnel
Albania	0.37	0.42
Armenia	2.96	4.51
Azerbaijan	1.17	1.53
Bosnia and Herzegovina	1.26	2.43
Bulgaria	0.40	0.68
Croatia	0.82	2.92
Czech Republic	0.47	0.99
Estonia	0.88	0.88
Georgia	1.00	1.20
Hungary	0.88	1.40
Kosovo	0.25	0.38
Latvia	0.06	0.07
Lithuania	0.46	0.68
Macedonia	0.57	0.88
Moldova	5.27	6.66
Montenegro	0.19	0.39
Poland	3.47	4.24
Romania	0.44	0.61
Serbia	0.91	1.46
Slovakia	0.36	0.41
Slovenia	0.43	0.56
Turkey	0.30	0.61
Ukraine	2.50	3.67
OVERALL	0.72	1.16

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

25

Each set of assessments is summarised in three graphics.

Graphic A shows the proportions of self-assessments for each skills category, according to the numerical scale described in Section 3.2.1 (see Table 3). Colour coding is used to aid understanding of the results (see Table 6). These graphics exclude assessments of '0' (not relevant), and therefore only represent the proportion of responses which considered the skills category to be relevant. The author has found that a rapid assessment of competence can be made by considering the boundary between the two weakest categories in the graph (indicated in red and yellow) and the two strongest categories (green and blue). The yellow-green boundary therefore, provides a quick indication of comparative competence of the different categories.

Table 6 Colour coding used for competences

Rating	Definition	Colour code
0	Personnel in my organisation do not need this skill.	
1	Personnel in my organisation need this skill, but overall have little or no competence in it. Extensive training and development are required.	
2	Personnel in my organisation need this skill and overall have some competence in it. Advanced training and development are required.	
3	Personnel in my organisation need this skill and overall have good competence in it. Periodic updating only is required.	
4	Personnel in my organisation need this skill and overall have high competence in it. They could train others to do it.	

Graphic B shows the average assessment score (1, 2, 3 or 4) of all responses where the skills category is considered relevant. The higher the average therefore, the higher the level of existing competence. This indicates the relative strengths of competence in each category.

Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The formula for the CNI is shown in the box below.

> **Capacity Needs index (CNI) =**
>
> *Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).*

This formula is intended to take into account how relevant the category is, as well as how weak the overall competence is. The higher the CNI, the greater the need for capacity development in that category.

The results are shown for Senior Managers, Middle Managers and Technical Staff and Field Staff (Rangers) only. The results for administrative and support staff are available separately, but inclusion of the results tends to distort the needs of the 'front line' PA staff. Each set of results is accompanied by brief observations. See Section 5 of this report for more detailed assessment and discussion and Section 6 for recommendations.

All results presented are averages of overall country scores, not of results from individual questionnaires. This enables a more representative regional overview in which the findings form each country and weighted equally, avoiding the distortion of the findings by results from countries that returned more questionnaires. Separate reports are available for individual countries.

A. General Assessment of competence. Senior managers. Average for all countries.

Legend:
- 1. Minimal
- 2. Moderate
- 3. Good
- 4. High

'Yellow-Green boundary', indicating that CMP is the weakest category.

B: Average Scores. Senior Managers. Average for all countries.

C: Capacity Needs Index. Senior Managers. Average for all countries.

4 weakest categories
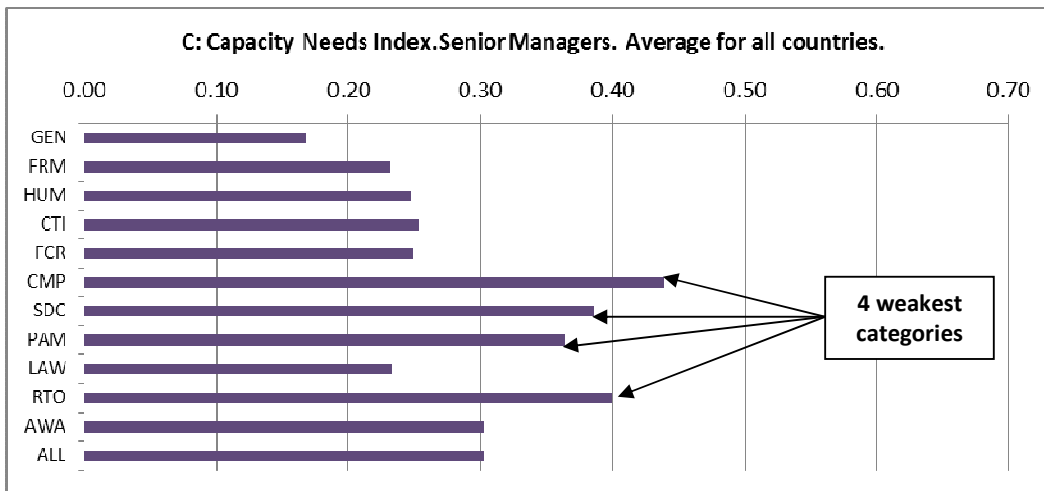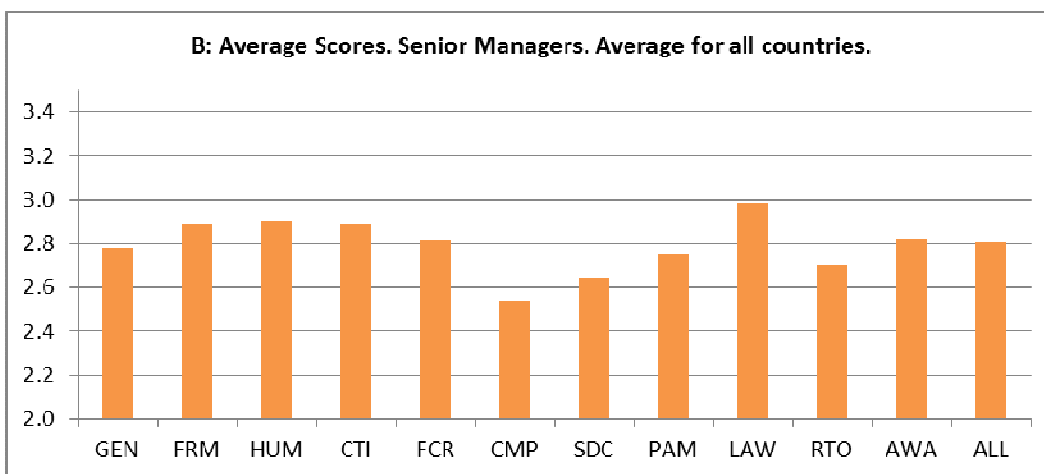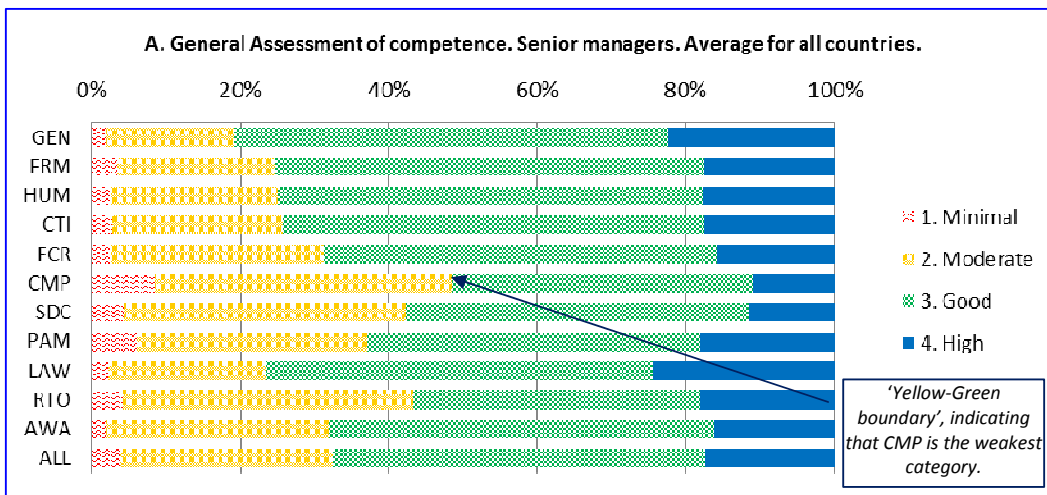
OBSERVATIONS

Overall, senior managers are quite confident about their competence; over 70% of responses are in the top two bands and around 20% are in the top band), but it should be borne in mind that the assessors were from this group and that some national consultants suspected a bias towards positive responses. By far the weakest categories are clearly CMP, SDC, PAM and RTO (see Graph C). This indicates clearly that although they are confident in administrative categories, around 60% of senior managers are deficient in many of the most important technical skills involved in modern, multifunctional PA management.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

27

A: General Assessment of competence. Middle managers. Average for all countries.

Legend:
- 1. Minimal
- 2. Moderate
- 3. Good
- 4. High

B: Average Scores. Middle Managers. Average for all countries.

C: Capacity Needs Index. Middle Managers. Average for all countries.

6 weakest categories
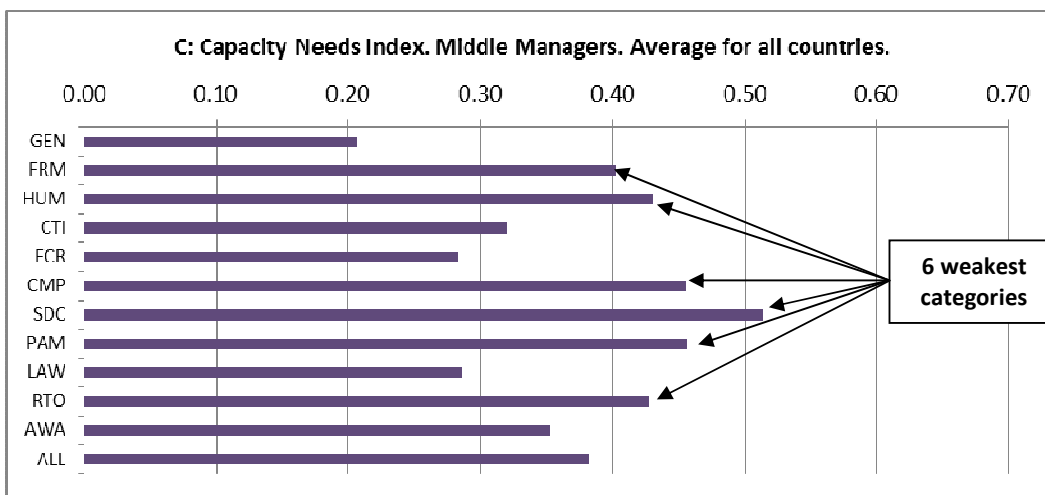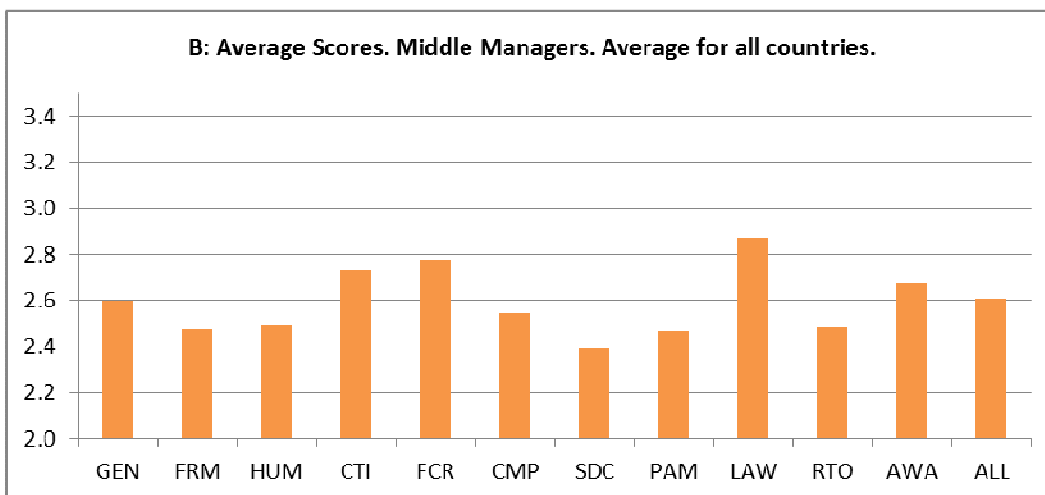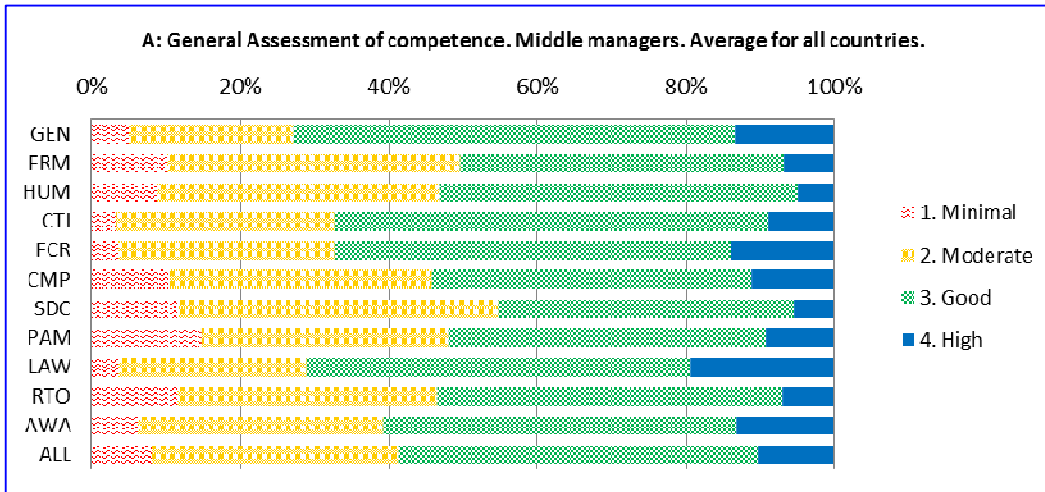
PRELIMINARY OBSERVATIONS

Level 3 tends to be the most diverse as it combines a wide range of technical and administrative requirements, and this is reflected in these results. The overall assessment quite similar to that for Senior Managers, but there are more categories in which 40-50% of responses are in the two weakest bands. This suggests a need for all round capacity development, not only in core technical categories (SDC, RTO, PAM and CMP) but also in the administrative categories (FRM and HUM).

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

28

A: General Assessment of competence. Ranger staff. Average for all countries.

Legend:
- 1. Minimal
- 2. Moderate
- 3. Good
- 4. High

B: Average Scores. Ranger Staff. Average for all countries.

C: Capacity Needs Index. Ranger Staff. Average for all countries.

4 weakest categories
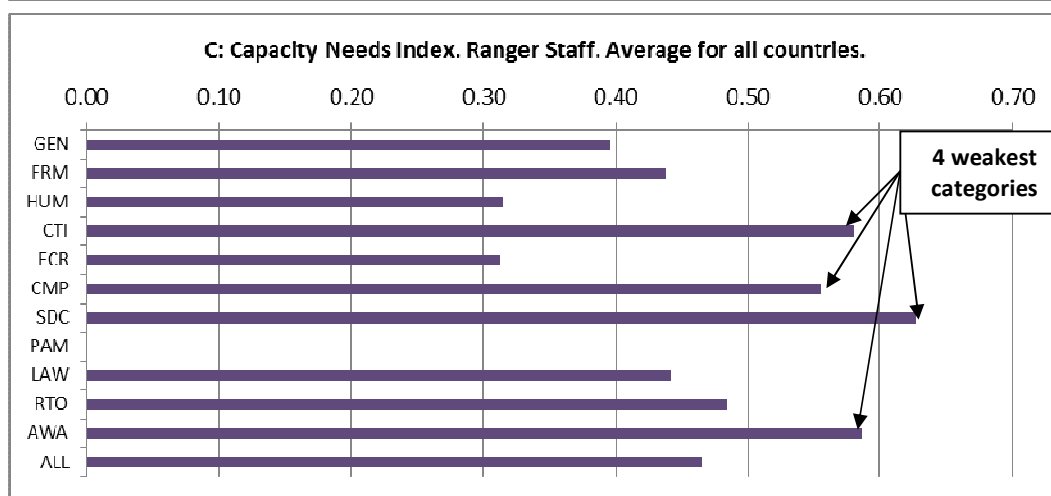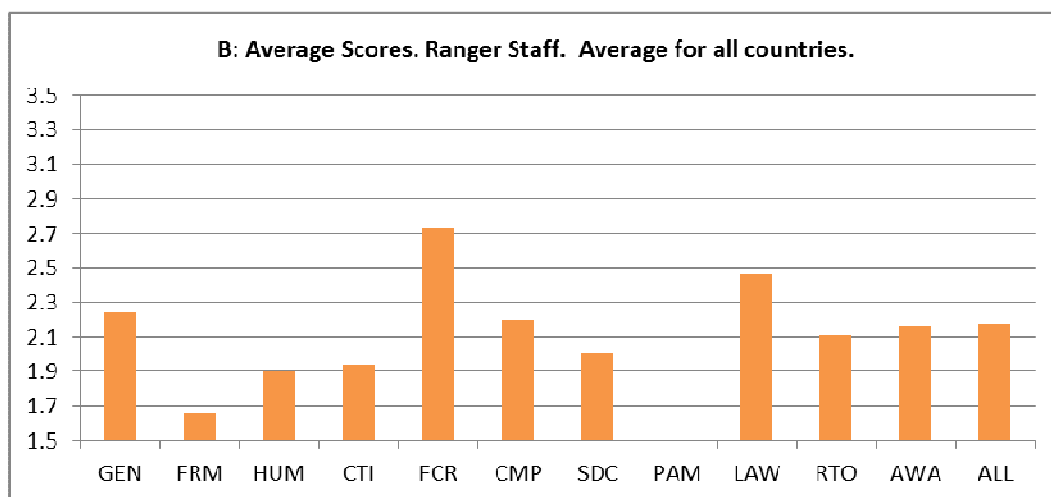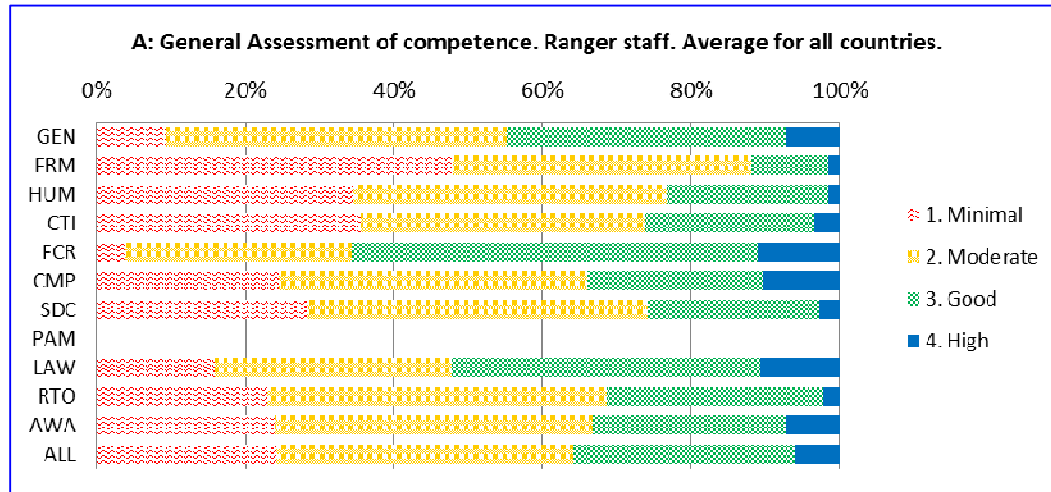
PRELIMINARY OBSERVATIONS

Overall more than 60% of responses were in the two weakest bands (1 and 2), indicating a major overall need for capacity development for rangers. The 'traditional' ranger skills (FLD and LAW) are stronger, but the managers conducting the assessment also recognise the need for a wider range of skills among ranger staff (especially working with communities, basic conservation, communication and public awareness). The results suggest that the competences of rangers are falling behind the demands that modern protected areas make of them.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

29

RECENT TRAINING PROVISION

Respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From the results, the numbers of person/training days in the past three years were calculated. One person/training day is the equivalent of one individual attending a training course for one day, enabling comparative reporting on training provision. The overall results are shown in Figure 7, including figures calculated with and without support and administrative staff.

Figure 7 Training provsion in the past three years (23 countries)
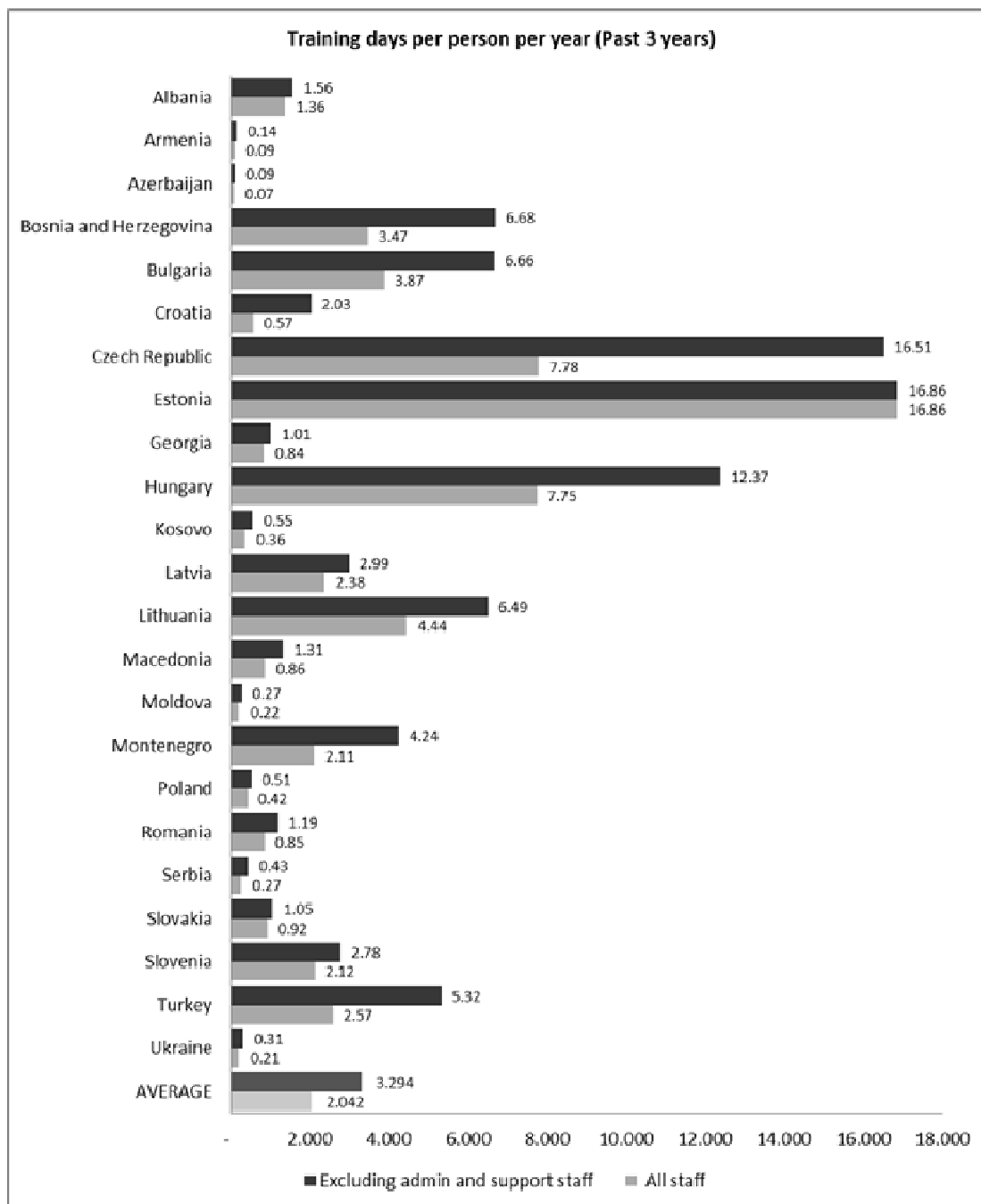
The average of just over 3 days per year masks considerable variation across the region. In many countries provision in less than one day, while in a few (Czech Republic, Estonia and Hungary), major training programmes exist.

Information was collected on the topics of training provided, using the standard set of skills categories. Figure 8 shows the proportions of different training topics reported. Clearly most of the training provided concerns general topics, conservation topics and protected area planning and management. Much less attention has been paid to other categories. A lot of the training classified as 'General' relates to standard staff development programmes for public service employees, and is not specifically related to protected areas.

Figure 8 Training topics

Proportion of training days by topic . All countries.
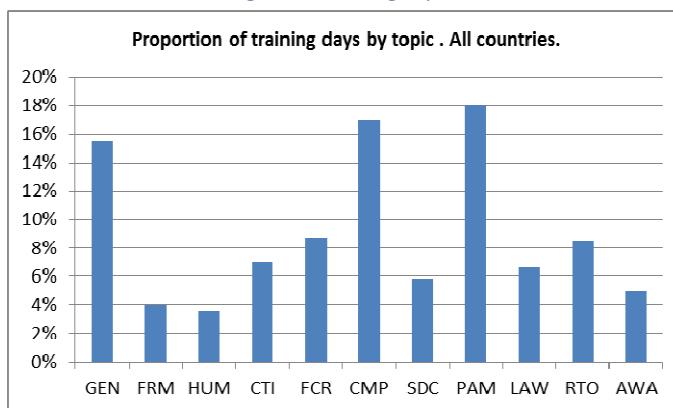
TRAINING PROVIDERS

Training providers listed by respondents were allocated to the following general categories:

Government: training provided by official government ministries or agencies.
NGO: training provided by National non-government organisations or similar.
International: training provided by international organisations and specialists (NGOs, projects etc.)
Educational Institution: training provided by national colleges, universities and other training institutions.
Individual: training provided by named individual experts (affiliation not stated).
Private Company: training provided by private sector organisations.
Internal: training provided from within the staff of the protected area or other protected areas in the system.
Unknown: training provider unknown or not stated.

Figure 9 shows the proportions of the different training providers; Figure 10 shows the proportions of training courses delivered by foreign organisations, demonstrating the very high reliance on international assistance in some countries

Figure 9 Training providers

Training providers for courses delivered to PA personnel. All countries
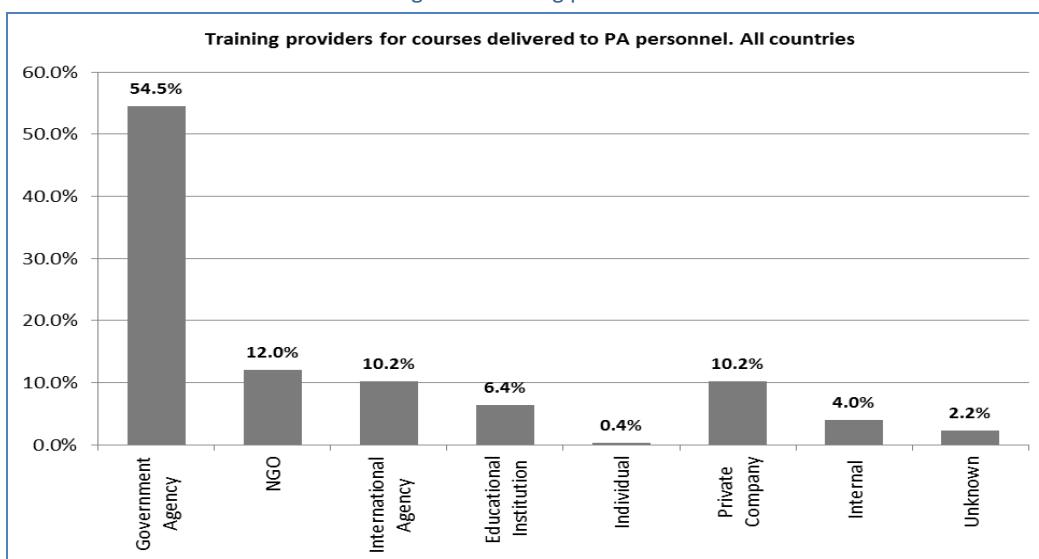
Figure 10 Proportion of courses delivered by foreigh providers

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

31
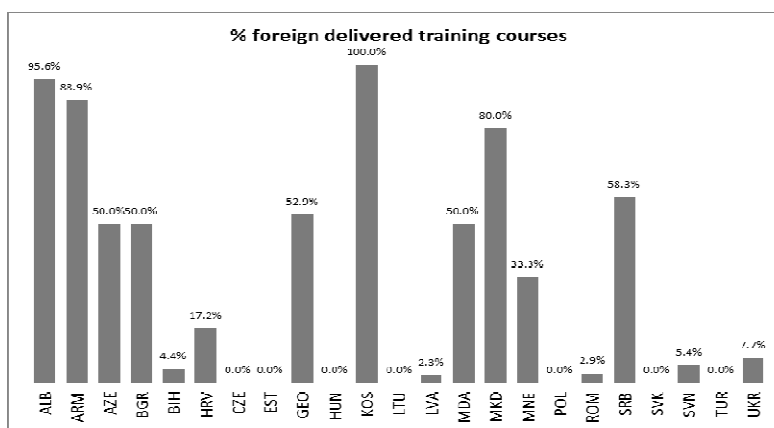
IDEAL TRAINING PROVISION

Respondents were asked to select an ideal range of annual training days for personnel at different levels in their organisation. The results are shown according to ranked preferences in Figure 11.

Figure 11 Numbers of training days recommended by respondents to the General Questionnaire

Ranked annual number of required training days. 1 = Most preferred 6= Least preferred					
Training Days	Senior Management	Middle Managers	Rangers/ Field Staff	Admin Staff	Support Staff
0 days	5	6	4	3	1
1-5 days	1	4	2	1	2
6-10 days	2	2	1	2	3
11-15 days	3	1	3	4	4
16-20 days	4	3	5	5	5
>20 days	6	5	6	6	6

The results suggest that senior managers consider that most staff require up to 10 days' training per year, but that Level 3 staff (Middle Managers and technical specialists) require significantly more. In general, the requirement is considerably more than the actual current provisions (as shown in Figure 7).

FUTURE TRAINING PRIORITIES

Respondents were asked to prioritise needs for future training in the different categories. Figure 12 shows a wide variation of priorities between countries, suggesting that 'one size fits all' approach to training in the region is not appropriate and that programmes have to be tailored to the specific needs and priorities of each country. It should however be borne in mind that when assigning priorities, managers may have been biased towards topics that they were familiar with, rather than newer and less familiar topics.

Figure 12 Ranked preferences by managers for priority future training topics (23 countries)

	UKR	TUR	SVN	SVK	SRB	ROM	POL	MNE	MDA	MKD	LTU	LVA	KOS	HUN	GEO	EST	CZE	HRV	BLG	BIH	AZE	ARM	ALB	ALL	
GEN	10	1	1	1	9	4	1	4	1	7	9	6	5	2	3	2	2	11	10	2	2	5	2	3	GEN
FRM	3	5	7	8	8	8	8	3	5	5	5	6	5	3	11	4	5	2	3	7	3	4	6	10	FRM
HUM	7	8	8	8	9	6	4	5	5	7	11	6	5	4	9	2	4	7	9	3	3	2	7	11	HUM
CTI	10	4	10	7	1	9	8	5	5	3	2	1	3	5	8	4	3	4	1	9	3	5	7	6	CTI
FCR	1	10	2	2	5	1	5	5	4	6	10	1	5	7	2	4	8	5	10	3	3	5	7	4	FCR
CMP	6	2	3	3	3	5	3	5	3	2	4	1	1	1	10	1	1	3	4	7	3	3	5	2	CMP
SDC	8	9	11	8	9	11	8	5	5	7	5	6	5	8	5	4	10	9	6	3	3	1	7	8	SDC
PAM	2	6	9	6	4	2	2	5	2	5	4	1	6	2	8	1	4	7	1	2	3	1	5	1	PAM
LAW	4	3	5	5	1	10	6	2	5	7	8	1	5	8	5	4	6	10	8	9	3	5	3	7	LAW
RTO	9	7	4	8	6	3	8	1	5	1	3	6	5	6	4	4	10	6	5	9	3	5	7	5	RTO
AWA	5	10	6	4	7	7	7	5	5	7	7	1	4	8	7	4	9	8	7	1	3	5	4	9	AWA
Ranked from 1 (Highest priority) to 11 (Lowest Priority). Darkest colour = Top 3 priorities. Mid Tone = Second three priorities. No colour = Lowest ranking priorities																								

Figure 13 shows a comparison of the priorities allocated to different staff levels for different skills categories.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

Figure 13 Overall capacity development priorities by job type

Future capacity priorities. Senior Managers, Middle Managers, Rangers.
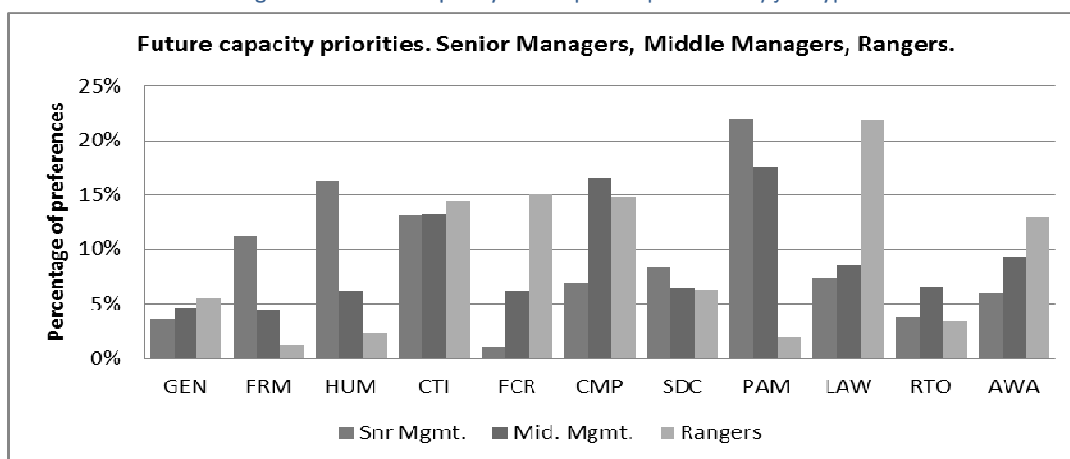
MODES OF LEARNING AND TRAINING

Respondents were asked to rank the most appropriate modes of learning and training for personnel at different levels. The results shown in Figure 14 reveal a marked preference for exchanges, study tour and short courses. Newer approaches such as distance learning and self-directed learning are almost universally

Figure 14 Preferred modes of training

Ranked preferences for modes of capacity development. All countries.					
1 = Highest Ranked. 8 = Lowest Ranked	Senior Mgmt.	Middle Managers	Rangers/ Field Staff	Admin Staff	Support Staff
Informal learning in the work place with more experienced colleagues	7	5	4	3	1
Short training sessions provided by supervisors/managers in the work place	6	3	3	2	2
Short Formal Training Courses (<1 week)	2	2	2	1	3
Longer training courses (1-4 weeks)	3	4	5	5	5
Long Term Study for Formal Qualifications (e.g. University Courses)	5	6	7	7	7
Informal individual learning using training manuals and study materials	4	7	6	6	6
Formal individual study through distance learning, internet etc.	8	8	8	8	8
Exchanges and study visits with other Protected Areas	1	1	1	4	4

FUNDING FOR TRAINING
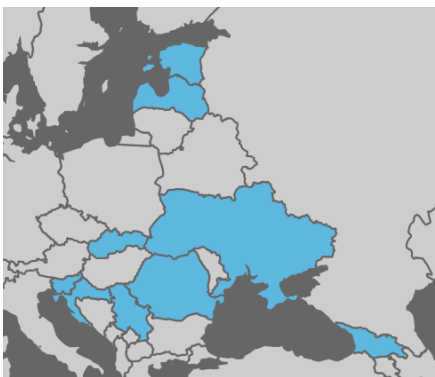
Questions were also included about available budgets for training. Most managers were unable to answer these, as training budgets are either not specified, are centralised or are bundled in with other budgets. Consequently, no meaningful analysis could be conducted on a regional basis. Where national information was provided, an analysis is included in the relevant national report.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

33

4.3   RESULTS FROM THE SELF ASSESSMENT QUESTIONNAIRE

4.3.1   COVERAGE

Detailed individual self-assessment questionnaire surveys were conducted in nine countries (see Figure 15). These were selected to provide a cross section of the region based on biogeographical regions, size of country and membership (or not) of the European Union. 1,457 questionnaires were completed in the nine countries by individuals from 208 protected areas or PA managing entities in April/May 2013. Data from trial surveys in Romania in 2011 were also included.

Figure 15 Countries participating in the self-assessment survey

Country	Number of PAs/PA Institutions represented	Number of Individual questionnaires completed
Croatia	18	152
Estonia	12	52
Georgia	12	114
Latvia	5	67
Romania	96	373
Serbia	11	97
Slovakia	8	111
Slovenia	6	74
Ukraine	40	417

4.3.2   GENERAL INFORMATION ABOUT RESPONDENTS

Figure 16 shows the aggregated results from the personal information section of the questionnaire.

Figure 16 Summary of personal information from self-assessments (1,457 responses)
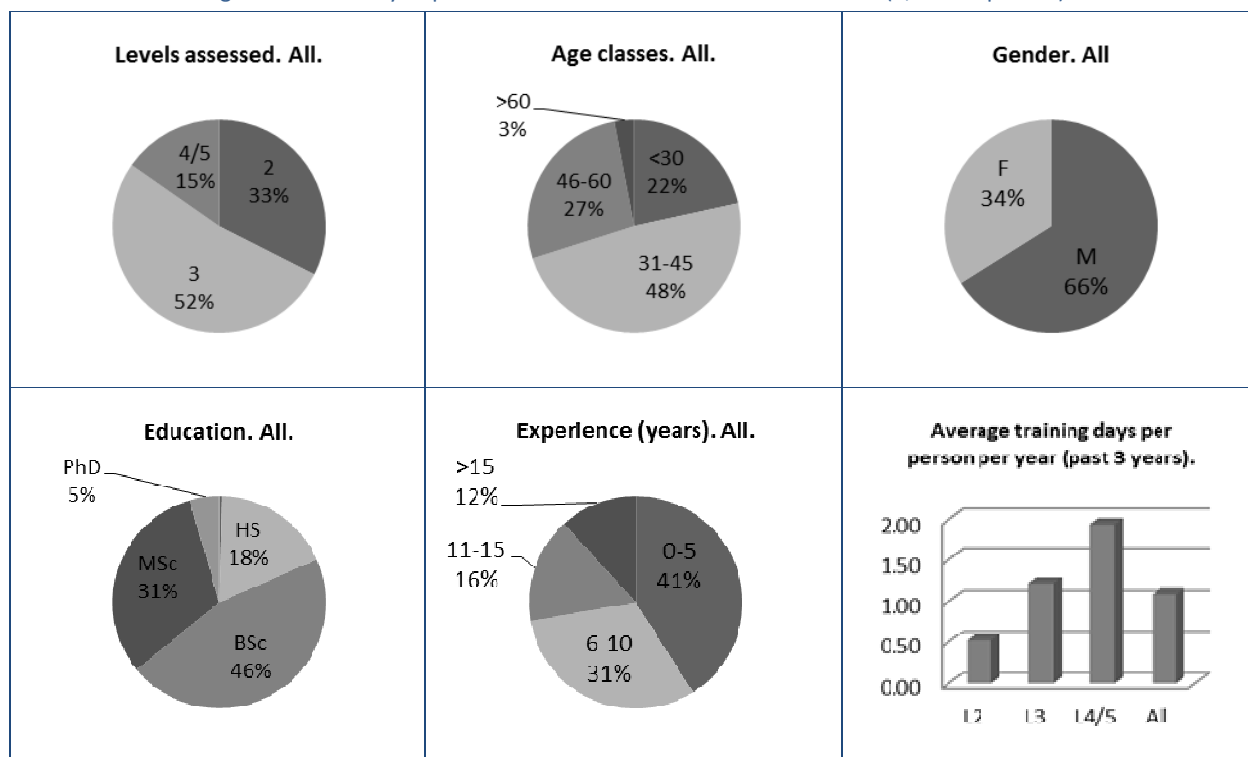
These results mask major differences between countries, as shown in Figure 17.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

34

Figure 17 Comparison of personal data between countries
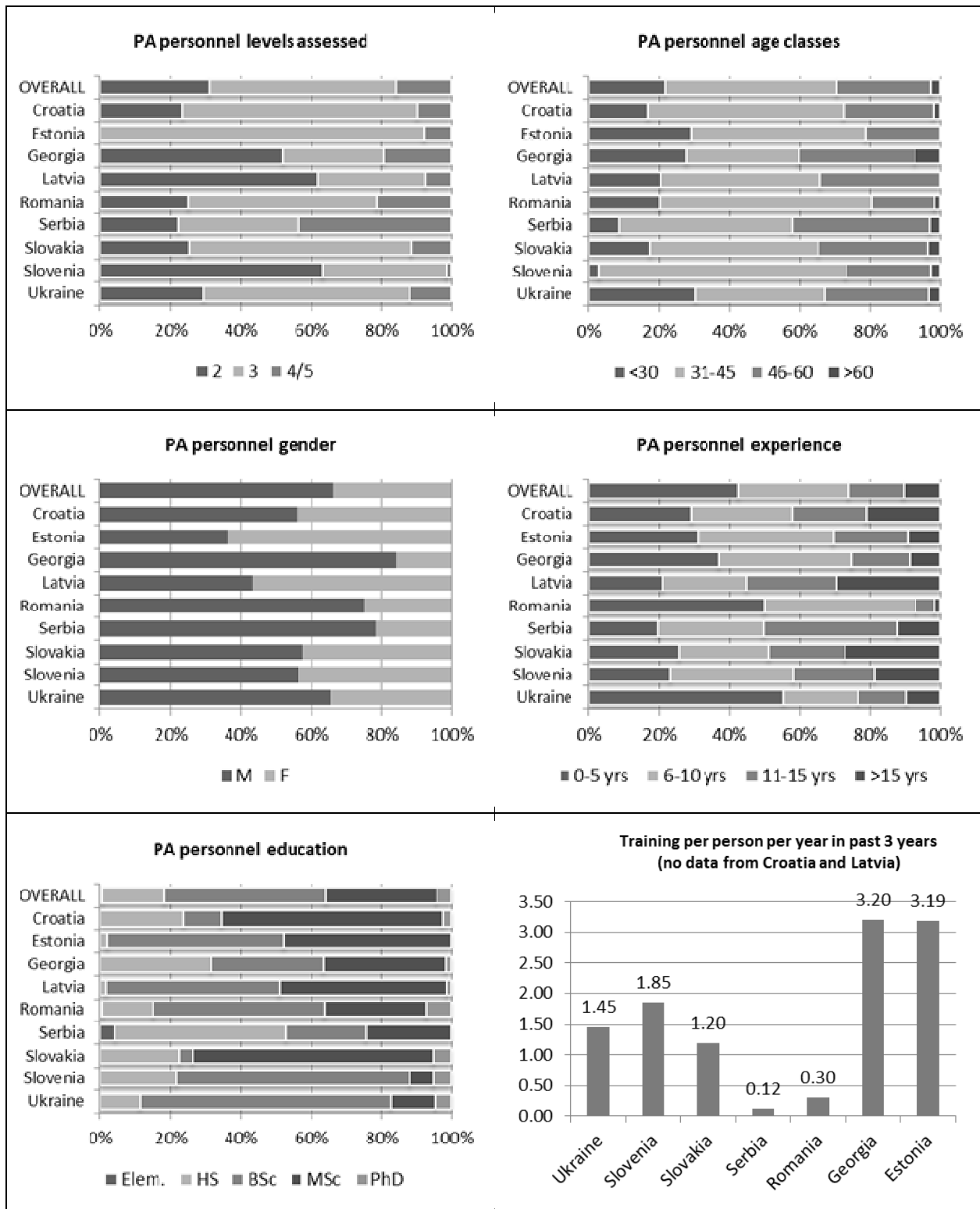
4.3.3 SELF ASSESSMENTS OF COMPETENCE BY INDIVIDUALS

Each set of assessments is summarised in three graphics.

Graphic A shows the proportions of self-assessments for each skills category, according to the numerical scale described in the previous section. Colour coding is used to aid understanding of the results. These graphics exclude assessments of '0' (not relevant), and therefore only represent proportion of responses which considered the skills category to be relevant. The author has found that a rapid assessment of competence can be made by considering the boundary between the two weakest categories (indicated in red and yellow) and the two strongest categories (green and blue). The yellow-green boundary therefore, provides a quick indication of comparative competence of the different categories.

Table 7 Colour coding used for competences

Rating	Definition	Colour code
0	I do not need this skill in my work	
1	I need this skill in my work, but I have little or no competence in it. I require extensive training and development.	
2	I need this skill in my work, and I have some competence in it. I require advanced training and development.	
3	I need this skill in my work, and I have good competence in it. I only require periodic updating.	
4	I have high competence in this skill and could train others to do it.	

Graphic B shows the average assessment score (1,2,3 or 4) of all responses where the skills category is considered relevant. The higher the average, therefore, the higher the level of existing competence.

Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The CNI is calculated as follows:

> **Capacity Needs index (CNI)** =
> *Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).*

This formula is intended therefore to take into account how relevant the category is as well as how weak the overall competence is. The higher CNI therefore, the greater the need for capacity development in that category.

Each set of results is accompanied by brief observations. See Section 5 for more detailed assessment and discussion and Section 6 for recommendations.

All results are the averages of overall scores of the participating countries, not the average scores of all the respondents in all the countries. This provides a more representative and balanced regional overview. The numbers of respondents from the countries varied very widely and if the results had been averages of all individual scores the findings from Ukraine in particular would have distorted the overall regional result and masked the results from other countries. Individual detailed reports are available for all the participating countries. Using averages for categories can mask high capacity needs for specific skills within these categories; results should be considered alongside the ranking of the individual skills in Section 4.3.4.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

36

A. Level 4/5 self assessments in competence bands. Averaged across countries.

Legend:
- 1 (Minimal)
- 2 (Moderate)
- 3 (Good)
- 4 (Excellent)

'Yellow-Green boundary', indicating that CMP is the weakest category.

B. L4/5 Personnel. Self asssessment scores. Averaged across countries.

C. Level 4/5 self assessments. Capacity Needs Index. Averaged across countries.

5 weakest categories
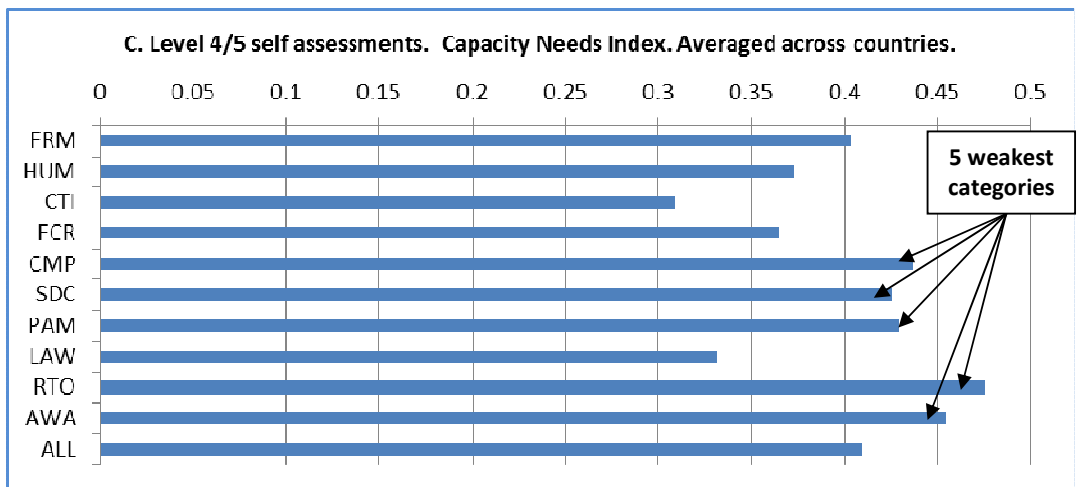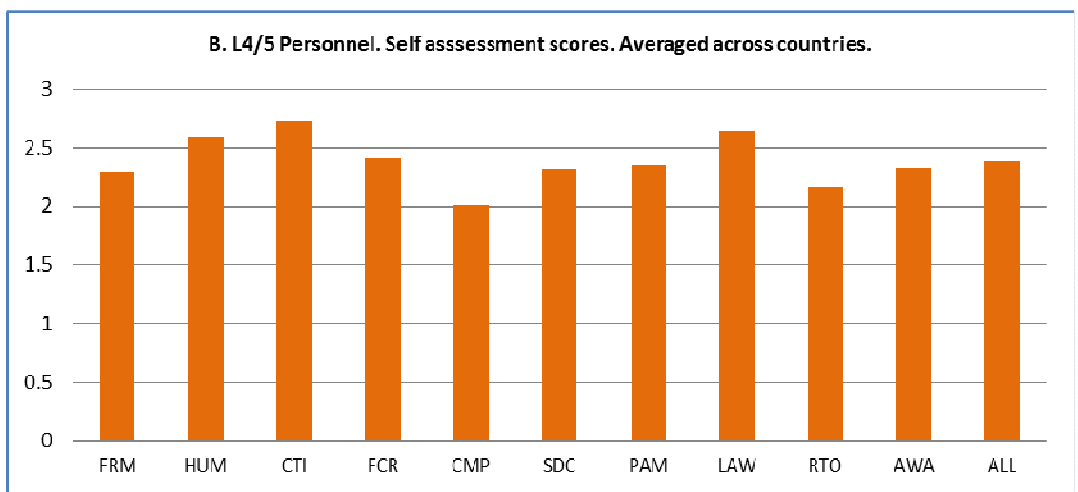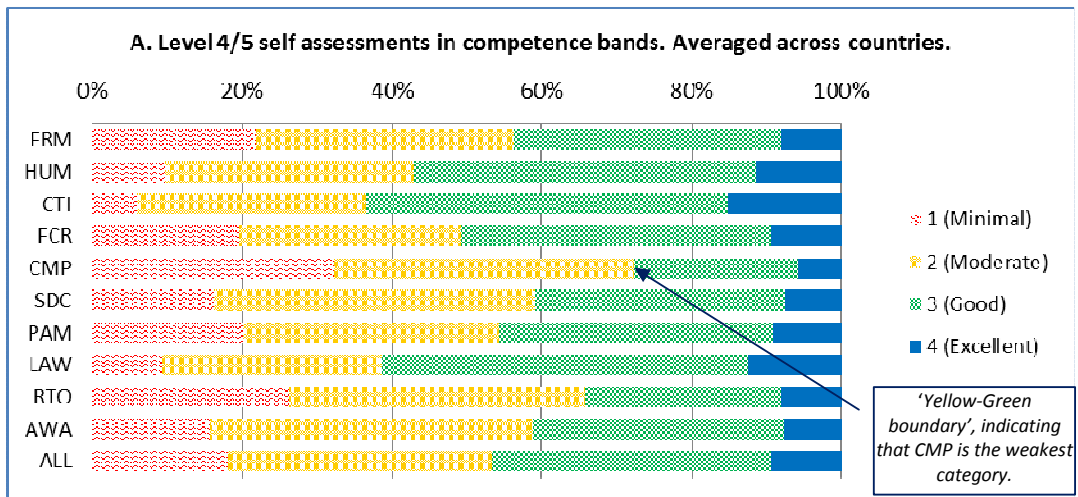
OBSERVATIONS

More than 50% of assessments overall are in the two weakest score bands (1 and 2), indicating quite weak capacity at this level. The main weaknesses appear to be in the technical categories (RTO, AWA, PAM, SDC, CMP) rather than the administrative categories, although FRM also ranks quite highly, mainly related to the need for fund raising skills. It is a particular concern that protected area management and planning PAM is such a high overall need, as this has been a dominant topic in previous training in the region, and is the normally core work of senior managers.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

37

A. Level 3 self assessments in competence bands. Averaged across countries.

- 1 (Minimal)
- 2 (Moderate)
- 3 (Good)
- 4 (Excellent)

B. L3 Personnel. Competence scores. Averaged across countries.

C. Level 3 self assessments. Capacity Needs Index. Averaged across countries.

4 weakest categories
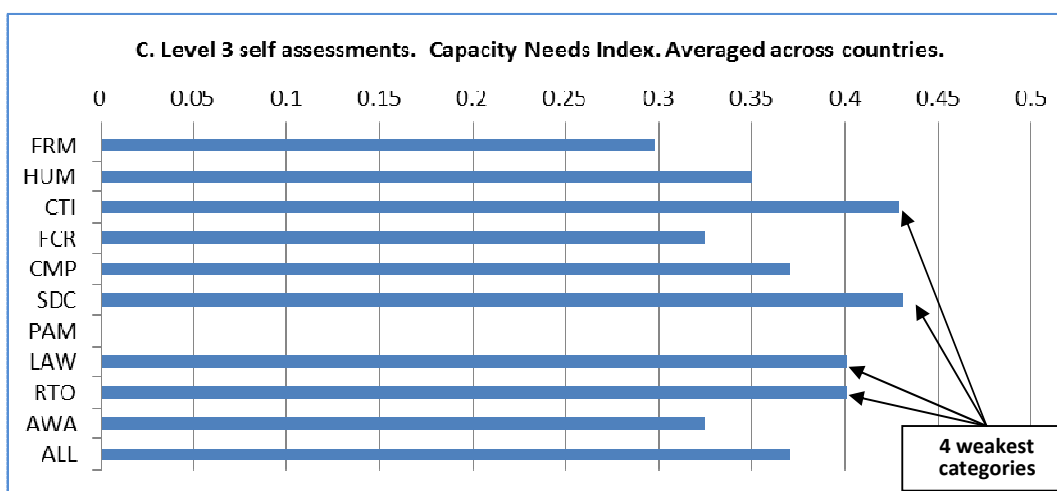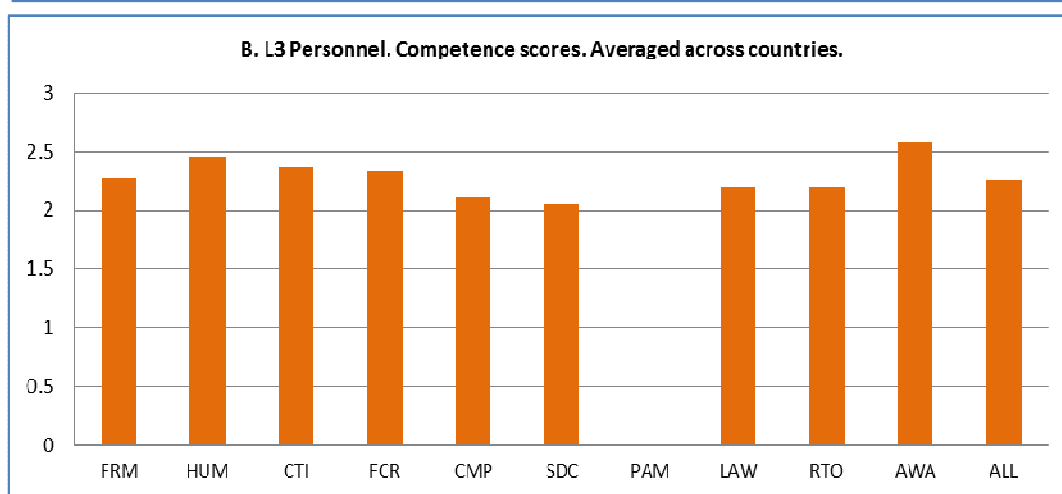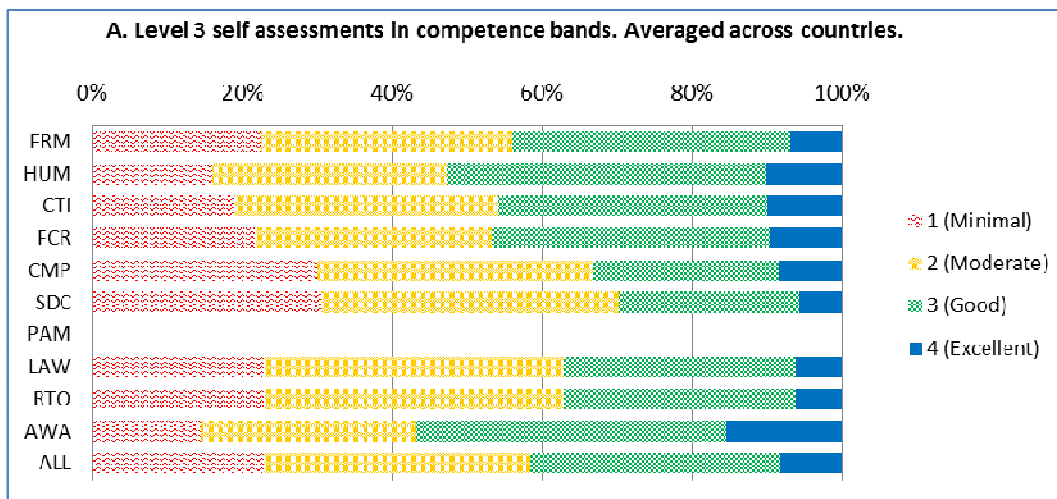
OBSERVATIONS

Nearly 60% of all assessments are in the two weakest score bands (1 and 2), indicating an overall lack of capacity at this level. The high index for CTI relects in a widespread perceived neeed for improved competence in GIS (an issue adddressed in the discussion in Seciton 5). The greatest technical needs are in SDC (indicatign a need for improved skills in working with communities), LAW (mainly related to leardership and organisation ofproteciton activities, and RTO. Middle managers also appear to lack confidence in their skills in human resource management (HUM), in particular training, directing and supervising the work of others.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

38

A. Level 2 self assessments in competence bands. Averaged across countries.

B. Level 2. Competence scores. Averaged across countries.

C. Level 2 self assessments. Capacity Needs Index. Averaged across countries.
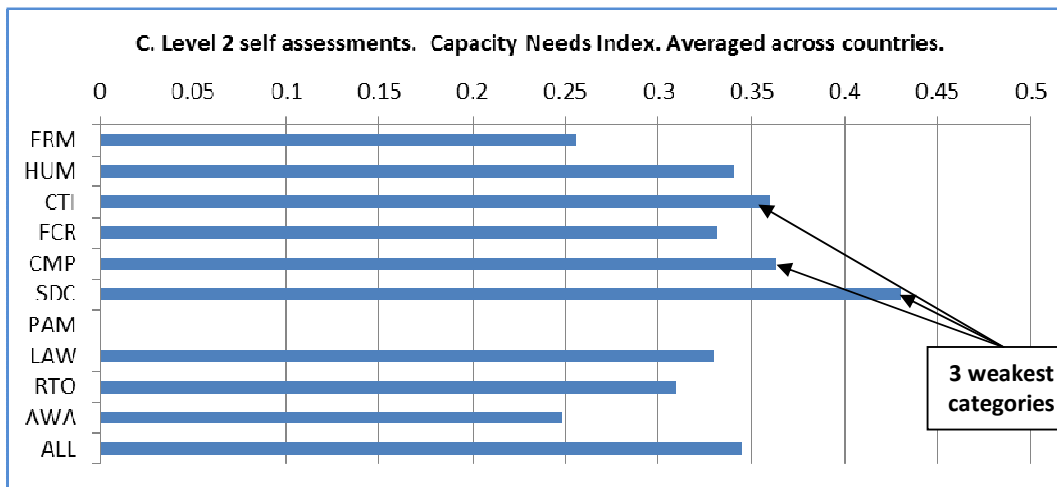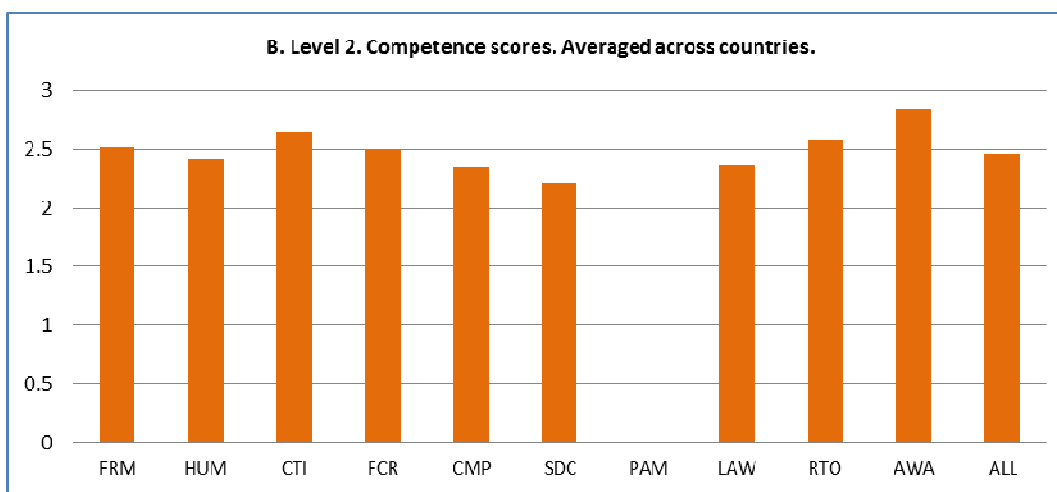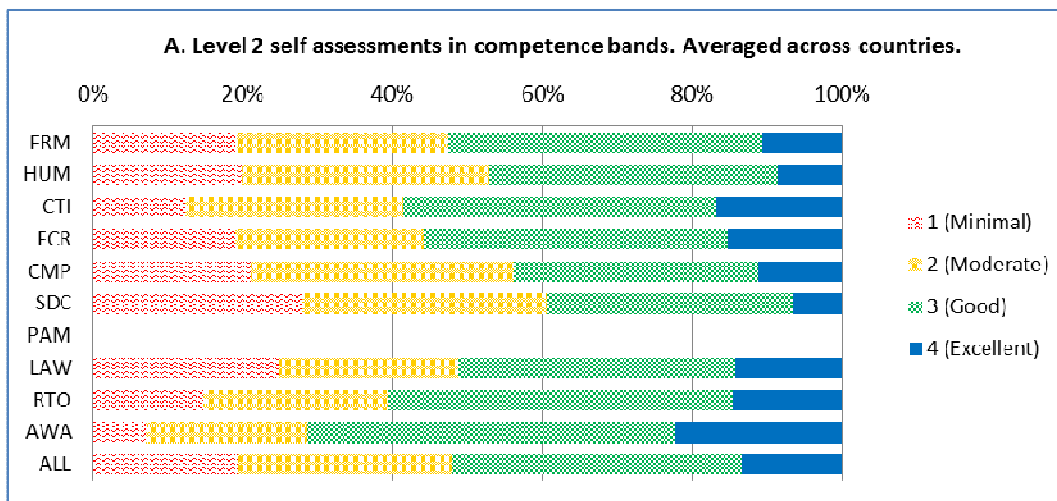
OBSERVATIONS

Overall capacity is slightly better than for Level 3 and Level 4/5. It is quite revealing that respondents clearly identify that their greatest needs for capacity development are communication skills (CTI) and working with communities (SDC). This suggests an awareness among rangers that they are on the 'front line' as regards the relations between PAs and local people. Basic conservation skills (CMP) are also lacking, and the weakness in basic human resource management skills (HUM) indicates an awareness of the need for effective supervision and teamwork.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

39

4.3.4 RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES

The previous section aggregated the results according to the ten general skills categories. However, it was also possible to analyse self-assessed competence in the specific skills within each category, providing a more detailed picture of specific capacity development requirements. The results are presented below. See Section 5 for more detailed assessment and discussion and Section 6 for recommendations.

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 4/5 (223 SENIOR MANAGERS)

Figure 18 Comparison of ranked capacity development priorities of senior managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST. Top 10 needs in bold			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST. Top 10 needs in bold		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	0.57	FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	19
SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	0.50	PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods.	19
PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0.50	PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas.	18
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	0.49	RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities.	18
PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0.46	RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area.	18
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	0.46	CMP 4.1	Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring of ecosystems.	17
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	0.46	PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process.	16
SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	0.46	PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	15
CMP 4.5	Determine the value of ecological/environmental services.	0.45	AWA 4.3	Plan and manage marketing, media and public relations activities.	15
CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	0.45	CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	14
RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	0.45	CMP 4.2	Plan, manage & evaluate, scientifically based programmes for species research, conservation & monitoring.	14
RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	0.44	CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	13
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	0.44	SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders.	13
CMP 4.2	Plan, manage and evaluate , scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control,	0.44	LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the	12

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

40

	reintroduction, special protection measures etc.))				development of protected area regulations.	
RTO 4.3	Establish safety standards and codes of conduct for protected area users.	0.43	CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects.	11
HUM 4.4	Lead training and development needs analysis.	0.43	PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes.	11
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0.42	PAM 4.7	Direct, review and evaluate implementation of special projects.	11
PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0.42	RTO 4.3	Establish safety standards and codes of conduct for protected area users.	11
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	0.42	AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure.	11
AWA 4.3	Plan and manage marketing, media and public relations activities.	0.42	CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects.	10
HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0.42	CMP 4.5	Determine the value of ecological/environmental services.	10
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	0.42	SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	10
PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0.42	AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts.	10
PAM 4.3	Lead development of contingency plans for potential disasters.	0.41	FRM 4.1	Develop and monitor annual financial plans and prepare financial reports.	9
FCR 4.1	Contribute to specification and design of major infrastructure projects.	0.39	HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes.	9
HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	0.38	PAM 4.3	Lead development of contingency plans for potential disasters.	9
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	0.37	LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies.	9
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	0.37	FCR 4.1	Contribute to specification and design of major infrastructure projects.	8
PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	0.37	PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	7
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	0.36	HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards.	6
SDC 4.1	Develop agreements with communities for resource access and use.	0.35	HUM 4.2	Manage staff recruitment and contracting.	6
SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	0.35	HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users.	5
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	0.34	SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	5
LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	0.34	HUM 4.4	Lead training and development needs analysis.	4
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	0.34	SDC 4.1	Develop agreements with communities for resource access and use.	4
HUM 4.2	Manage staff recruitment and contracting.	0.33	PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0
CTI	Negotiate agreements and resolve disputes and	0.32	PAM	Direct the design of protected areas,	0

4.1	conflicts.		5.2	networks, systems and strategies.	
HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	0.32	PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0
LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	0.30	PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	0
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	0.25	PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0

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RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 3 (761 MIDDLE MANAGERS AND TECHNICAL SPECIALISTS)

Figure 19 Comparison of ranked capacity development priorities of middle managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST. Top 10 needs in bold			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST. Top 10 needs in bold		
CODE	SKILL	CNI SCORE	CODE	SKILL	Pre-ferences
CTI 3.4	Operate GIS systems	0.50	CTI 3.4	Operate GIS systems	34
CTI 3.5	Manage library, archives and other information resources.	0.47	CTI 3.3	Operate and maintain computers for advanced functions	17
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.46	HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	14
SDC 3.5	Promote development of local networks and organizations.	0.46	CMP 3.4	Plan, evaluate and supervise management of invasive and problem animals and human wildlife conflict.	14
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	0.45	SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	14
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	0.45	CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	12
CTI 3.3	Operate and maintain computers for advanced functions	0.45	CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	12
HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	0.43	SDC 3.1	Plan and conduct scientifically based social and economic surveys	12
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	0.43	AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people	12
SDC 3.6	Provide advice on sustainable community based natural resource use and management.	0.42	HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	11
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	0.42	CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	11
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	0.42	CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	10
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	0.41	AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	10
CTI 3.1	Organize and chair formal meetings.	0.41	AWA 3.5	Provide information for the media	10
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the	0.40	FRM 3.2	Manage purchasing and inventory.	9

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

	use of the site				
RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	0.40	FCR 3.2	Organise and lead search and rescue operations in the field.	9
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.39	FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	9
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	0.39	CMP 3.7	Analyse, and present interpret survey and monitoring data.	9
FCR 3.3	Operate and use base station radio and communication equipment.	0.38	SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments	9
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	0.38	SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	9
CMP 3.7	Analyse, and present interpret survey and monitoring data.	0.37	FRM 3.1	Prepare budgets and keep books and accounts	8
CTI 3.2	Give technical presentations and write technical reports/papers.	0.37	HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	8
FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	0.37	HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	8
FCR 3.2	Organise and lead search and rescue operations in the field.	0.37	HUM 3.5	Plan, prepare and deliver formal lectures and presentations	8
RTO 3.4	Supervise safety and security of visitors and other users.	0.36	FCR 3.3	Operate and use base station radio and communication equipment.	8
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	0.35	LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	8
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	0.35	RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	8
FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	0.35	RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	8
FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	0.35	AWA 3.3	Research, plan and design special education programmes for schools.	8
CMP 3.5	Plan and supervise animal capture, transport, care and management.	0.35	FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	7
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	0.35	CTI 3.1	Organize and chair formal meetings.	7
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	0.34	CMP 3.5	Plan and supervise animal capture, transport, care and management.	7
AWA 3.3	Research, plan and design special education programmes for schools.	0.34	SDC 3.6	Provide advice on sustainable community based natural resource use and management.	7
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	0.34	LAW 3.1	Plan law enforcement activities and programmes.	7
FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	0.32	LAW 3.2	Lead patrol and law enforcement activities in the field.	7
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	0.32	AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	7
AWA 3.5	Provide information for the media	0.32	CTI 3.2	Give technical presentations and write technical reports/papers.	6
AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	0.32	FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	6
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	0.31	LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	6

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

LAW 3.1	Plan law enforcement activities and programmes.	0.31	CTI 3.5	Manage library, archives and other information resources.	5
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	0.30	RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	5
FRM 3.2	Manage purchasing and inventory.	0.30	FCR 3.6	Locate, mark and inspect boundaries in the field.	4
CMP 3.8	Curate collections and manage museums	0.29	CMP 3.8	Curate collections and manage museums	4
FRM 3.1	Prepare budgets and keep books and accounts	0.29	SDC 3.5	Promote development of local networks and organizations.	4
FCR 3.6	Locate, mark and inspect boundaries in the field.	0.27	FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	2
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	0.27	RTO 3.4	Supervise safety and security of visitors and other users.	2
LAW 3.2	Lead patrol and law enforcement activities in the field.	0.24	FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	1

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 2 (473 RANGERS AND FIELD STAFF)

Figure 20 Comparison of ranked capacity development priorities of middle managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST. Top 10 needs in bold			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST. Top 10 needs in bold		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
CTI 2.3	Communicate in other languages and/or dialects.	0.55	CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	26
FCR 2.6	Use GPS for Georeferencing locations and for navigation and orientation.	0.49	FCR 2.6	Use GPS for Georeferencing locations and for navigation and orientation.	18
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	0.48	CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and landscape features.	18
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	0.48	CTI 2.3	Communicate in other languages and/or dialects.	17
CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	0.45	CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	15
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	0.42	CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	13
CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	0.42	CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	13
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	0.41	RTO 2.1	Guide, assist and regulate visitors on site.	13
FCR 2.10	Use and maintain radio handset for field communication.	0.39	HUM 2.1	Supervise and motivate work teams under direct supervision	12
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	0.39	HUM 2.2	Provide training and instruction in the workplace for supervised staff	12
CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	0.39	FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	11
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	0.38	CMP 2.4	Use identification aids to identify plants and animals.	11
CMP	Use and care for basic scientific instruments used in	0.38	FCR	Use compass and chart or map for navigation and	10

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

44

Code	Description	Value	Code	Description	Value
2.5	surveying		2.5	orientation.	
CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	0.37	LAW 2.6	Care for and use firearms correctly and safely	10
CMP 2.4	Use identification aids to identify plants and animals.	0.37	AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	10
RTO 2.2	Respond to emergencies and accidents to visitors.	0.37	CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	9
HUM 2.1	Supervise and motivate work teams under direct supervision	0.36	CMP 2.5	Use and care for basic scientific instruments used in surveying	9
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	0.36	FCR 2.2	Follow good safety and environmental practice in the field.	8
CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	0.36	SDC 2.3	Monitor compliance by local communities with agreements and laws	8
CTI 2.5	Operate office and audio visual equipment	0.35	FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	7
HUM 2.2	Provide training and instruction in the workplace for supervised staff	0.35	CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	7
CTI 2.2	Prepare written reports of work activities using standard formats	0.34	SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	6
LAW 2.2	Conduct enforcement activities legally and safely	0.34	SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	6
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	0.32	RTO 2.2	Respond to emergencies and accidents to visitors.	6
LAW 2.4	Report correctly on law enforcement activities	0.32	CTI 2.2	Prepare written reports of work activities using standard formats	5
FCR 2.5	Use compass and chart or map for navigation and orientation.	0.32	CTI 2.5	Operate office and audio visual equipment	5
FCR 2.3	Fight fires.	0.30	FCR 2.1	Care for, check and maintain basic field equipment.	5
FRM 2.1	Collect and present evidence of expenditure and other financial transactions	0.28	LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	5
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	0.28	LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	5
RTO 2.1	Guide, assist and regulate visitors on site.	0.27	FCR 2.3	Fight fires.	4
FCR 2.7	Construct and repair outdoor structures, paths and trails.	0.27	FCR 2.9	Safely operate and maintain small boats and their engines.	4
CMP 2.9	Care for captive animals	0.27	LAW 2.2	Conduct enforcement activities legally and safely.	4
CMP 2.8	Check and replenish feeding stations for wild animals.	0.26	CMP 2.8	Check and replenish feeding stations for wild animals.	3
FCR 2.9	Safely operate and maintain small boats and their engines	0.26	LAW 2.4	Report correctly on law enforcement activities.	3
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	0.26	FRM 2.1	Collect and present evidence of expenditure and other financial transactions.	2
FRM 2.2	Manage stores of equipment and supplies.	0.25	FCR 2.7	Construct and repair outdoor structures, paths and trails.	2
FCR 2.1	Care for, check and maintain basic field equipment.	0.25	CMP 2.9	Care for captive animals.	2
FCR 2.2	Follow good safety and environmental practice in the field.	0.24	LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	2
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	0.24	FRM 2.2	Manage stores of equipment and supplies.	1
LAW 2.6	Care for and use firearms correctly and safely (if relevant)	0.14	FCR 2.10	Use and maintain radio handset for field communication.	1

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

45

4.3.5 COMPARISON BETWEEN COUNTRIES

It is problematical to compare countries in this study, since all the surveys were supervised by different consultants in different languages, and there are likely to be differences in the way the skills are understood. Consequently, this report does not rank or compare countries by their overall 'performance' or competence. Separate reports have been prepared for each country with specific recommendations for each. However, the needs and priorities of the different countries can be compared, as they show marked differences that should be considered when planning future capacity development activities for the region.

The following graphics show the overall ranked priorities for capacity development in the ten competence categories. These rankings are derived from the aggregated Capacity Needs Indices for each skill category. All the results show that while there seem to be some common trends, there are also major differences in priorities between countries.

Figure 21 Ranked country capacity development needs. Level 4/5.

Level 4/5 Country capacity development needs ranked by category 1 = Highest need 10 = Lowest need										
L 4/5	EST	GEO	HRV	LVA	RO	SRB	SVK	SVN	UKR	ALL
FRM	8	1	6	7	1	8	5	6	9	6
HUM	7	8	9	3	7	4	3	7	3	7
CTI	6	9	10	7	4	10	8	8	7	10
FCR	10	6	4	9	9	2	2	10	1	8
CMP	1	7	2	10	8	1	3	4	2	3
SDC	4	5	3	5	5	6	7	1	4	5
PAM	2	3	5	4	6	5	10	5	5	4
LAW	9	9	8	6	10	3	8	8	10	9
RTO	3	4	1	2	2	7	1	2	6	1
AWA	5	2	7	1	3	9	6	3	8	2

Figure 22 Ranked country capacity development needs. Level 3.

Level 3 Country capacity development needs ranked by category 1 = Highest need 10 = Lowest need										
L3	EST	GEO	HRV	LVA	RO	SRB	SVK	SVN	UKR	ALL
FRM	9	8	9	1	6	9	9	7	9	9
HUM	6	9	6	5	4	8	5	6	3	6
CTI	1	3	5	6	5	1	1	5	1	2
FCR	8	7	7	8	8	3	2	9	7	7
CMP	2	2	2	9	9	7	8	4	4	5
SDC	3	1	1	4	1	2	7	1	2	1
LAW	4	4	3	2	2	5	3	2	5	3
RTO	4	4	3	2	2	5	3	2	5	3
AWA	7	6	8	7	7	4	6	8	8	8

Figure 23 Ranked country capacity development needs. Level 2.

Level 2 Country capacity development needs ranked by category 1 = Highest need 9 = Lowest need										
L2	EST	GEO	HRV	LVA	RO	SRB	SVK	SVN	UKR	ALL
FRM	n/a	9	8	9	3	3	7	6	9	8
HUM	n/a	4	5	3	2	2	4	7	4	4
CTI	n/a	2	4	7	6	1	3	8	1	3
FCR	n/a	5	3	4	7	8	6	3	6	5
CMP	n/a	3	2	2	4	5	5	2	5	2
SDC	n/a	1	1	5	1	4	2	1	2	1
LAW	n/a	7	6	6	8	9	1	4	7	7
RTO	n/a	8	7	1	5	6	9	5	3	6
AWA	n/a	6	9	8	9	7	7	9	8	9

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

46

Through the two questionnaires, respondents were able to identify capacity needs in three different ways

1. Managers assessed the competence of the personnel in their organisation from a list of skills categories (General Questionnaire).

2. Individuals assessed their own competence from a list of 125 specific skills within the same set of skills categories (Self-Assessment Questionnaire).

3. Individuals freely select their own personal preferences for capacity development (Self-Assessment Questionnaire).

Since compatible personnel levels, skills categories and analysis methods are used throughout, the results can be readily compared.

COMPARISON BETWEEN CNI RESULTS IN THE GENERAL AND SELF-ASSESSMENT QUESTIONNAIRES

The use of the Capacity Needs Index allows indicative comparison of the results of the two surveys (Figure 24)

Figure 24 Comparison on Capacity Needs Indices(CNI) from the General and Self-Assessment Questionnaires
(The higher the CNI, the greater the need for capacity development)

Comparison of Capacity Needs Indices. Level 2
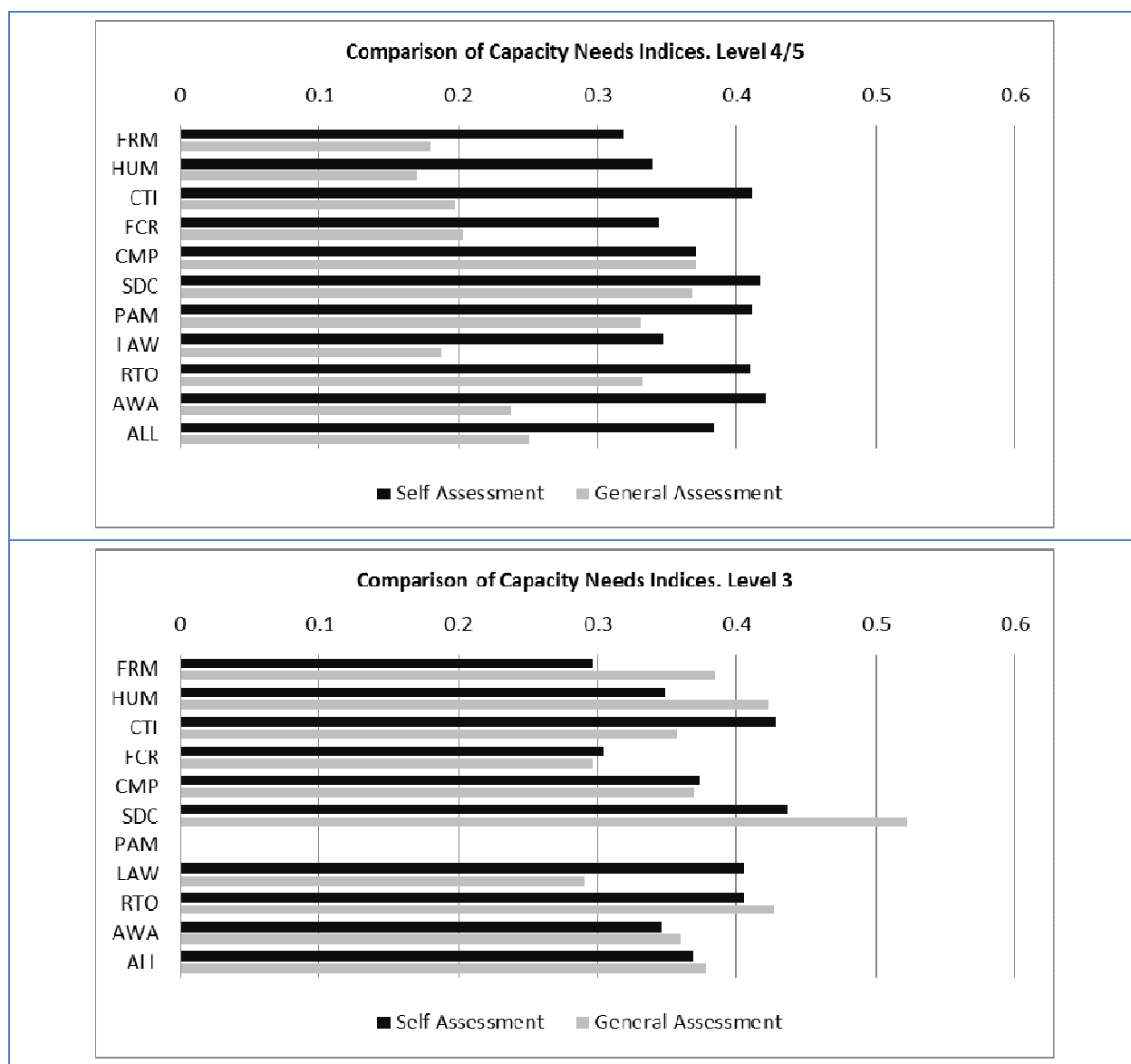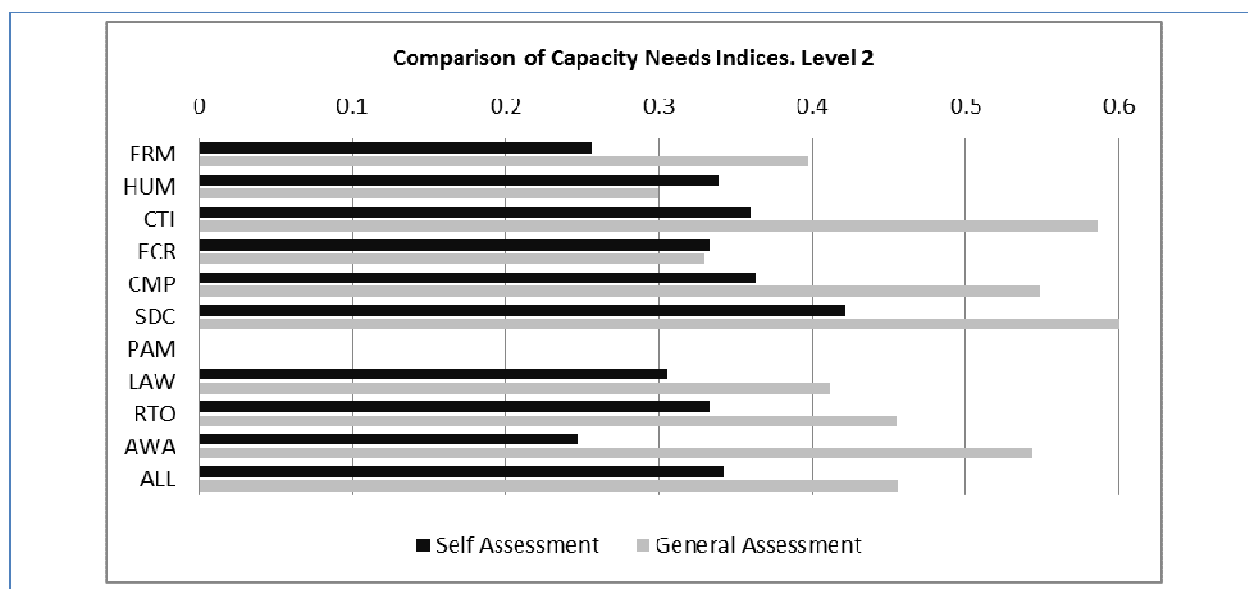
These results show marked differences between the needs for different skills categories. At Level 4/5, needs in all categories are considered to be far greater in the Self-Assessment than in the General Assessment; at Level 3 the two assessments are more similar, but most needs are considered greater in the General Assessment. By contrast, at Level 2 the needs in almost all categories are considered much greater in the General Assessment than the Self-Assessment It should be borne in mind that the General Assessment was completed by senior managers (from Level 4/5), while the Self-Assessments were completed by individuals at all levels.

COMPARISON OF RANKED PRIORITIES

The differences between the assessments can be further examined by ranking the skills categories in order of need according to results from the different questionnaires. The following tables compare the ranked competence need priorities according to the three different assessments (based on all responses, not country averages). In each case the tables show capacity development priorities by category according to the Self-Assessment Questionnaire (left), ranked personal preferences for capacity development (middle) and ranked priorities from competence assessments of their staff by senior managements from the General Questionnaire (right).

RANKING COMPARISON LEVEL 4/5

Figure 25 Comparison of ranked capacity development priorities according to different surveys. Level 4/5.

Priority categories based on averaged results of Self-Assessment Questionnaire. Greatest need first.	Priority categories based on personal selection skills. Most preferred first.	Priority categories based on averaged results from the General Questionnaire. Greatest need first.
RTO	RTO	CMP
AWA	FRM	SDC
PAM	CTI	RTO
FRM	CMP	PAM
CMP	AWA	AWA
SDC	LAW	FCR
FCR	PAM	CTI
HUM	FCR	LAW
CTI	SDC	FRM
LAW	HUM	HUM

RANKING COMPARISON LEVEL 3

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

48

Figure 26 Comparison of ranked capacity development priorities according to different surveys. Level 3.

Priority categories based on averaged results of Self-Assessment Questionnaire. Greatest need first.	Priority categories based on personal selection skills. Most preferred first.	Priority categories based on averaged results from the General Questionnaire. Greatest need first.
CTI	CTI	SDC
SDC	CMP	RTO
RTO	HUM	HUM
CMP	AWA	FRM
HUM	SDC	CMP
FCR	FRM	AWA
AWA	LAW	CTI
FRM	RTO	FCR
LAW	FCR	LAW

RANKING COMPARISON LEVEL 2

Figure 27 Comparison of ranked capacity development priorities according to different surveys. Level 2.

Priority categories based on averaged results of Self-Assessment Questionnaire. Greatest need first.	Priority categories based on personal selection skills. Most preferred first.	Priority categories based on averaged results from the General Questionnaire. Greatest need first.
SDC	HUM	SDC
CMP	CTI	CTI
HUM	CMP	CMP
CTI	AWA	AWA
FCR	RTO	RTO
RTO	FCR	LAW
LAW	SDC	FRM
FRM	LAW	FCR
AWA	FRM	HUM

A visual examination of these results suggests that they are very different. In order to determine statistically if the ranked results are correlated in any way, Kendall's tau (τ) was calculated for each pair of ranked categories for each level. The results are shown in Table 8 and indicate that there are no significant correlations between the pairs of results. This suggests that the results of this type of assessment depend on the who is asked, what they are asked and how they are asked.

Table 8 Kendall's tau (τ) calculated for each pair of ranked priorities

Kendall's tau (τ) for ranked pairs of columns			
Pair	AB	BC	AC
Level 4/5 (n=10)	0.333	0.378	0.067
Level 3 (n=9)	0.389	0.389	0.222
Level 2 (n=9)	0.278	0.222	0.167
Column A	Priority categories from Self-Assessment Questionnaire.		
Column B	Priority categories based on personal selection skills.		
Column C	Priority categories from General Questionnaire.		
Critical values p <0.05.	n= 10: τ >= 0.67 n=9: τ >= 0.5		
Upton, G and Cook, I. (2008). *Oxford Dictionary of Statistics*. Second edition revised. OUP, Oxford.			

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

49

5   DISCUSSION AND CONCLUSIONS

5.1   OVERVIEW

The survey is probably the most comprehensive assessment of competence and capacity development needs conducted in the region. The General Questionnaire was completed by 354 respondents representing 1070 protected areas and managing agencies in 23 countries covering over 11,000,000 ha, with nearly 13,000 staff. The detailed Self-Assessment Questionnaire was completed by 1,457 individuals from 208 protected areas and managing entities in nine countries.

This wide coverage of countries, of represented protected areas and of individuals provides a detailed and probably quite accurate picture of the situation as it stands today. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities.

5.1.1   LIMITATIONS AND CHALLENGES OF THE SURVEY

The survey does have some limitations. It was necessarily conducted by a large number of facilitators in different countries, using different languages, who were supervised indirectly via email and Skype. This inevitably led to some differences in interpretation of the questionnaires and in the ways in which they were supervised and explained. In addition, the responses are those of individuals who inevitably have varying understandings and motivations in assessing their competence and needs and those of others. In general, however, the results should provide a fair reflection of comparative needs and priorities within countries and across the whole region. However, comparisons between countries should be treated with caution, especially with respect to individual responses to questionnaires.

Specific issues arising from the process were as follows.

The time available. The process took between one and four months (for first level countries), but additional time was necessary for preparatory activities , translating the questionnaire, planning the visits, providing assistance, checking the results, collating them, etc. An additional impediment was the overlap with the Easter and summer holidays.

Involving the PA management authorities. This proved to be difficult in the Czech Republic (especially in the case of National Parks) and in Poland, where despite extensive efforts on the part of the project management team and the national consultant only four PAs participated. In the case of Estonia, the organization in charge of the management of tourism inside PAs declined to participate, as did Laheema and Karula national parks. Similar difficulties were reported for some PAs in Serbia.

Overcoming the barriers to communication (language, context, understanding of capacity building issue). Responses to the questionnaire were influenced in some cases by a number of factors.

- Language and the different interpretations of some technical terms in different languages.
- Differing approaches towards PA management and different management 'cultures' of the respondents.
- The challenge of fitting the variety of positions, roles and responsibilities into the pre-defined job levels and skills presented in the questionnaire.

The critical factor here was a good understanding of the questions and the quality of the translation; it is much preferable that the questionnaire and the presentation are translated by a person who is working in the field and is well acquainted with the terms.

Acquiring information about training in the past three years. Surprisingly, few if any PA management bodies and central authorities track, monitor or evaluate the training that their employees attend. Only in very few cases (i.e. Turkey, Czech Republic, Lithuania) are central authorities managing capacity development, although sometimes (as in the case of Turkey), the authority only monitors training provided by the authorities, and not of events organized by other groups)NGOs, universities, projects etc.). Gathering accurate information was therefore challenging, and the results are probably incomplete. In this context, the survey did however provide an opportunity for respondents to make an inventory and to review their trainings.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

50

It also proved most difficult to gather information concerning budgets and expenditure allocated to capacity building, due to the generally low financial allocation for training, lack of specific budget lines and inadequate record keeping.

Getting the most relevant information from the consultants. Using the template for the report proved to be useful in helping consultants focus on the most relevant factors, but not all the reports could be completed with the same quality or range of information.

Fitting the information into the result sheet. The training on how to fill in the questionnaires and the result sheets proved very useful in developing a common understanding amongst consultants, although some issues were understood differently (e.g. the number of training days, future priorities).

Ensuring financial effectiveness. Conducting the TNA had to fit in a given budget, and therefore negotiation of each contract was necessary to ensure its effectiveness, taking into account the context of each country and the variable amount of work done by each consultant.

Ensuring permanent communication with the consultants. This was essential in order to prevent misunderstandings and mistakes, to overcome language barriers and to ensure a timely and effective achievement of the task. Sufficient time and resources have to be allocated for monitoring the survey and for communication.

A summary of specific feedback from the national consultants is included in Annexe 5.

5.1.2   COMPARISONS BETWEEN SURVEYS

One of the most illuminating results from this work has been that there is, in most cases, no correlation between the results (in terms of ranking of skills category by need) from the general assessments by managers, the self-assessments of competence and the freely chosen personal preferences for capacity development. Furthermore, there are marked differences between overall levels of competences in each category in the General Assessment and Self-Assessment. These findings strongly suggest that the results of training needs analyses are markedly influenced by at least three factors

- What is asked

- Who is asked

- How it is asked

This finding could have major implications for the design of future needs analyses and definitely requires further investigation. The following sections offer some explanations based on the discussions of the project management team and steering group

GENERAL ASSESSMENTS BY MANAGERS

These assessments rate competence needs higher at Levels 2 and 3 than the individual self-assessments, but lower at Level 4/5. Possible explanations for this finding are that a) the managers are only assessing by general category and they are unlikely to have considered in their assessments all of the possible specific skills that might make up the category and b) managers come from the Level 4/5 group, and may consciously or otherwise overestimate overall competence at their own level and underestimate it at others.

SELF ASSESSMENTS

These were the most comprehensive and exhaustive assessments, which required individuals at all levels to assess their competence in a very wide range of possible skills, with the option of stating that any skill was not relevant to their work. For the most part, the relevance scores were very high (between 70% and 80%), indicating that the list of skills presented to participants was quite appropriate. Presenting a predetermined list of skills can help individuals identify aspects of that work which they would not normally consider, but it has also been pointed out that it could 'feed' individuals with artificially imposed needs that are in fact not relevant. It has also been suggested that individuals might attach more importance to the skills that make the greatest demands on their time (even if those demands are disproportionate to the actual need). Overall, it would seems likely that self-assessment against a list of specific skills would provide a more accurate picture than central assessment of broader skills categories.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

51

These were also based on the predetermined list of skills, but individuals were able to choose their top 5 preferences freely from any category at any level. The difference in the results from this approach may be because, when given a free choice, individuals choose topics with which they all are already to some extent familiar, rather than newer topics about which they know little. It is also possible that even if respondents recognise their need for improved capacity in some topics, they will not opt for training in those topics because they are unfamiliar and challenging. This may be an explanation for the discrepancy between the high priority for capacity development in working with communities identified in the self-assessments and a low priority assigned to the same topic by the same individuals given a free choice. The response appears to be that '*we know we need those skills, but there are other topics that interest us much more'.*

5.1.3 CONCLUSIONS

The very obvious differences in results from the three survey approaches are intriguing and clearly indicate that great care must be taken in conducting training needs analysis, in interpreting the results, and in making definitive conclusions and sweeping generalisations about what people want and what people need. It is the author's opinion that all three assessment types should be taken into account, but should probably be weighted, with the self-assessment given the largest consideration, the assessment by managers considered second and the individual preferences considered third.

The results could be much better understood if a comparison were made the different measures of competence and between individual competence and the actual performance of the protected areas. It would be useful therefore l to extend the current survey in order to gather management effectiveness tracking tool assessments[5] of all the participating protected areas and to see if the METT scores correlate with the competence assessments.

5.2 STAFFING OF PROTECTED AREAS

5.2.1 STAFFING DENSITY

Density of protected area personnel (numbers per 1,000 hectares) is a commonly used method for assessing and comparing protected area personnel numbers. The global average for protected areas staffing density is in the region of 32 total staff per 1,000 km^2 (one staff per 3,125 ha) including 16 field staff per 1,000 km^2 (one field staff per 6,250 ha). However, these ratios vary considerably by country and region, partly attributable to differing definitions of staff occupations by the reporting agencies.[6] There is a great variation in ranger numbers worldwide. For example in Latin America there is on average one park ranger for approximately every 30,000 hectares, but this figure varies from one ranger per 111,000 hectares in Brazil to, one for every 350 hectares in El Salvador[7]. The benchmark figure in the Philippines is one ranger per 4,000 hectares, but the target is one per 1,000 hectares[8]. In Uzbekistan, the figure is two staff per 1,000 ha. [9], while in Kazakhstan it is 0.5 staff per 1000 ha[10]. In Africa, recommended numbers in Strict Protection Zones with highly endangered species vary between one per 1,300 hectares and one per 2,000 hectares. On a global basis, the recommended staff density for large protected areas ranges between one ranger per 1,000 hectares and one ranger per 4,000 hectares, with the lower figure being considered ideal.

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[5] Stolton, Sue; Hockings, Marc; Dudley, Nigel; MacKinnon, Kathy; Whitten, Tony. 2003. *Reporting progress in protected areas : a site-level management effectiveness tracking tool*. Washington, DC: World Bank.

[6]James, A.N., Green, M.J.B. and Paine, J.R. 1999. A Global Review of Protected Area Budgets and Staffing. WCMC – World Conservation Press, Cambridge, UK. vi + 46pp.

[7]http://ipsnews.net/news.asp?idnews=39493

[8] Rambaldi, G. (2000) *Staffing Protected Areas:Defining Criteria Based on a Case Study of Eight Protected Areas in the Philippines*. Suhay Vol 4 No.2. DENR, Manila.

[9] Appleton, M.R. (2011) *Strengthening institutional and individual capacity in strict protected areas in Uzbekistan.* UNDP/GEF Project PMIS 2111: Strengthening sustainability of the national protected area system by focusing on strictly protected areas in Uzbekistan. UNDP, Tashkent.

[10] Appleton, M.R (2011) Strengthening institutional and individual capacity in steppe protected areas. UNDP/GEF PROJECT PMIS: 62761: Conservation and sustainable management of steppe ecosystems in Kazakhstan. UNDP, Astana.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

52

The regional average of 1.16 per 1,000 hectares is quite comparable to these figures, but masks some very wide variations and some apparent anomalies, suggesting that personnel density in this region can be a misleading indicator of management quality (see Figure 6). There are several reasons for this

1. Numbers of staff are not a direct indicator of their capacity or of overall management effectiveness. A small team of competent, well-motivated and equipped staff can be more effective than a large number of poorly resourced and weakly supported staff.

2. Where protected areas are not subject to continuous threats (for example, encroachment, poaching or illegal logging), large numbers of field-based guards may not be necessary.

3. Staff numbers are affected by the form of governance. In co-managed areas, it may not be necessary for PA authorities to directly employ many personnel, as most management activities are undertaken by the various co-managers (for example forestry agencies, tourism concessionaires, local public administrations, NGOs, community groups etc.). The personnel of these co-managers are not generally recorded as being protected area personnel, leading to anomalies in reporting of stuff numbers. In the case of Moldova, a very high staff density is recorded, as it is not possible to distinguish protected area staff from forestry staff; this is also the case in some protected areas in Romania and Serbia. In Estonia no field staff (rangers) are reported, because the protected area authority, which is the Environmental Board, acts more as a technical and coordinating body, while the field work is conducted by other agencies (e.g. The RMK - State Forest Management Centre).

4. Staff numbers are affected by terrain and accessibility. Remote protected areas may require larger staff numbers, especially for protection duties.

5. Staff densities tend to decrease as the size of a protected area increases. This can be due to economies of scale, greater areas protected by inaccessibility, fewer impacts from edge effects, a greater likelihood of larger areas being ecologically self-sustaining, or absolute upper limits applied to central allocation of funding and resources[11].

The conclusion is that staffing density in this region is not necessarily a reliable indicator of management capacity or management effectiveness, and that it is quite possible in some cases for a protected area system to be managed by a relatively small number of professional, well-supported staff. It is therefore not possible to make meaningful recommendations about ideal numbers of staff or staffing densities.

5.2.2   STAFFING STRUCTURES

Based on the proportions of staff at different levels reported from participating protected areas, a range of staffing structures exists across the region, depending on the system of protected area governance and administration. In general, three broad types of staffing structure seem to apply (more than one of these can apply in the same country).

1. **Protected areas with their own administrative units.** These typically have a pyramidal (vertical) staffing structure that includes large numbers of rangers and field staff. This 'conventional' system applies in larger countries whose protected area system is centrally directed and based around strict protected areas and national parks (IUCN category I or II).

2. **Protected areas centrally managed in clusters.** One specialist unit may be responsible for several PAs. A common arrangement is that the administration of a large PA is also responsible for management of several smaller unstaffed PAs in the same area.

3. **Co-managed systems.** Protected areas are managed individual or in clusters (of varying sizes), using a collaborative approach often involving a range of management partners. Individual protected areas may not have their own separate administrations. In these cases, the protected area agencies tend to have a much flatter staff structure with larger numbers of middle managers. Their role is more connected with coordination, supervision and monitoring than with on the ground management, which is conducted by relevant managing agencies, locally appointed custodians etc. This arrangement is more common in countries where most protected areas are in IUCN category V, and/or where the threats levels to protected areas are not so high as to require very large numbers of site based rangers.

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[11] Bruner, A.G., Gullison, R. E. and Balmford, A.(2004) Financial Costs and Shortfalls of Managing and Expanding Protected Area Systems in Developing Countries. **BioScience**_Vol. 54 No. 12._

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

53

4. **Integrally managed systems.** This is the case most notably in Moldova, where almost all protected areas are managed integrally by the National Forestry Authority as part of the forest estate. All the forestry personnel employed in the management units where the protected areas exist, have some responsibilities affecting the protected areas. In this case it is difficult to distinguish who is or is not a protected area staff member; in the survey all forestry personnel in districts where there are protected areas are recorded as protected area staff.

As with staffing density, it is not possible to make region-wide recommendations about staffing structures. A recent study of protected area governance in Eastern Europe provides a more detailed analysis of different governance types in the region [12] and concludes that: '*despite the problems, there are significant changes and positive trends, with open minded protected area authorities and managers and pro-active stakeholders taking the lead in changing very centralized protected area government systems into more open and transparent participative systems'*.

In general (and especially in the European Union), the trend is for protected areas to have fewer, but more highly qualified staff, whose work increasingly revolves around management and coordination of a collaborative system of governance.

5.2.3   INDIVIDUAL CHARACTERISTICS OF STAFF

GENDER

On average across the region, 66% of protected area personnel are male and 34% are female, but with wide variations. The most uneven gender balances are found in Georgia, Romania and Serbia. Women are best represented in the workforces of Estonia and Latvia, where they total more than half of all staff. The trend seems to be for more women to be working in protected areas and for those women to be working in roles beyond those conventionally assigned to them (education and administration).

EDUCATION

Protected area personnel in the nine countries surveyed are quite well educated. More than 80% overall have a university education. The survey did not record the subject of the degrees awarded to the respondents, so it was not possible to assess the relevance of the education.

AGE AND EXPERIENCE

The workforce is relatively young, with 70% aged 45 or under, while more than 40% of personnel have five years or less experience in protected area work. The most experienced workforces are in Serbia, Slovenia, Slovakia and Estonia; the least experienced in Romania, Georgia and Ukraine. Three explanations are likely to be relevant.

- Rapid expansion of the PA system. This is particularly relevant for Romania where the establishment of an extensive Natura 2000 network has led to a rapid increase in the numbers of people working in protected areas.

- Diversification of functions of protected areas. Adoption of new functions (in particular tourism) may have led to recent recruitment of additional staff.

- High staff turnover. In many countries, the pay and working conditions of protected area work make it an unattractive career option, and lower level positions may only be taken in the absence of alternatives. Consequently, staff tend to leave when other employment opportunities arise.

5.2.4   OVERALL CONCLUSIONS ON STAFFING

- Staffing structures, densities and management arrangements vary widely across the region; the results do not suggest that any one system is associated with higher or lower competence among the personnel within it and it is probably not possible to correlate staffing density or structure directly with management effectiveness. Effectiveness needs to be measured directly through performance.

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[12]Stanciu, E. & Ionita, A. (2013) *Governance of Protected Areas in Eastern Europe –overview on different governance types, case studies, and lessons learned.* Study commissioned to ProPark, Romania, by the German Federal Agency for Nature Conservation (BfN). ProPark, Brasov.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

54

- The protected area workforce in the region is predominantly male. The uneven (although improving) gender balance may mean that a significant number of women are not choosing or are not chosen to work in protected areas.

- The youth and inexperience of much of the workforce suggests a clear need for capacity development.

- The overall good educational level suggests a good potential for improving individual capacity.

- In some cases high staff turnover leads to a requirement to repeat training regularly.

5.3   TRAINING

5.3.1   OVERALL PROVISION

It is apparent from both the General Questionnaire and the Self-Assessment Questionnaire that the provision of training for protected area staff at all levels is, in most countries, completely inadequate and far below what is considered ideal (see next section). The overall average (excluding administrative and support staff) from the General Questionnaire was around three training days per person per year, and from the Self-Assessment Questionnaire was just one day (See Figure 7 and Figure 16). The most likely explanations for this difference are a) that training provision is often not systematically recorded and b) that individuals have different interpretations of what constitutes training.

The results do, however show wide variation between countries. Estonia, the Czech Republic and Hungary each average more than 10 days per year, which is around the number recommended by managers in the general survey. However 15 countries out of 23 fall below even the average; in general the lowest amount of training is available in countries of the former Soviet Union, where training availability is almost negligible.

5.3.2   OVERALL TRAINING REQUIREMENTS

The ideal amount of training provision for protected area personnel, was identified by managers is as follows:

Senior Managers: 5 to 10 days.
Middle Managers: 11 to 15 days.
Rangers and Field staff: 6 to 10 days.
Administrative Staff: 1 to 5 days.
Support staff: 0 days.

These figures do not appear to be unrealistic, but with some exceptions, fall far short of the training that is currently being provided (1-3 days per person per year).

5.3.3   TRAINING TOPICS

From the results of the General Questionnaire (Figure 8), training topics have focused on 'traditional' protected area themes related to biodiversity management, protected area management, and general skills (in many cases the training recorded as 'general training' was compulsory training for government staff with little content directly related to protected areas). A much smaller proportion of training has been dedicated to other protected area functions, such as working with communities, tourism and awareness. Very little training is provided in administrative procedures related to finances and human resources. Frequently the topics of training do not coincide with the greatest needs. A particular cause for concern is that the prevalent topics for training (CMP and PAM) are also those identified as future priorities by managers and are among those in which there is still the weakest capacity. It appears that training in these topics is either poorly designed, poorly delivered or targeted at the wrong people.

5.3.4   TRAINING PROVIDERS

Although government agencies (various ministries and departments) are providing most of the training overall, there are considerable and important differences between the countries, which can be divided into four main groups.

- Countries (normally those with weaker economies) that are primarily dependent on internationally provided training (e.g. Armenia, Azerbaijan, Kosovo, Moldova). In these countries, sustainability of training provision is the greatest concern.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

55

- Countries that rely significantly on NGOs to provide training. These appear to be more middle income countries such as Romania and the Czech Republic, where NGOs are currently filling a gap that many feel should be provided for by the government.

- Countries where most training is centrally provided by government agencies, for example the Czech Republic, Lithuania and Turkey. It might be considered that this is an ideal approach, but central government training may be quite restricted in its scope and concerned primarily with ensuring compliance with official procedures and norms, rather than providing a full and more comprehensive range of learning opportunities.

- Countries with a mixed provision, for example Estonia, Croatia and Slovenia. A balanced provision of training could be considered ideal, provided that what is available meets the needs of the protected areas and is in line with the general learning strategy. Alternatively, *ad hoc* and poorly coordinated training delivered inconsistently by a range of providers could be confusing for protected area staff and not relevant to their specific needs.

Other providers such as educational institutions and private companies have some role in many countries. Only in a few cases did respondents mention that training was provided internally by personnel of the protected area or of another protected area in the system: Hungary is the most obvious example of this approach.

5.3.5   FUTURE PRIORITIES (FROM THE GENERAL QUESTIONNAIRE)

There are clear differences between countries in the priorities for future training identified by respondents to the General Questionnaire. However, Figure 12 does show some general patterns across the region. The highest ranked priority topics are in order:

1. Protected area policy, planning and projects
2. Conservation management and planning
3. General topics
4. Field craft and practical skills
5. Recreation and tourism
6. Communication technology and information.

There are differences between the priorities for different categories of staff. In particular, senior managers are identified as requiring training in generic management skills connected with finance, human resource management and communication. For Rangers, the greatest priorities are field craft and law enforcement.

5.3.6   MODES OF CAPACITY DEVELOPMENT

The preferences for capacity development modes from the general survey (Figure 14) reveal a fairly conservative attitude by managers to building the capacity of their staff. The most preferred modes are study tours and short courses, while newer approaches such as distance learning, self-directed learning and informal workplace learning are considered much less important. In retrospect, it was an oversight that the same question was not asked in the self-assessment survey, as it would have been useful to compare these results with the opinions of individuals.

It should not be concluded from these results that the preferred methods are necessarily the best; managers may have little experience (either positive or negative) of some of the newer methods, either because they have not been encouraged to try them or because the resources required have not been available (e.g. internet for distance learning).

The near universal preference for study tours can be understood in two ways. Individuals enjoy travelling and visiting other places and there have been many examples study tours, which have involved much more tourism than study. However, learning directly through observation and from peers is undoubtedly one of the best ways to develop capacity, and well planned, structured and focused visits and exchanges can be immensely useful. Such activities are however considered to be very expensive, but this may only be the case when they involve visiting other countries. A cheaper and equally effective alternative may be to enable exchanges and visits to protected areas in the same country, where particular capacities and areas of expertise exist.

In general, the results suggest that a lot of work is required to develop, pilot and promote new methods of learning in the region so that managers can assess how effective they are.

5.3.7   FUNDING FOR TRAINING

Only a small proportion of countries and protected areas reported any specific budget for training and staff development in the past three years. The reasons for the lack of information are various.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

56

1.   No budget exists.

2.   Budgets exist but respondents were not able to access the figures.

3.   Training (and expenditure on it) is not formally recorded.

4.   Only internal training (and associated expenditure) is recorded.

5.   Expenditure on training provided by projects and NGOs is not available to respondents.

6.   Expenditure on training is included under budget headings and is difficult to isolate

7.   Budgets for training are centrally managed and allocated; individual PAs do not have budgets or access to figures.

In conclusion, it is not possible to make any useful regional analysis on expenditure. Where usable figures do exist, they are analysed in individual country reports.

5.3.8   OVERALL CONCLUSIONS ON TRAINING

- With some notable exceptions, availability of training is inadequate, amounting to around 10-30% of what is required. Availability in many countries in the eastern part of the region is almost negligible.

- The topics of training frequently do not reflect the priorities of managers, the preferences of individuals, or the competence needs identified through the self-assessments.

- In several countries, there is a very high and probably unsustainable reliance on internationally funded projects and/or NGOs to provide training, suggesting a lack of capacity for capacity building at the institutional level.

- Across the region, most training is delivered by providers outside the existing protected area service. Few protected area managing agencies have any formal, systematic internal capacity development programmes for their staff.

- Most of the training that is provided is inadequately recorded and documented. This leads to inefficiency and limits the effectiveness of capacity development programmes.

- Newer methods of training and learning are not being used in the region, and are not considered important by managers.

- It is very difficult in most countries to quantify expenditure on training and capacity development.

5.4   THE COMPETENCE ASSESSMENTS

The following sections discuss each of the competence categories, taking into account the results of both the General Questionnaire and the Self-Assessment Questionnaire.

5.4.1   MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

Overall at Levels 2 and 3 this category does not emerge as a top priority for training, but many respondents in the Self-Assessment Questionnaire at Level 4/5 considered themselves particularly weak in this category, and FRM 4.2 (develop detailed business plans, fund raising and revenue generating schemes) a high ranking needs in the self-assessments and is the equal highest ranked skill in the personal preferences. In the General Questionnaire, although current levels of competence were rated quite highly, this category was rated by managers as one of the top future priorities.

CONCLUSIONS

- Training in business planning and in particular, fundraising should be a priority for senior protected areas staff. However, the applicability and success of such training will depend on the system of governance and the authority for managers to raise, retain and make use of funding.

5.4.2   MANAGEMENT OF HUMAN RESOURCES (HUM)

This is generally a mid ranking priority, with some exceptions. From the ranking of the specific skills , the main needs at Level 3 and Level 4/5 relate to designing capacity development programmes and to delivering training. The category is

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

57

in the top four priority needs in the Level 2 self-assessments, where respondents prioritise the need for supervisory and instructional skills.

CONCLUSIONS

- Protected area personnel at Levels 3 (in particular) and at Level 4/5 recognise the need for designing and delivering training and instruction in the workplace. However, the questionnaires have shown that at present little internal delivery of training takes place. This represents an opportunity to develop internal training programmes.

- There is potential to train staff in training techniques and to pilot development of internal training programmes. This could possibly take place with input from the protected areas in Hungary, where an internal training system does seem to be functioning.

- Field staff would also benefit from training in supervision and instruction in the work place, which could provide a low cost, sustainable and effective way of providing training.

5.4.3   COMMUNICATION, TECHNOLOGY AND INFORMATION (CTI)

Results from this category require careful scrutiny, because the skills within it mix personal communication skills with skills associated with information management and the use of information technology. With the benefit of hindsight, it would have been better to split this into two separate categories. The best assessment of the results requires using the specific skills in the category.

At Level 2 respondents in the self-assessment assign by far the highest to foreign language skills. Managers in the General Assessment also rank the need for personal communication skills very highly.

At Level 3 GIS and of computers rank very highly as a need in the self-assessments and personal preferences. However, this result should be treated with caution; in the experience of the author, investments in training and equipment for GIS in individual protected areas (normally through internationally funded projects) often bring little long-term benefit. Highly trained individuals tend to leave (for better paid work in the private sector), equipment is not maintained or replaced, and parent protected area agencies have not developed an' IT culture' to institutionalise what has been taught/learned. High level GIS training is probably most appropriate at the central offices of PA authorities that maintain a GIS system.

At Level 3 as well, data and information management ranks as a major need. This is probably because staff at this level are accumulating a lot of information from field work and monitoring, but do not have the systems to store, process and analyse that information.

The interpersonal skills at Level 3 are mid ranking in terms of priorities.

At Level 4/5 no skills in this category rank highly in the self-assessment, but in some countries two personal communication skills at Level 4 rank very highly as needs, indicating a real need for training for senior staff.

CTI 4.1   Negotiate agreements and resolve disputes and conflicts.

CTI 4.2   Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.

CONCLUSIONS

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability and where the protected area institution has adopted an IT culture. Otherwise, training is likely to benefit individuals far more than it does institutions or management effectiveness.

- Information and data management is an important need, but for training to be effective this requires improvement of institutional as well as individual capacities.

- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.

- Senior staff on some countries require advanced training in communication skills for working with stakeholders.

- Language training is a very important need for many protected area staff.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

58

5.4.4 FIELD CRAFT (FCR)

These are quite 'traditional' protected area skills; in general, competence in this category rates quite highly and there are few specific training needs. However at Level 2, two specific skills have a very high priority.

FCR 2.4. Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace).

FCR 2.6. Use GPS for georeferencing locations and for navigation and orientation.

Skills related to fire fighting and management feature as high priorities in some countries.

CONCLUSIONS

- All protected areas staff should have at least basic training in basic first aid, safety and security. This is a major priority especially at Level 2.

- Training in planning and management of fire prevention and control is required in certain countries where fire is a high risk.

- GPS training, while popular, should only be considered if the equipment is available and an appropriate IT culture exists.

5.4.5 CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

Although it might be assumed that competence in this category would be strong, it is in fact among the weaker categories at all levels and should be considered a priority need at Level 4/5 and, in many countries, at Level 3. Basic wildlife identification skills, and associated fieldwork are also a high priority at Level 2.

The lead author has found a similar lack of capacity in this category in most other surveys of this type, suggesting that among all the other demands on protected area managers and staff, the primary skills connected with conserving and managing diversity are being neglected or taken for granted. However, this category is also one of the three that has dominated previous training in the region. This discrepancy can be explained in two ways.

1. The training in this topic is very unevenly distributed between countries. In some (e.g. Czech Republic, Estonia, Hungary), it is the most dominant topic by far, while in others it does not feature at all.

2. A lot of the training that has taken place tends to be research-oriented biological training, rather than management oriented conservation training. Much of what is being learned may of little practical day-to-day use.

CONCLUSIONS

- Although biodiversity conservation is the prime function of all protected areas (as recognised by IUCN), the skills associated with effective biodiversity conservation are lacking at all levels.

- These skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.

- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

5.4.6 SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

In both the General and Self-Assessment Questionnaires, this category was in the top 5 capacity development needs for all levels of staff (and mostly in the top 3), showing a widespread recognition of the relevance and importance of working with local communities, and of the current lack of skills in this type of work.

However, this category ranks much lower in the free choice of personal preferences, and in the priorities for future training identified by managers in the General Questionnaire. This finding is particularly interesting, and probably requires further investigation. It is possible that individuals find this category quite new and challenging and therefore would not choose training in it, even though they recognise its importance.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

59

With respect to the specific skills identified as priorities, all of them rank highly at all levels in the self-assessment. Clearly, this category should be a major training priority for the future, especially given the growing trend towards collaborative-management and the increase in multifunctional protected areas and Natura 2000 sites with diverse managing entities.

CONCLUSIONS

- There is a region-wide need, recognised by personnel in all countries, for training in working with communities at all levels; this should be a priority topic in future initiatives.

- Staff at all levels recognise the importance of training in this category, but many may not personally elect to undergo such training.

- It is necessary therefore to 'sell' the benefits of training in this category to protected areas staff and to make sure that training programs offered are relevant and of a high quality.

5.4.7   PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

This category is assessed at Level 4/5 only.

Although this category is at the very core of protected area work and is one of the most dominant topics of previous training provision, both questionnaires show that it is one of the weaker skill categories at Level 4/5. There are a number of possible explanations for this.

- The topic is very complex and demanding and requires continual capacity development.

- The training curricula and content may not be relevant to the needs of participants.

- The quality of the training may not have been adequate.

- The training may have been attended by the wrong people

- There may be a high staff turnover at Levels 3, 4 and 5, leading to a continuous need for training of new entrants.

- Participants may not be getting the chance to put what they learned into action.

One of the challenges in capacity building in this category is connected with the structures and governance of protected area systems (topics that are not covered in the survey). In the experience of the lead author, building individual capacity in this category is not effective and sustainable unless the protected area authorities have also adopted a culture and system of systematic planning, monitoring and reporting at the institutional level. For example, while an individual protected area manager may learn how to prepare a management plan to a high standard, this will be of little benefit if the managing agency does not require production of management plans, does not officially approve a management plan and does not use management plans as the basis for budgeting and allocating resources. It is a common finding across the region that managing authorities lag behind many protected area teams in their capacity.

CONCLUSIONS

- This category should be a priority for training of senior and middle managers of protected areas in the region, but training should be well designed and targeted to the needs of managers and organisations.

- To be effective, individual capacity building must take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

- Any training provision in this category should include personnel from day head offices of protected area managing agencies, as well as from particular sites.

5.4.8   LAW ENFORCEMENT (LAW)

This is a traditional aspect of protected area management, but also one of the most challenging as the treats to protected areas and biodiversity increase and as legislation is continually updated. The greatest need in the self-assessments is at Level 3, where personnel are responsible for understanding and interpreting legislation, and for

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

60

making day to day plans and decisions related to law enforcement and compliance. Level 2 staff, especially patrol rangers, also require regular updating and refreshing of their skills for several reasons:

1. Pressures and threats on protected areas and, natural resources are increasing and therefore there is a greater need for law enforcement activities.

2. There is a high turnover of staff at this level and consequently few experienced rangers who can pass on their skills to new recruits. Therefore, regular training is required for new recruits.

3. Laws, regulations, norms and standard operating procedures may change, leading to a requirement for refresher courses for existing staff.

Improved crime prevention law enforcement and compliance is not dependent on training alone, however, it also depends on investment in adequate personnel and resources to counter the increasing threats.

CONCLUSIONS

- Protected areas in the region would benefit from standardised and compulsory training courses for all newly recruited rangers and other law enforcement personnel.

- A regular programme of training updates and refresher courses would also be beneficial for all staff in order to keep staff updated and to ensure that new staff are trained.

5.4.9   RECREATION AND TOURISM (RTO)

The need for capacity development in this category ranks highly at Level 4/5 and at Level 3. The results suggest that many senior managers and middle managers are recognising the need to develop tourism at their sites; this is often driven by the potential for generating more income.

CONCLUSIONS

- There is a major need for capacity development in tourism and recreation in most countries in the region..

- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.

- Training for middle managers and technical staff should focus on the day-to-day management of tourism, on impact assessment and on visitor management at the site.

5.4.10 AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

In general, public awareness is a mid to high ranking category in terms of development needs at all levels, and specific awareness skills do not feature in the top priorities in any of the surveys. However it is an overall priority at Level 4/5. In General Questionnaire, managers also identified this as a major need at Level 2.

This category should probably be considered alongside the communication element of the CTI category, the category SDC (working with communities) and the category RTO (tourism and recreation) where the capacity development needs are often rated more highly. It is likely that capacity development is this category would best be delivered in the context of other categories, rather than as a standalone topic.

The result may also be affected by differing views of what constitutes awareness raising. In many countries, the understanding of awareness is limited to the provision of information and educational material to visitors and schoolchildren, while awareness raising that targets adult stakeholders and decision-makers, or that is issue-based, is neglected. It is possible that this view would change if protected areas identified rational communication strategies.

CONCLUSIONS

- Training in awareness, education and public relations, while important, would probably be most effectively delivered within training in tourism and recreation and in working with local stakeholders.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

61

6   RECOMMENDATIONS

6.1   OVERALL RECOMMENDATION

1. PROTECTED AREA STAFF IN EASTERN EUROPE REQUIRE INCREASED CAPACITY DEVELOPMENT THAT IS FOCUSED ON RATIONALLY IDENTIFIED NEEDS, IS APPROPRIATE TO THE PARTICIPANTS, IS PROFESSIONALLY DESIGNED, DELIVERED AND ASSESSED, AND IS AFFORDABLE AND SUSTAINABLE.

The specific recommendations that follow are based on the results of the assessments and on the conclusions from the previous chapter. However, given the very limited availability of capacity development opportunities in most countries of the region, training on any topic would probably be beneficial.

6.2   REGIONAL STRATEGIC RECOMMENDATIONS

2. PROMOTE PROFESSIONALIZATION OF PROTECTED AREA MANAGEMENT (THROUGH ENGAGEMENT IN THE IUCN GPPPAM INITIATIVE AND PURSUIT OF THE OBJECTIVES OF THE VILM RESOLUTION)

There is a clear and widely acknowledged need for protected area work to be recognised as a distinct profession. This will create a better career structure of staff, increase opportunities for officially supported education and training, increase motivation of individuals and institutions and, ultimately, increase the effectiveness of protected area management. The Vilm resolution provides an excellent platform for this process, but for it to be effective, it needs to be championed and actively pursued by lead body in the region. The obvious candidate for this would be the Europarc Federation, while as led organisation for this study, ProPark is an obvious candidate for developing and piloting initiatives in Eastern Europe.

2.1   ProPark should work with the Europarc Federation to act as a focal point for increasing professionalization of protected areas in Eastern Europe.

3. ESTABLISH RECOMMENDED REGIONAL NORMS FOR ACCESS TO PA CAPACITY DEVELOPMENT

It would be beneficial to establish some basic norms for how much capacity development should be made available to protected area staff in a year. A regional statement and recommendation backed by EuroParc and WCPA in Europe would carry some weight and help to encourage an overall increase in capacity development. Based on this study, the recommendation should be that

3.1   All permanent protected area staff should have access to at least five days' relevant, structured training or equivalent capacity development per year.

This would more than double the existing provision.

3.2   All PA managing institutions should allocate budgets for capacity development to provide the required amount of training.

Allocation of even modest budgets would provide a clear incentive for improvement. It should be stressed here that budgeting for capacity development does not have to be based on provision of (expensive) formal training courses and study tours: there are many other much cheaper options for providing good quality training and capacity development.

4. DEVELOP AND PILOT A COMPETENCE-BASED FRAMEWORK FOR PROTECTED AREA WORK ACROSS THE REGION

Within the on-going IUCN/WCPA initiative for improving protected area staff capacity (The Global Partnership for Professionalising Protected Area Management, GPPPAM), globally recommended competence standards are being developed for PA staff. Alongside this, the Vilm resolution includes an objective to '*Develop European competency standards based on GPPPAM standards and on EUROPATCH proposal through a project proposal (ideally funded by the EU Commission)*'

In working towards the Vilm resolution, the objectives of GPPPAM and the conclusions of this study it is specifically recommended that:

4.1   ProPark should, within the current project, test the draft global competences and the associated mechanisms for certification in order to determine their applicability in the European context.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

62

5. ENCOURAGE INVESTMENT IN CAPACITY DEVELOPMENT THAT IS INSTITUTIONALLY OWNED AND DRIVEN, AND BASED ON RATIONALLY IDENTIFIED NEEDS

Capacity building programmes should make use of structured needs assessments and should be primarily driven by the needs of the relevant protected area institution. Specifically

5.1 PA managing institutions should have capacity development plans and priorities.

The topics for training should be based on rationally identified needs, clearly articulated by the managing institution, rather than on the priorities of particular projects, donors or individuals. The assessments conducted in 23 countries (9 of them in detail) under this project can provide a clear foundation for this.

6. PROVIDE REGIONAL GUIDANCE ON LOW-COST APPROACHES TO TRAINING AND LEARNING USING EXISTING RESOURCES

There is a widespread assumption that capacity development has to be expensive; due in part to the prevalence of project funded formal training courses and the widespread view that training is the same as capacity development.

Establishment of protected area training centres is often suggested as a means to improve capacity, but it is recommended that such proposals are approached with caution for a number of reasons

- There is normally no need to create new infrastructure for centres. This is generally an expensive and unnecessary investment, when it is almost always possible to use existing training and learning infrastructure.

- International training centres are hampered by the lack of common language, and therefore are normally only relevant to the minority who can speak a common international language (normally English).

- There is not normally a sufficient number of protected area staff to make a permanent centre cost-effective and to cover all of the associated overheads. In Ukraine, centres do appear to function partly because it is a large country with many PA staff.

- Protected areas with restricted budgets may not be able to afford to send staff to a centre for training.

In fact there are many low-cost, easy to organise activities which can help build staff capacity within institutions, without reliance on external investment. Some examples include

- Ensuring that basic learning resources are available in protected areas. Ideally it should be possible to provide computers and Internet access, but even access to basic library of wildlife identification materials and copies of manuals and textbooks can make a difference.

- Establishing mentoring systems within protected areas and the PA network , where more experienced staff are required to train, mentor and guide newer, less experienced staff. The Self-Assessment questionnaires specifically identify personnel who consider themselves sufficiently competent to train others.

- Organising regular informal training and learning sessions where staff can discuss and share their skills, provide updates on new policies, laws, regulations, technical advances etc.

- Ensuring that all visiting experts and researchers to the protected area are required to deliver a training session or seminar as part of the conditions of their permission to work there.

- Encouraging universities, colleges and vocational training centres to develop protected area related programs that can be taught as modules within full-time courses, or as separate professional development courses for employed staff.

It is specifically recommended that,

6.1 Publish (or enable publication of) a guide with case studies for low-cost, effective capacity development of protected area staff.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

63

7. CAPACITY DEVELOPMENT IS REQUIRED AT THE LEVEL OF MANAGING INSTITUTIONS AS WELL AS WITHIN PROTECTED AREAS

One likely explanation for low levels of competence in certain skills (even where they have been the subject of the majority of training), is that protected area managing institutions are not enabling PA managers to put their training into practice. For example, training in management planning may be effective at the site level, but unless the responsible body for protected areas institutionalises management planning, the benefits of training will not be sustained. Similarly, while many protected area managers prioritise training in fundraising, many parent institutions make it difficult for managers to raise, retain, and spend generated income at the protected area level.

Individual capacity therefore needs to be built on a platform of institutional capacity; and senior decision-makers must not only be trained to a similar level as site managers, they must be motivated to institutionalise the new practices and approaches that they learn. One commonly cited constraint to this is that senior managers are reluctant to attend training events, due either to a lack of time and or to an unwillingness to concede that they need to learn new skills.

The following specific actions are recommended,

7.1   Conduct further research into the modes of training/learning that would most motivate senior managers and decision makers to participate.

7.2   Hold a series of PA policy seminars at which senior managers can learn new approaches and exchange ideas and experiences.

7.3   Encourage protected area authorities to send headquarters staff to training events held for protected areas.

8. PROMOTE AND PILOT NEW, TECHNOLOGY-BASED APPROACHES TO LEARNING

The assessments revealed that managers do not believe in newer, technology-based forms of learning. This may be because they do not have access to computers and good internet connections, but it may also relate to a general lack of confidence in and knowledge about unfamiliar approaches. The usefulness and applicability of e-learning is bound to increase and it has the potential to be a very low cost and effective means of building capacity. However, it is clear in this region that these new approaches have to be piloted and promoted if are going to be effective. It is specifically recommended that:

8.1   A small pilot project for e-learning should be set up and tested for one or two priority topics.

An obvious choice would be learning a foreign language (one of the most popular personal preferences in the survey), where several free online learning packages are already available.

8.2   Investigate the development of smartphone apps as a learning tool.

Since smart phones are becoming so widespread, their use as a learning tool for protected area staff could be investigated in the region. There is room for never know that it project to develop some simple apps which could help protected area staff in their jobs.

9. DEVELOP GUIDELINES FOR DESIGNING AND ORGANISING STUDY TOURS AND EXCHANGES

Study tours are a very popular form of learning, but as previously mentioned can be quite ineffective if poorly planned and organised. It is specifically recommended to:

9.1   Publish a set of guidelines on how to organise study tours to be most effective.

These should include guidance on identifying objectives, finding the best destination, organising events and activities during the tour, building in structured learning and assessments and transferring knowledge and skills acquired once participants return to their own country/protected area.

10. PROMOTE THE EUROPEAN CHARTER FOR SUSTAINABLE TOURISM IN PROTECTED AREAS

The European Charter for Sustainable Tourism in Protected Areas (led by the Federation of Regional Nature Parks in France under the umbrella of the Europarc Federation) provides a clear 'tried and tested' standard for tourism in PAs, but has so far had little penetration into Eastern Europe (although a Charter Park has recently been recognised in Albania). The Charter should be used as the framework for capacity development in the region. It is specifically recommended that

10.1   Support translation of Charter materials into regional languages.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

64

10.2   Develop and pilot an introductory information and training package on the Charter for decision makers and PA managers in the region.

11. UPDATE AND DIVERSIFY CURRENT UNIVERSITY AND COLLEGE COURSES RELATED TO PA MANAGEMENT

In the medium to long term, capacity of PA staff will be most effectively and sustainably improved through updating the training and education they already receive at universities and colleges, especially since such a large proportion of staff are graduates. Relevant courses and modules are now available in many Western European countries, but access to these is limited and expensive. Some progress is also being made in Eastern Europe, but availability of PA related topics should be extended to all biology, natural resource, geography and especially forestry higher education programmes. It is also important that the new courses are developed in close collaboration with the sector, rather than by academic staff alone.

11.1   Work with the protected area and conservation sector to develop a set of model PA related modules for all relevant higher education programmes.

One of the institutions in Western Europe currently offering applied courses (e.g. Klagenfurt in Austria or Greifswald in Germany) could provide guidance on this.

6.3   SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

12. BUILD CAPACITY FOR CAPACITY DEVELOPMENT

Focal countries: All.

Implementation of many of recommendations 1 to 9, requires improved capacity for capacity development, and this is a skills gap recognised in the assessments. Often, this issue is addressed through delivery of so-called 'training for trainers' courses. The problem with this is that while it may be possible to train people in training techniques, this does not guarantee that they have the technical knowledge and experience to prepare and deliver high quality training programmes. The following specific recommendations are made:

12.1   Build capacity in identifying capacity development needs for institutions and individuals.

12.2   Establish and train in-house training teams comprising expert practitioners from within protected area institutions.

12.3   Develop methods for recording capacity development events and activities at the institutional and individual levels.

12.4   Provide supervisors him protected areas with training in basic instructional techniques for working with teams and workgroups.

13. DEVELOP, PILOT AND PROMOTE A COMMON REGIONAL FOUNDATION PROGRAMME FOR ALL PROTECTED AREAS STAFF

Focal countries: All

It is recommended that a basic foundation of skills, knowledge and approach to work should be established for all PA staff in the region. This foundation could be endorsed regionally (for example by Europarc) and countries could be encouraged to adopt it. A general curriculum could be developed for adaptation and use in all countries. The basic principles of the programme would be that

13.1   All new protected area staff should complete a two-day induction course within 3 months of employment. For some protected areas the entire staff should complete the course.

13.2   National curricula and programmes for the course should be developed, and a set of training materials provided.

13.3   The course should be delivered by a national or regional training team or by staff of protected areas.

13.4   Completion of the course should be certificated and documented in the personnel records of staff.

Table 9 shows a possible curriculum for the course.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

65

Table 9 Possible curriculum for a general staff induction course

Course Title	Protected Area Staff Induction	
Duration	2 days	
Target group	All new ranger, scientific and technical staff of protected areas. All staff who have been employed in the past 3 years.	
Purpose	To ensure that all staff working in protected area have a good understanding of the area, its functions and of basic standards of good and safe practice.	
Assessment	Required attendance for the entire course. Written and practical tests.	
Topic		Mode of Delivery
INTRODUCTION Purpose and values of the protected area. Threats to the protected area. Administrative and legal basis for the protected area. Main conservation and management strategies of the protected area. Functions and duties of protected area staff and partners. Essentials of good personal conduct and environmental practice in the work place.		Lectures, presentations.
OBSERVATION AND COMMUNICATION SKILLS Record Keeping and note taking. Basic leadership, team building and motivation. Communicating with stakeholders and visitors.		Presentations with examples. Site based instruction. Practical exercises. Follow up by supervisors.
BASIC FIELD WORK SKILLS First aid. Good environmental practice in the workplace and the field. Emergency response procedures. Fire prevention and firefighting. Safe use, care and maintenance of tools and equipment. Maps, navigation and GPS. Basic boat handling and safety (if necessary). Basic vehicle use and safety (if necessary).		Presentations with examples. Site based instruction. Follow up by supervisors.

14. DEVELOP, PILOT AND PROMOTE A MODEL FOUNDATION PROGRAMME FOR LAW ENFORCEMENT AND COMPLIANCE TRAINING FOR RANGERS (INCLUDING SENIOR RANGERS)

Focal countries: Countries facing major law enforcement challenges.

This programme may not be relevant to all countries, but is important anywhere where there are law enforcement and compliance problems. It is not possible to make a universal course for the whole region, because legislation, regulations, norms and standards differ from country to country. However, it is possible to establish a model course to provide basic platform for law enforcement and compliance, which could then be adapted to context of countries in the region. Ideally, successful completion of such a course should result in assessment and certification of participants. Table 10 shows a possible outline curriculum for such a course, which could be introduced on the following basis:

14.1   All protection rangers should be required to complete the training and a formal assessment within two years of appointment. The course should be formally assessed and certificated.

Protected area directors may require some rangers to retake the course as a refresher if their performance has been unsatisfactory. Completion of the course should be documented in personnel records and could be made a requirement for promotion within the ranger service.

14.2   Senior rangers require regular professional updating on legislation, threats and approaches for reducing illegal activities.

This could be achieved through annual ranger seminars and circulation of relevant information and guidance.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

66

14.3   National protection ranger training teams could be established to deliver the course at protected areas.

Eventually the course could be delivered by other staff at large protected areas.

Table 10 Possible curriculum for a ranger induction course

Course	Basic Law Enforcement Skills for Rangers	
Duration	5 days	
Target group	All Rangers and Law Enforcement Staff	
Purpose	To enable all rangers to complete their duties correctly.	
Assessment	Written test on theory. Practical test on law enforcement procedures in the field. Rangers must pass both parts. Failure to pass should lead to a retest.	
Topics to be covered		**Mode of Delivery**
• Understand the laws and regulations affecting the site and its resources. • Understand the powers and duties of the ranger. • Understand and complete required paperwork for recording and reporting activities and events. • Treat members of the public with respect and understanding during patrol and enforcement activities.		Classroom presentation. Practical exercise (form filling). Question and answer. Individual tests (form filling).
• Recognise and identify signs and evidence of illegal or restricted activities in the field. • Participate in patrol activities safely, effectively and with discipline. • Participate in tactical enforcement operations(raids). • Apprehend and detain suspects correctly and legally. • Issue warnings and guidance for future conduct. • Conduct searches, spot checks and inspections. • Correctly secure and process a crime scene. • Follow correct procedure for dealing with evidence and confiscated items. • Correctly complete required paperwork for recording and reporting activities and events. • Provide testimony in court.		Classroom presentation. Field based instruction. Simulated patrols and raids. Individual practice and tests for correct procedures.
• Deal effectively with hostile situations and defend oneself against physical attack. • Care for and use firearms correctly and safely.		Theory in classroom. Practical instruction and practice.

15. DEVELOP, PILOT AND PROMOTE A REGIONAL CAPACITY DEVELOPMENT INITIATIVE ON WORKING WITH COMMUNITIES

Focal countries: All

The results of the assessments clearly show that there is a major region-wide need for improved capacity for staff at all levels in working with communities. The demand for these skills is likely to increase as the Natura 2000/Emerald network is established, and as former strict nature reserves, particularly in the eastern countries, adopt more multifunctional roles that take into account community needs.

Since many individuals do not personally prioritise training in this subject, it is important that any capacity development in this topic is seen by participants as relevant and directly useful to them, and is also engaging and enjoyable. Working with communities needs to be seen as a positive element of successful protected area management, rather than as a necessary chore.

The training that is offered should not just deal with the underlying principles and theory, it should include training in practical, personal skills associated with working with communities, for example interpersonal communication, conflict resolution or development of awareness strategies.

15.1   A training programme should be piloted in the region for staff from protected areas where collaborative management is an important component.

An outline of a possible basic curriculum is shown in Table 11.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

67

Table 11 Possible curriculum for a community outreach course

Course	Planning and management of community outreach programmes and activities in protected areas
Duration	5 days or 2 x 3 day modules
Target group	Staff of the Sustainable Use and Community Outreach Department. Director, Deputy Director and other Department Heads.
Purpose	To enable staff to work in a participatory way with protected area and buffer zone communities to work towards combining sustainable development with achieving the conservation objectives of the protected area.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.

Topic	Mode of Delivery
Background • Communities living in protected areas, corridors and buffer zones. • Key concepts and principles relating to communities and sustainable rural development. **Survey and Assessment** • Techniques for gathering and recording information about communities and livelihoods. • Planning and conducting basic social and economic surveys. **Working with communities** • Basic communication skills for working with local communities; the participatory approach. • Promote development of local networks and organizations. • Providing advice on sustainable community based natural resource use and management. • Developing agreements with communities for resource access and use. • Specifying, and evaluating sustainable quotas for natural resource use using scientific methods. • Resolving conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions). • Identifying and mobilising sources of assistance, support and finance for local communities.	Formal lectures. Seminars and discussions. Village visits with expert facilitation. Group work and exercises. Study visit to protected areas

16. DEVELOP, PILOT AND PROMOTE A REGIONAL CAPACITY DEVELOPMENT INITIATIVE ON TOURISM

Focal countries: All

Tourism has emerged as a major need at Levels 3 and 4, and the surveys suggest that very little training has taken place in this category. Protected area managers are looking to tourism as a means of increasing income for protected areas and in order to meet public and political expectations that PAs will provide a range of services beyond protection of biodiversity. However tourism pressure on protected areas and landscapes is becoming a major threat. Managers require training both to make the most of the opportunities and to limit the impacts. It is recommended that

16.1   A training programme should be developed and piloted on tourism and recreation in the region

A possible outline curriculum is shown in Table 12.

Table 12 Possible curriculum for a tourism and recreation course

Course	PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS
Duration	5 days or 2 x 3 day modules
Target group	Senior and middle management PA staff.
Purpose	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation
Assessment	Completion of full attendance at all components Completion of a practical assignment

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

68

Topic	Mode of Delivery
Possible written examination	
Background	Formal lectures
• Fundamentals of the tourism industry .	
• Legal and administrative basis for tourism and recreation in protected areas.	
Planning and design of recreation activities	Seminars and discussions
• Identify recreation opportunities and design appropriate recreation activities for a protected area.	
• Plan and implement recreation surveys to gather information about visitors and the use of the site	Presentations by tour operators
• Identify potential recreation impacts and design impact monitoring and mitigation systems.	Group work and exercises
• Lead the participatory development of plans and programmes for PA based tourism (Eco-tourism, Nature based tourism etc.)	
• Develop business and financial plans and forecasts for tourism and recreation (Costs, incomes, fees, ticketing, permits, concessions, franchises etc.)	Study visit to other protected areas
Visitor management	
• Establish safety standards and codes of conduct for protected area users.	
• Supervise safety and security of visitors and other users.	
• Respond to emergencies and accidents to visitors.	
Awareness and interpretation for visitors	
• Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	
• Research and plan interpretive/tourist/visitor centres and other major infrastructure	
• Research, plan, and design awareness and educational publications, exhibits and signs	
• Research, plan and design special education programmes for schools.	
• Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups (talks, guided walks, lectures, audio visual presentations etc.)	

17. BUILD CAPACITY IN APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

As discussed in the general conclusions, the basic foundations of biodiversity conservation should not be overlooked, and the focus of capacity development should be on applied conservation biology and management oriented research and monitoring, rather than more traditional academic approaches.

Focal countries: All

17.1   A model course in applied management oriented conservation management should be developed and piloted in the region.

A possible outline curriculum is shown in Table 13.

Table 13 Possible curriculum for a conservation biology course

Course	Conservation biology(biodiversity survey, assessment, monitoring and management of species of conservation concern)
Duration	5 days or 2 x 3 day modules
Target group	Scientific Staff. Deputy Directors and other Department Heads.
Purpose	To enable staff to develop and implement scientifically based programmes for active survey, assessment, conservation and monitoring of key species, habitats and ecosystems.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.
Topic	**Mode of Delivery**

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

69

Background • Understand key concepts and principles of conservation biology: species, populations, communities, ecosystems. • Understand key measures required for the conservation of rare and fragile species and ecosystems. • Understand the legal and policy basis for biodiversity conservation nationally and internationally. **Survey and assessment** • Recognise common and typical vegetation and habitat types, plant and animal species and their signs. • Use identification aids and equipment to identify plants and animals. • Accurately record and report wildlife observations using standard forms (where available) • Conduct and lead scientifically based, taxonomic, habitat and ecosystem surveys and monitoring activities. • Analyse, and present interpret survey and monitoring data. **Conservation management and planning** • Specify management requirements for conservation of habitats and ecosystems • Specify special measures for assisting protection, survival or recovery of key species. • Plan, evaluate and supervise management of invasive and problem animals and human wildlife conflict. • Specify, and evaluate sustainable quotas for natural resource use using scientific methods • Plan, manage and evaluate, long term programmes for scientifically based programmes for species, ecosystem and habitat research, conservation and monitoring. • Understand the principles of determining the value of ecological/environmental services. • Understand the principles, roles and functions of ex-situ conservation measures.	Formal lectures. Seminars and discussions. Field survey exercises. Group work and exercises. Study visit to protected areas.

17.2 Encourage universities to develop courses and modules in applied conservation biology.

18. BUILD CAPACITY FOR MODERN PA PLANNING, MONITORING AND REPORTING FOR BOTH PROTECTED AREA SITE ADMINISTRATIONS AND AUTHORITIES

Focal countries: to be determined.

New approaches to systematic planning, monitoring and reporting for protected areas need to be embedded at the institutional level, as well as being taught and promoted at the site level. Therefore, although it is important that training in management planning, monitoring etc. continues, the focus should be on providing an institutional platform for improved management. It is specifically recommended therefore that

18.1   One or two countries in the region should be selected to act as models for institutionalisation of rational, systematic protected area planning, monitoring and reporting.

The prerequisites for selection would be

1.   Existing basic frameworks for management planning, monitoring and reporting

2.   An institutional willingness and commitment to develop and adopt new approaches.

These model countries could then serve as examples for decision-makers in other countries, where 'top-to-bottom' capacity development in PA planning and management could be introduced.

19. BUILD CAPACITY FOR INNOVATIVE AND DIVERSIFIED FINANCING OF PROTECTED AREAS

Focal countries: All

Learning about fundraising and financing is a clear priority for managers, but as previously mentioned, this will only be effective if protected area staff are allowed the freedom and flexibility to raise and make use of funds. It is likely to be unproductive therefore, just to offer fundraising training to protected area managers. Two levels of capacity development are required

19.1   Policy seminars on funding should be held at the institutional level.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

70

These should explain and introduce options for diversifying the funding base for protected areas, providing concrete examples and case studies and also working through the legal and regulatory changes that may be required to enable diversification of funding.

19.2   Skills seminars should be organised for individuals for business planning, budgeting, development of funding proposals, financial management and reporting.

These should be organised for PA directors and senior managers. Curricula should be specifically tailored to the needs, opportunities and limitations relevant to the country concerned.

20. PROVIDE SPECIALIST TRAINING FOR SENIOR MANAGERS IN SKILLS FOR NEGOTIATION AND CONFLICT RESOLUTION

Focal countries: All

Although not an overall priority, this topic emerged as very high needs among Level 4/5 staff in some countries, and as protected areas shift to a more multifunctional and collaborative approach to management, skills in working with others will become increasingly important. The modern PA manager has to have excellent communication and interpersonal skills, as well as technical and administrative skills

20.1   Develop and pilot a regional model training programme and package of support materials for interpersonal skills, negotiation and conflict resolution.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

71

1. GENERAL QUESTIONNAIRE

Protected Area Questionnaire	
TRAINING AND DEVELOPMENT NEEDS ASSESSMENT	

To be completed for.

- Protected Area Administrations.
- Departments at regional or national level responsible for protected areas

A. GENERAL INFORMATION	
A1 Country	
A2. Full Name of Protected Area or Institution	
A3. IUCN Category of the Protected Area (if known)	
A4 Area of the Protected Area (hectares)	
A5 Name and Position of Person completing the questionnaire	
A6. Date of completion of questionnaire	

A7. STAFF NUMBERS. Please indicate the numbers of staff in the institution at the levels indicated

Total Number of Staff of the Protected Area or Institution or Department	

STAFF LEVELS	**Support staff (Labourers, cleaners, drivers etc.)**	**Administrative Staff**	**Rangers/ Field Staff**	**Mid-level Managers/ Professional Staff/Head Rangers**	**Directors/ Deputy Directors**
PLEASE RECORD NUMBERS OF STAFF IN THE PA OR INSTITUTION					

A. CURRENT SITUATION FOR TRAINING AND CAPACITY DEVELOPMENT

B1. PREVIOUS TRAINING. Please indicate how much time and resources have been allocated to formal training and capacity development for staff or local stakeholders in the past 3 years

Year	Title and topic of training	Training provider	Number of days	Number of participants	Notes

B2. RESOURCES AND BUDGET FOR TRAINING. If the institution has its own special budget for training, please state how much it has been for the past 3 years

The institution has a training budget		YES		NO	
Year	Amount of budget		Main uses of budget		
2011					
2012					
2013					

B3. SKILLS AND EXPERIENCE. COMPETENCE ASSESSMENTS FOR EACH LEVEL OF STAFF

Please complete the following table, which is an assessment of the current skills and experience of personnel conducting protected areas work at different levels.

For each skills category and staff level please enter a rating of 0-4 as follows

0 = Staff at this level do not need these skills. **1** = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed. **2** =Staff at this level need these skills and have some competence	**3** = Staff at this level need these skills and have good competence in them: Periodic updating only is needed. **4** = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

in them: Further training and development are needed					
STAFF CATEGORY.	**Support staff (Labourers, cleaners, drivers etc.)**	**Administrative Staff**	**Rangers/. Field Staff**	**Mid-level Managers/. Professional Staff/Head Rangers**	**Directors/. Deputy Directors**
SKILLS CATEGORY	*Assessment 0,1,2,3 or 4*				
GENERAL SKILLS (GEN). General skills require for any job. Commitment, motivation, positive attitude, honesty, teamwork etc.					
FINANCIAL & RESOURCES MANAGEMENT (FRM). Management and organisation of finances, assets and equipment for the protected area.					
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT. (HUM). Directing, managing, organising and capacity building for staff and others working in the PA					
COMMUNICATION TECHNOLOGY AND INFORMATION (CTI). Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.					
FIELD CRAFT AND PRACTICAL SKILLS (FCR). Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.					
CONSERVATION ASSESSMENT PLANNING & MANAGEMENT (CMP). Identifying, surveying and monitoring species and ecosystems. Identifying the need for and carrying out specific actions for the protection and conservation of species, habitats and ecosystems.,					
SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC). Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable resource use and development					
PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM). Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas					
LAW ENFORCEMENT (LAW). Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.					
RECREATION AND TOURISM (RTO). Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas					
AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA). Planning and carrying out awareness, education and public relations work with visitors and local people. Presentations, signboards, educational materials, guiding visitors, working with schools groups. Promoting and publicising the Protected Area through the media.					

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

73

B4. FUTURE NEEDS AND PRIORITIES. Please indicate what you consider to be the three most important capacity development need(s)of each category of staff				
Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/Deputy Directors
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3

B.   MODES OF TRAINING AND LEARNING

C1. MODES OF LEARNING. Staff capacity can be developed in many ways. Please answer the following questions about different methods of staff development

Please assess how effective and suitable each type of learning would be for each level of staff at the protected area or institution.
0: Not all effective or suitable; 1: -Marginally effective and suitable; Effective and suitable.
3: Highly effective and suitable

MODE OF LEARNING	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
Informal learning in the work place with more experienced colleagues					
Short training sessions provided by supervisors and managers in the work place					
Short Formal Training Courses (<1 week)					
Longer training courses (1-4 weeks)					
Long Term Study for Formal Qualifications (e.g. University Courses)					
Informal individual learning using training manuals and study materials					
Formal individual study through distance learning . Following courses using internet and correspondence					
Exchanges and study visits with other Protected Areas					
Others (please list)					

C2. ALLOCATION OF TIME FOR TRAINING AND DEVELOPMENT
Please indicate what you consider to be the ideal amount of time to be devoted each year to formal training of staff at different levels Indicate <u>one choice</u> for each staff category

	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
0 days					
1-5 days					
6-10 days					
11-15 days					
16-20 days					
>20 days					

C.   OTHER COMMENTS

Please add any further comments or suggestions

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Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

74

COVER PAGE	
COUNTRY	
NAME (Optional)	
GENDER	M F
AGE (Circle one answer)	**1: <30 2: 31-45 3: 46-60** **4: >60**
Official JOB TITLE AND GRADE	
PLACE OF WORK (NAME AND LOCATION OF PROTECTED AREA OR PA MANAGING INSTITUTION)	
NUMBER OF YEARS' EXPERIENCE IN PROTECTED AREA WORK (Circle one answer)	**1: 0-5 years ; 2: 5-10 years: 3: 10-15 years. 4: 15+ years**
HIGHEST QUALIFICATION LEVEL (Underline ONE answer)	**1. Elementary School** **2. High School** **3. Bachelors Degree/Higher vocational qualification** **4. Masters Degree** **5. PhD**
Training received in the past 3 years	
Training Event and provider **1** **2** **3** **4** **5**	**Dates and duration**
TO BE COMPLETED BY CAPACITY ASSESSMENT SUPERVISOR	
COMPETENCE LEVELS ASSESSED	
GENERAL WORK SKILLS	✔
Circle which levels are assessed in this questionnaire	**1 2 3 4 5**
NAME OF CAPACITY ASSESSOR	
DATE OF ASSESSMENT	
LOCATION OF ASSESSMENT	
UNIQUE ASSESSMENT NUMBER PROTECTED AREA CODE AND NUMBER (e.g. CCR 07)	

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

75

3. FULL LIST OF COMPETENCES USED IN THE SELF ASSESSMENT QUESTIONNAIRE

FRM	FINANCIAL AND RESOURCES MANAGEMENT
FRM	LEVEL 2
FRM 2.1	Collect and present evidence of expenditure and other financial transactions
FRM 2.2	Manage stores of equipment and supplies.
FRM	LEVEL 3
FRM 3.1	Prepare budgets and keep books and accounts
FRM 3.2	Manage purchasing and inventory.
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.
FRM	LEVEL 4
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.
HUM	HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT
HUM	LEVEL 2
HUM 2.1	Supervise and motivate work teams under direct supervision
HUM 2.2	Provide training and instruction in the workplace for supervised staff
HUM	LEVEL 3
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action
HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff
HUM 3.5	Plan, prepare and deliver formal lectures and presentations
HUM	LEVEL 4
HUM4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards
HUM4.2	Manage staff recruitment and contracting.
HUM4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users
HUM4.4	Lead training and development needs analysis.
HUM4.5	Plan, design, supervise and evaluate staff training and capacity development programmes
CTI	COMMUNICATION, TECHNOLOGY AND INFORMATION
CTI	LEVEL 2
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors
CTI 2.2	Prepare written reports of work activities using standard formats
CTI 2.3	Communicate in other languages and/or dialects.
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)
CTI 2.5	Operate office and audio visual equipment
CTI	LEVEL 3
CTI 3.1	Organize and chair formal meetings.
CTI 3.2	Give technical presentations and write technical reports/papers.
CTI 3.3	Operate and maintain computers for advanced functions
CTI 3.4	Operate GIS systems
CTI 3.5	Manage library, archives and other information resources.
CTI	LEVEL 4
CTI 4.1	Negotiate agreements and resolve disputes and conflicts.
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

76

FCR	FIELD CRAFT AND PRACTICAL SKILLS
FCR	LEVEL 2
FCR 2.1	Care for, check and maintain basic field equipment.
FCR 2.2	Follow good safety and environmental practice in the field.
FCR 2.3	Fight fires.
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid)
FCR 2.5	Use compass and chart or map for navigation and orientation.
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.
FCR 2.7	Construct and repair outdoor structures, paths and trails.
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines
FCR 2.9	Safely operate and maintain small boats and their engines
FCR 2.10	Use and maintain radio handset for field communication.
FCR	LEVEL 3
FCR3.1	Plan and organise logistics for field trips, surveys and patrols.
FCR3.2	Organise and lead search and rescue operations in the field.
FCR3.3	Operate and use base station radio and communication equipment.
FCR3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work
FCR3.5	Inspect and specify maintenance and repair requirements and schedules.
FCR3.6	Locate, mark and inspect boundaries in the field.
FCR3.7	Identify and assess fire risks and hazards and plan fire prevention and control.
FCR	LEVEL 4
FCR 4.1	Contribute to specification and design of major infrastructure projects.
CMP	CONSERVATION ASSESSMENT, PLANNING AND MANAGEMENT
CMP	LEVEL 2
CMP2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs
CMP2.2	Accurately record and report wildlife observations using standard forms (where available)
CMP2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features
CMP2.4	Use identification aids to identify plants and animals.
CMP2.5	Use and care for basic scientific instruments used in surveying
CMP2.6	Conduct practical habitat creation, restoration, management and manipulation work
CMP2.7	Assist in the capture / immobilisation, handling and transportation of animals.
CMP2.8	Check and replenish feeding stations for wild animals.
CMP2.9	Care for captive animals
CMP	LEVEL 3
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.
CMP 3.5	Plan and supervise animal capture, transport, care and management.
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring
CMP 3.7	Analyse, and present interpret survey and monitoring data.
CMP 3.8	Curate collections and manage museums
CMP	LEVEL 4
CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)
CMP 4.2	Plan, manage and evaluate , scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

77

CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and projects (rescue centres, captive breeding etc.)
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)
CMP 4.5	Determine the value of ecological/environmental services.
SDC	**SUSTAINABLE DEVELOPMENT AND COMMUNITIES**
SDC	**LEVEL 2**
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.
SDC	LEVEL 3
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.
SDC 3.5	Promote development of local networks and organizations.
SDC 3.6	Provide advice on sustainable community based natural resource use and management.
SDC	LEVEL 4
SDC4.1	Develop agreements with communities for resource access and use.
SDC4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)
SDC4.3	Identify and mobilise external sources of assistance, support and finance for local communities.
SDC4.4	Design and implement long socio economic and cultural research and monitoring programmes.
PAM	**PROTECTED AREA POLICY, PLANNING AND PROJECTS**
PAM	**LEVEL 4**
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process
PAM 4.3	Lead development of contingency plans for potential disasters.
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))
PAM	**LEVEL 5**
PAM5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.
PAM5.2	Direct the design of protected areas, networks, systems and strategies.
PAM5.3	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.
PAM5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation
LAW	**LAW ENFORCEMENT**
LAW	**LEVEL 2**
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.
LAW 2.2	Conduct enforcement activities legally and safely
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

78

LAW 2.4	Report correctly on law enforcement activities
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.
LAW 2.6	Care for and use firearms correctly and safely (if relevant)
LAW	**LEVEL 3**
LAW 3.1	Plan law enforcement activities and programmes.
LAW 3.2	Lead patrol and law enforcement activities in the field.
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and evidence.
LAW	**LEVEL 4**
LAW4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.
LAW4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies
RTO	**RECREATION AND TOURISM**
RTO	**LEVEL 2**
RTO 2.1	Guide, assist and regulate visitors on site.
RTO 2.2	Respond to emergencies and accidents to visitors.
RTO	**LEVEL 3**
RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.
RTO 3.4	Supervise safety and security of visitors and other users.
RTO	**LEVEL 4**
RTO4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities
RTO4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area
RTO4.3	Establish safety standards and codes of conduct for protected area users.
AWA	**AWARENESS, EDUCATION AND PUBLIC RELATIONS**
AWA	**LEVEL 2**
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.
AWA	**LEVEL 3**
AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs
AWA 3.3	Research, plan and design special education programmes for schools.
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups
AWA 3.5	Provide information for the media
AWA	**LEVEL 4**
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure
AWA 4.3	Plan and manage marketing, media and public relations activities.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

79

Professionalising Protected Area Management in Europe.

Preamble

With the Aichi targets, parties to the CBD have committed themselves to stopping the loss of biodiversity and ecosystem functions by, *inter alia*, increasing the PA coverage, and improving the management effectiveness of PAs. Without sufficient and adequately trained PA staff, these targets cannot be achieved.

This crucial prerequisite has been recognized and reemphasized by IUCN by developing a Capacity Building Strategy and launching the Global Partnership for Professionalising PA Management (GPPPAM).GPPPAM will result in the launch of major products and initiatives at the next WPC in 2014 that should serve and stimulate national and regional action towards improved capacities for PA management.

In the light of the global IUCN support towards PA capacity development and the opportunity to be linked with the newly established Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) that will aim to strengthen capacity for the effective use of science in decision-making at all levels and by being aware of

- -The increasingly complex tasks of managing PAs in a world with ever increasing pressures on and demands for resources and rapid global change that also leads to changing concepts of PAs and the need for lifelong learning-

- -The need to diversify governance structures, especially in Eastern Europe, where the political and economic changes have led to a collapse of the pre-1990 governance systems-

- -The financial drawbacks due to the financial crisis in many European states that also affect the PAs and the capacity of PA staff-

- -The European specificities with ,inter alia, the legal requirements of the rapidly expanding EU Natura 2000 network, the language challenges, the need for cross-border cooperation, the challenge of wilderness conservation in a densely populated region, the challenge of maintaining cultural landscapes with a multitude of actors, the strong European identity, etc.

- -The lack of any systematic approach to capacity development of PA staff in many European countries

- -Many interesting initiatives that are however developed independently

- -New opportunities arising from social media and advanced communication technologies as well as funding lines within the EU

A European workshop was convened by the Federal Agency for Nature Conservation Germany and Alpen-Adria-University Klagenfurt / E.C.O. (who run the Klagenfurt M.Sc.-Programme on Management of Protected Areas) to:

- -Identify training needs in Europe following a proactive competence-based approach

- -Identify gaps in training offers

- -Agree on (or set) goals and targets for capacity building for PA staff in Europe

- -Explore how to build or maximize synergies between ongoing training initiatives

- -Identify joint European projects that could help to improve the capacities of PA staff in Europe

- -Explore how Europe could link in with the global IUCN activities in capacity development and specifically with the relevant actions at the WPC.

Participants to the workshop were representing academic and non-academic training institutions, both governmental and non-governmental, and came from Austria, France, Germany, Romania, Spain and IUCN.

The participants committed themselves to strengthen cooperation and developed objectives underpinned with some concrete ideas of future cooperation for professionalizing PA management in Europe.

Objectives of future cooperation for professionalizing PA management in Europe

1.   Obtain official recognition of the PA manager occupation on a national and at the EU level.

2.   Jointly develop coherent training activities and products (e.g. exchange programmes, online courses, joint curricula concerning Natura 2000) addressing specific needs of European PAs.

3.   Enhance capacity and ensure quality of European trainers and training institutions.

4.   Improve promotion of training programmes for a broader outreach.

5.   Promote the development of national or regional training programmes in countries where this is still lacking.

6.   Improve capacity in all relevant sectors (e.g. forestry, agriculture, tourism, land use planning, health, water, business) by including PA issues into training programmes of other sectors.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

80

7.   Ensure better representation of European case studies in IUCN's global publications and training materials and of European experts in IUCN's capacity building working groups

Concrete ideas for future cooperation

1. Establish a European capacity-building working group with clearly defined Rules of Procedure and ToR that are based on the objectives defined above and follow up the Vilm workshop.

   1.1 Draft the objectives for the next two years, ToR and get a preliminary list of members.

   1.2 Discuss idea with EUROPARC (EUROPARC Council) to seek their commitment and to reserve slot at next EUROPARC conference.

   1.3 Invite potential members.

   1.4 Establish working group at next EUROPARC Conference.

   1.5 Organize regular meetings of the working group during the EUROPARC Conferences.

2. Explore possible sources of funding for the activities above that are in need of funding.

3. Publicize existing training programmes better.

   3.1 Support ProPark in the development of an electronic platform by providing info on training offers, trainers, funding opportunities, links, (manuals, tools, etc.) as to be called for by ProPark.

   3.2 Disseminate programmes and other relevant information through the future working group.

4. Get PA occupation recognized officially in Europe.

   4.1 Develop European competency standards based on GPPPAM standards and on EUROPATCH proposal through a project proposal (ideally funded by the EU Commission):

   – as a tool to draw up appropriate training programmes and better develop human resources management in European Protected areas (recruitment, review staff skills, career development, appraisal and review performance, pay scale and mobility).

   – as a support to individuals, for planning their own career development, applying for jobs and negotiating with employers.

   – as a basis for more effective staff exchanges, increasing professional mobility in Europe.

   – as a tool to simplify qualification assessment procedures for protected area jobs within the EQF (European Qualification Framework) whose reference levels are based on learning outcomes defined in terms of competences.

   – as a planning tool for employers, national education institutions and the job market.

   4.2 Develop a gallery of 'portraits' of the different PA jobs to be integrated in the platform mentioned above.

5. Develop Europe-specific training activities and products that are coherent and are complementary to existing European activities.

   5.1 Joint curricula development on issues of common training needs for different target groups (for example, Natura 2000, wilderness, urban PAs, spiritual values, sustainable agriculture in PAs).

   5.2 Develop European online course (for ex. basic course), building upon existing curricula and IUCN products.

   5.3 Develop materials which can be shared (e.g. elaboration of interesting case studies, video clips, description of relevant tools etc.).

   5.4 Develop a project proposal for study visits / exchange programmes for European PAs, building on the former EUROPARC exchange programme.

   5.5 Develop a European leadership course for PA directors (strategic issues, visioning, human resource management, etc.).

   5.6 Translate key documents in European languages where there is a demand.

6. Enhance capacity of European training institutions

   6.1 Strengthen capacities of European training institutions to develop online teaching.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

81

6.2 Improve academic courses to address better PA management challenges.

6.3 Initiate training programmes on the efficiency of teaching methods and technologies.

6.4 Develop standards and curricula for train the trainers workshops.

6.5 Establish a European accreditation system of r capacity building programmes.

7. Promote the development of national or regional training programmes in countries where this is still lacking.

7.1 Inform about existing programs through various means.

7.2 Support ProPark in their project.

8. Report on the findings of this workshop in the European WCPA network, in the IUCN-WCPA newsletter and in the EUROPARC e-bulletin and suitable national newsletters.

BfN & E.C.O to provide short communications in suitable publications.

9. Ensure better representation of European case studies in IUCN's global publications and training materials and of European experts in IUCN's capacity building working groups.

9.1 Provide relevant case studies for IUCN e-book on PA management and governance and IUCN curricula.

9.2 Provide European case studies on important topics (for example governance types) in suitable media (for example EUROPARC website).

9.3 Explore the subgroups of GPPPAM and the possibilities to join into their work or to be on the mailing list.

10. Coordinate input for the WPC

10.1 Present one or more projects as a European contribution at WPC.

World Parks Congress

1. The European participants support capacity building as a major theme addressed at the WPC and hence ask for allocating sufficient time in the plenary and through workshops and side events for this.

2. The European participants encourage the WPC to ask governments to allocate more resources to capacity building (e.g. a certain % of the budget) to support the further professionalization of PA management

3. The European participants ask WCPA to evaluate and to report on the progress of professionalizing PA management

4. The European participants ask IUCN to encourage IUCN Commission members (WCPA, CEC) to become involved in capacity building efforts

5. The European participants ask for more consistent representation of European examples in IUCN publications and working groups reflecting the European diversity and specifics

6. The European participants ask IUCN to encourage IUCN members to support

7. professionalization and capacity building programs on a national level

8. The European participants ask IUCN to encourage IUCN members to promote the inclusion of PA management related topics into the curricula of other relevant occupations.

The following comments were provided by the national consultants in response to requests for feedback.

THE QUESTIONNAIRE

- Almost all the reports stated that the method and questionnaires are clear, easy to explain, understand and apply (HR, BG, SL, AB, KS, GR, SR, TK, Macedonia), while very few respondents considered that the questionnaires are too complicated and too subjective (SR);
- Filling in questionnaires by e-mail is not effective; face to face works better in motivating people (TK);
- Scoring of competencies in the General Questionnaire was difficult for the directors; they had to average the training level of their staff, which is not only challenging for them but not very accurate (SL);
- Some respondents had difficulties in calculating the proportion of their time allocated to PA management (MD – where PAs are managed by the Forest Agency Moldsilva);
- It was challenging for respondents to assess their future priorities (MD, HU);
- It was difficult to answer to the question on budget (Kosovo, SK);
- Difficult to think about the last 3 years (BG);
- Having the consultant in the system helped in getting a realistic assessment (BG, TK, SK);
- Transferring the responses from the questionnaires to the results sheets is boring and time consuming because of different shapes and layouts and might be a source of mistakes;
- The template of the final report was not detailed enough for the section 'activities conducted and results';
- Answering in working groups can result in 'group answers'; participants can influence each-other (SR).

SUGGESTIONS ON HOW TO IMPROVE THE QUESTIONNAIRE

- Printing the scoring marks and explanations on a separate sheet can make it easier to go through a questionnaire, as the respondents do not have to turn pages to reread the explanations.
- The top five training priorities should be requested in a separate question. Several respondents forgot to fill it in.
- A list of pre-defined most common trainings should be provided for respondents to select their preferences for future trainings.
- The table of past trainings should be split in more columns, each one for separate information (Name of training; provider; number of hours). The questionnaire should have asked whether any certificate was given.
- Use a web-based questionnaire.
- The questionnaire should have more detailed explanations included in separate notes or in the question , aimed to assist responders to provide correct answers.

COMMENTS ON THE CONTEXT AND ITS IMPLICATIONS

- The staff categories in each country don't fit very well with the categories provided by the project (LT, HR, LV, BG, AR, ET), which makes it difficult to assign levels (especially challenging to choose between levels 2 and 3); therefore the staff division into 5 levels doesn't always reflect reality. In Slovenia for example, the main criteria used in deciding whether an employee should fill in level 2 or 3 questionnaire were his/hers actual decision making competences.
- Responsibilities for each staff position are not clearly defined, hence their allocation, even for the same position, differs from one PA management unit to another (HR, LT) and for each management system (e.g. in Lithuania some park administrations are managing a group of PAs and some are managing only one site);
- Some items (e.g. skills concerning legislation, tourism) did not fit easily into the some management system in some countries;
- Most often there are no structured records / database of trainings attended by staff or of the budget allocated to capacity building of PA staff;
- The recent structural changes in some countries (e.g. Albania, Serbia) represented a source of bias.

COMMENTS ON THE PROCESS AND ON ORGANIZING THE TNA

- For some consultants it proved to be easier than expected to organize the working groups to fill in the questionnaires (e.g. Croatia, Serbia), while for others (e.g. Slovenia) the time was too short to organize and conduct such workshops;

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

83

- It proved harder than expected to get the responses via e-mail –

- It was more difficult for respondents individually to remember the former trainings (e.g. Croatia);

- For several consultants it was not easy to get the heads of PAs to complete the questionnaire due to their full agendas. Some considered that the responses of directors may be distorted (e.g. LV, HR, MD, LT) due to their fear of consequences of admitting weaknesses. This raises the question as who else would be more suitable to give honest answers.

- The time of the year was inconvenient (LV, LT, SR) due to summer holidays, Easter holidays, Labour day); autumn would have been more suitable. This resulted in a longer duration of data collection stage and in delays in finalizing the task. In the case of Albania, the TNA overlapped with the elections.

- It proved helpful to have a covering letter from the institutions (e.g. SINP in HR, National Agency in Georgia, SNC in Slovakia) for the consultants, especially when they were coming from outside the PA management system (e.g. NGO, individual consultant). This emphasizes the importance of having the authorities committed to this assessment.

- Former collaboration between the consultants and the PA managements helped in organizing the visits and getting the involvement of PA managements (HR).

COMMENTS CONCERNING RESPONDENTS' ATTITUDE

- Most of the respondents were positive, expressed their wish that the questionnaires would result in more training for them (LV, SL, KS) and were curious about the final assessment. They also wanted to know more detailed information concerning the possibility to receive trainings (e.g. when such a program could start, what would be the price of the trainings).

- In some isolated cases staff were reportedly reluctant to participate due to their lack of trust in the survey (LV) or to a perceived lack of relevance of such surveys (ET). Some participants were sceptical of the benefits and expressed a kind of 'project fatigue' due to the large number of projects lacking any impact or tangible result (LV). Some were reluctant due to a concern that the assessment would be used to change their position or dismiss them (AB). Despite their interest, some respondents showed little hope that things would change, due to the lack of funds available for such activities (BG).

- The need for trainings was emphasized, given the changes within the management system and new responsibilities the staff had to assume (LV);

- The survey was regarded as a kind of training, an opportunity for self-evaluation and made the participants acknowledge the need for such an assessment and for using its results for new strategies concerning capacity building (LV, SL, ET). No assessment as such was previously done in most of the target countries (except for Latvia, Lithuania, Estonia and Macedonia).

COMMENTS CONCERNING THE RESULTS

Consultants that are working in the system provided their reflections and comments concerning the results and their accuracy. Most consultants considered that the results are to a great extent a correct reflection of the real situation. However, the following concerns were raised:

- Intentional distortions – as way of showing the dissatisfaction with the current situation (SR);

- The incomplete lists of trainings (HR);

- The overrating of skills and the level of training provided through academic level courses (HR);

- Employees with more knowledge and experience tend to score themselves far less than those who usually underachieve in most aspects of their work in PA management (HR);

- Due to their lack of education, training and experience in PA management and conservation, PA staff are not aware of their deficiencies and of their job responsibilities, therefore results should be taken with a level of caution, especially in cases where rating 4 is dominant or where there are only high scores present.

Assessment of capacity development needs of protected area staff in Eastern Europe. General report.

84