

# Skills for Sustainable Tourism in Protected Areas: Training Needs Analysis

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*Disclaimer: The opinions expressed in this report are those of the authors and do not necessarily reflect the opinions of the European Commission.*

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## Executive Summary

This report is the **first deliverable of the Erasmus+ funded project "Sustainable Tourism: Training for Tomorrow"**. Partners involved are: Hasselt University (Belgium); University of Hull (United Kingdom); EUROPARC Federation (Germany), the largest network of European Protected Areas (PAs); the network of ecotourism professionals in Spain, Asociacion de Ecoturismo en Espana (AEE, Spain); and 2 PA authorities: Ente Parchi Emilia Occidentale (EPEO, Italy) and Montagne de Reims Nature Regional Park (PNRMR, France).

The project aims to jointly develop a European standard for Sustainable Tourism Training for protected areas (PAs). Mid December 2019 the **free, online training platform** targeted towards PA stakeholders and containing information and case studies on various sustainable tourism topics, is launched. A first step in this regard was the identification of **key training needs** of practitioners promoting or developing sustainable tourism in PAs. Therefore, this report aims to present a comprehensive **training needs analysis (TNA)** that starts from a systematic literature review in the field, and then **assesses** the views of PA stakeholders across Europe on a range of different knowledge and skills areas. More specifically, the report aims to understand stakeholders' perceptions of both the **level of importance** and their own personal **level of knowledge** of key knowledge and skills' areas for sustainable tourism. This allows the identification of specific **skills' gaps** that the current and future training programmes can focus on and address.

In particular, this report:

- a) provides a **literature review** of key competences, skills and knowledge areas of relevance for sustainable tourism in PAs, as identified by previous research and key practitioner publications.
- b) provides the results of a **European-wide survey** that assessed the views and perceptions of different categories of PA stakeholders on a set of areas of knowledge or management skills considered relevant for the development of sustainable tourism in protected areas (informed by the previous literature review). Respondents were asked to provide their views on:
  - the **level of importance** of those areas of knowledge or skills for their work (as professionals engaged with development of sustainable tourism in or around a protected area)
  - their **personal level of knowledge** in those subjects.
- c) identifies the key gaps between stakeholders' views on levels of importance of specific areas versus their expressed level of knowledge. This allowed the identification of the **key training needs** for PA stakeholders in general, and for different types of organizations and across different geographic areas.
- d) produces a valuable **reference source of training needs in sustainable tourism for PA contexts**, that can inform future targeted training actions and programmes.

22 skills statements were assessed by **173 respondents**. 17% of the respondents were working in a Protected Area management organization. The share of respondents working in a business environment was 38% (amongst them 13.9% related to an accommodation; 14.6% on guided activities; 0.6% restaurants; and 8.9% other businesses), while the public sector represented 47%. The most important results are shown below:

- the top 5 knowledge and skills areas that were rated as **most important** are:
  - "knowledge on how to develop a communication strategy"
  - "tools to reduce environmental impact from organizational activity"
  - "knowledge of how to develop, design and/or use attractive and engaging communication tools"



- “tools for monitoring tourism impacts on the environment, economy and communities”
- “best practice on creating sustainable transportation offers and alternatives”.
- the 5 knowledge and skills areas for which respondents **lack most knowledge** are:
  - “methods to influence and encourage support for conservation funding by visitors and businesses”
  - “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around PAs”
  - “best practices on partnerships / formal agreements that can support economically local tourism businesses, and related products and services”
  - “methods to define and measure sustainable tourism indicators”
  - “tools for monitoring tourism impacts on the environment, economy and communities”.
- the **overall training gap analysis**, taking into account both the respondents’ level of importance (i.e. relatively important) and level of knowledge (i.e. relatively little knowledge about), results in the following 3 main skills that need to be focussed on in the near future:
  - “tools for monitoring tourism impacts on the environment, economy and communities”
  - “methods to define and measure sustainable tourism indicators”
  - “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas”.

For some (large enough) groups of respondents, a further detailed analysis could be conducted by country (France, Italy and Spain), and by profiles of respondents working in a specific type of organization (PA management, business and the public sector). The analysis of responses from these separate groups can be found in Appendixes G and H.

Beyond the identification of training needs, the process of producing this report has also generated two useful **maps of sustainable tourism training areas against the Key Topics and Priorities of the European Charter for Sustainable Tourism in Protected Areas**, available in Appendixes B and C. These can be used to inform the development of future and more targeted training programmes within the Charter network.

# 1 Introduction

## 1.1 Context of the report

This report is the first deliverable of the project "Sustainable Tourism: Training for Tomorrow", funded by Erasmus+, the European Union programme for education, training, youth and sport. More specifically, the project is funded under Key Action 2 (KA2) of Erasmus+, "Cooperation for Innovation and the Exchange of Good Practices", and the KA202 stream "Strategic Partnerships for vocational education and training". The project brings together partners representing educational institutions, membership bodies and networks from the areas of natural resource management and ecotourism, and representatives of Protected Areas (PAs) authorities. Partners involved are: Hasselt University (Belgium); University of Hull (United Kingdom); EUROPARC Federation (Germany), the largest network of European PAs; the network of ecotourism professionals in Spain, Asociacion de Ecoturismo en Espana (Spain); and 2 PA authorities: Ente Parchi Emilia Occidentale (Italy) and Montagne de Reims Nature Regional Park (France).

The project aims to jointly develop a European standard for Sustainable Tourism Training for protected areas (PAs). A first step in this regard is the identification of **key training needs** of practitioners promoting or developing sustainable tourism in PAs. Therefore, this report aims to present a comprehensive **training needs analysis (TNA)** that starts from a systematic literature review in the field, and then **assesses** the views of PA stakeholders across Europe on a range of different knowledge and skills areas. More specifically, the report aims to understand stakeholders' perceptions of both the **level of importance** and their own personal **level of knowledge** of key knowledge and skills' areas for sustainable tourism. This will allow the identification of specific **skills' gaps** that the current and future training programmes can focus on and address.

The existing "skills gap" on sustainable tourism more widely - and on sustainable tourism in PAs more specifically - has been frequently identified in recent years in both policy reports and the academic literature. For instance, the European Commission (EC) has produced several studies that have highlighted the need to identify and address skills gaps in sustainable tourism, and provided initial recommendations on how to address those. They include for example:

- The 2016 "[Blueprint for sectoral cooperation on skills](#)" identified not just shortages across the EU in several traditional core tourism skills (e.g. languages, interpersonal skills, etc), but also that new skills are needed for a range of new occupations and requirements, including destination management, sustainable tourism, green tourism, adventure tourism, etc Recognizing that tourism is a fragmented sector, made up primarily (90%) of Small and Medium Enterprises (SMEs), it went on to recommend the facilitation of cooperation and exchange of good practices, and enhanced cooperation between education providers, industry and public authorities.
- The EC commissioned study "[Mapping and performance check of the supply side of tourism education and training](#)" (2016) identified "*skills for sustainability*" as one of the five specific skills challenges of the sector (together with traditional core skills, ICT skills, accessibility and recruitment). The study highlights that the drive to make tourism more sustainable is increasing the demand for green skills, and training systems need to respond. It stresses the emergence of new occupations, including *sustainability managers* and *destination managers*, as well as the growth of areas such as *eco-tourism* and *heritage tourism*, all of which requiring new "green skills" profiles, but goes on to conclude that sustainability skills at both destination and business level are currently important areas of skill gaps.

Within this wider acknowledgement of a general skills gap in tourism sustainability, there is also the recognition that this gap can be even greater in PAs' contexts. Even though 'sustainable tourism' is now commonly recognized as the desirable model for managing tourism in PAs, this is not necessarily a subject area many PA managers are comfortable with, since PA staff often tends to be trained in subjects related to natural resource management (e.g. biology, ecology, etc), rather than tourism. Therefore, the need for guidance and training on the subject specifically for the contexts of PAs (not just for PA managers, but also for local businesses and other relevant stakeholders) has also been repeatedly highlighted at EU and wider international level. Examples of such calls include:

- The report "[Sustainable tourism and Natura 2000; Guidelines, initiatives and good practices in Europe](#)" (2001) has identified as priorities the introduction of training initiatives and programmes for staff and local tourism enterprises, the *exchange of experiences* and lessons learnt, and the promotion of a range of "*show case packages*" between protected areas.
- The Eurosite project "[Natura 2000: Addressing conflicts and promoting benefits](#)" (2010), identifies tourism and recreation in protected areas as both an area of conflict and a mechanism to mitigate conflicts, and again recommends training and exchange of knowledge and experiences between different areas as a way forward.
- The Villem Declaration on "[Professionalising Protected Area Management in Europe](#)" (2013) stressed the need for jointly developed training activities and products to improve capacity of PA managers in relevant associated sectors such as tourism. Furthermore, it strongly recommended the development of online courses, shared materials and case studies, as well as highlighting the need to enhance capacity of European training institutions to develop online training and to develop standards and curricula for 'train the trainer' workshops.

The project "Sustainable Tourism: Training for Tomorrow" and this report aim to meet such calls.

## 1.2 EUROPARC Federation and the European Charter for Sustainable Tourism in Protected Areas

European PAs have an important role in European tourism, both as places of visitation and recreation, and as net contributors to local, regional and national economies. An EC report on "Estimating the economic value of the benefits provided by the tourism/recreation and Employment supported by Natura 2000" (2011) found that total expenditure related to tourism and recreation supported by Natura 2000 sites was between €50 and €85 billion. However, it is widely recognized that one of the biggest challenges for tourism is the sustainable conservation and management of the natural and cultural resources that support it.

The EUROPARC Federation as the representative body of Europe's Protected Areas, is the collective voice for all nature and landscape areas and seeks to build a stronger, unifying, European network organisation that is better placed to respond to current and future challenges facing Europe's nature. EUROPARC has long recognised the need to take care of both the land and the people who live and work there, and often derive their livelihoods from those who come to appreciate these special places. EUROPARC understands that not only are parks themselves facing challenges and pressure from visitation and misuse on the land they manage, but have the opportunity and potential to act as catalysts for sustainability and life style changes at a local and regional and indeed national level.

In 1993 EUROPARC published the ground breaking report "Loving them to death", which called for sustainable tourism in Europe's Protected Areas. Further in 1995, EUROPARC took the initiative to set up the **European Charter for Sustainable Tourism in Protected Area**, a practical management tool that enables PAs to develop tourism sustainably in partnership with local stakeholders

(henceforth referred to as the **Charter**). Now, more than 25 years later, the “Charter network” has grown into the biggest and most successful sustainable tourism network in the world. Over the years, more than 160 PAs, 4000+ stakeholder partners and some 500 businesses have engaged with the Charter process. The Charter has been one of the most successful tools contributing to the EU policy aim “to promote the development of sustainable, responsible, and high-quality tourism” (EC 2010).

The core element of the “Charter” is working in partnership with all relevant stakeholders to develop a common **Sustainable Tourism Strategy** and an **Action Plan** on the basis of a thorough situation analysis. At the heart of the Charter is a set of five overarching **Principles** that should govern how tourism is developed and managed in PAs, namely:

1. Giving priority to protection
2. Contributing to sustainable development
3. Engaging all stakeholders
4. Planning sustainable tourism effectively
5. Pursuing continuous improvement.

These Principles then inform 10 key priority topics and areas of work (each with a number of associated actions), that PAs need to demonstrate engagement with in their Action Plan. One of such areas of work (Key Topic 8 of the Charter) is “**Providing training and capacity building**”, which includes the following key actions:

1. *Providing relevant training for staff of the protected area authority in sustainable tourism development and management;*
2. *Providing and encouraging relevant training and capacity building for tourism businesses and other stakeholders in sustainable tourism.*

Over the years, the Charter network has accumulated a wealth of knowledge on best practices in sustainable tourism that can inform policy, practise and skills’ development programmes. However, despite the network comprising currently 100+ destinations, no common training offer drawing from such accumulated knowledge exists to date. But the demand for inclusion and certification in the Charter network continues to grow, and so therefore the need for training, capacity building and access to knowledge and good practise. The current project and report are part of EUROPARC’s efforts to address such training needs and gaps.

### 1.3 Objectives of the project and of this report

As discussed in the previous section, the Charter network of PAs and its partners has accumulated over the past 25+ years a wealth of experiences, actions and projects to promote sustainable tourism development in and around PA contexts, guided by the Principles and 10 Key Topic Priorities of the Charter. However, given that the Charter approach is focused on working in close partnership with local stakeholders, often the knowledge generated by such experiences remains also at local level, and it can be difficult for partners in the wider network to access it. Having said that, some geographical regions can have organized local, regional, or even national networks, that provide opportunities for knowledge exchange and shared training (e.g. the work of Federparchi Italia or the Ecotourism Club in Spain in promoting sharing of best practice). The work of the EUROPARC Federation in this area is also worth stressing, and its efforts to disseminate best practise through various platforms (publications, newsletters, conferences, social networks, etc), as well as promotion of capacity-building programmes. But despite the efforts of such networks, it is fair to say that for



many PAs and other stakeholders at wider European level (and beyond), having easy access to knowledge or training on sustainable tourism can still be challenging.

Likewise, although one of the key criteria of the Charter is for PAs to provide (or help facilitate) training and capacity building in sustainable tourism for their staff, tourism businesses and other stakeholders, this training offer can be ad hoc, uncoordinated and fragmented. For instance, often local training provision or access to knowledge can be more dependent on the expertise available in the region (in terms of providers), than on an assessment of needs of end beneficiaries. Many PA staff and other stakeholders can be keen to know about other experiences and approaches being tried elsewhere, but they often lack the resources, time or networks to access those. In other cases they can simply be unaware of alternative management models, so even if resources are available for development of training, specific themes might be excluded from it for no other reason than lack of awareness (for example, piloting of 'visitor payback schemes' can be common in some countries but hardly heard of in others).

Currently, there is no common methodology or coherent approach to providing comprehensive training in sustainable tourism, nor an established training programme suitable for pan-European dissemination. Therefore, this project (more information can be found on: [sttft.eu](http://sttft.eu)) aims to address such gaps by drawing from the experiences and resources in the Charter network and pursuing the following objectives:

- to increase the quality, supply and accessibility of training in sustainable tourism for PA stakeholders across Europe;
- to develop an open access, online training platform which will enable access to sustainable tourism training for PA staff, businesses, local/regional authorities and others (accessible from Mid December 2019 onwards);
- to provide opportunities for high quality e-learning and 'blended learning', through the creation of a new, up-to-date sustainable tourism curriculum, supported by a training toolkit;
- to disseminate the training curriculum across national and international networks.

In order to pursue the project's objectives, it is important to carry a thorough training needs analysis (TNA) that can support the development of the online training platform and sustainable tourism curriculum. In recent years EUROPARC has supported the development of various capacity-building projects aimed at PA staff that have also included analysis of training needs (e.g. a project with Propark on "[Capacity Building Plans for Efficient Protected Area Management in Eastern Europe](#)", or the project "[LIFE e-Natura2000.edu: supporting e-learning & capacity building for Natura 2000 managers](#)"). However, these projects have either not focused on sustainable tourism as its specific area of focus (as it tended to be approached as wider general theme within other PA managers' training needs, rather than trying to identify specific needs on this area), or were not aimed at stakeholders beyond PA staff. To our knowledge, there is currently no previous study that has tried to provide a comprehensive overview of sustainable tourism training skills' needs of stakeholders in European PA contexts (or at least within the context of the Charter network at a wider international scale, rather than single country initiatives). This report addresses this gap, with the following objectives and intended outputs:

- a) To provide a **literature review** of key competences, skills and knowledge areas of relevance for sustainable tourism in PAs, as identified by previous research and key practitioner publications.
- b) To provide the results of a European-wide survey that assessed the views and perceptions of different categories of PA stakeholders on a set of areas of knowledge or management skills considered relevant for the development of sustainable tourism in protected areas (informed by the previous literature review). Respondents were asked to provide their views on:

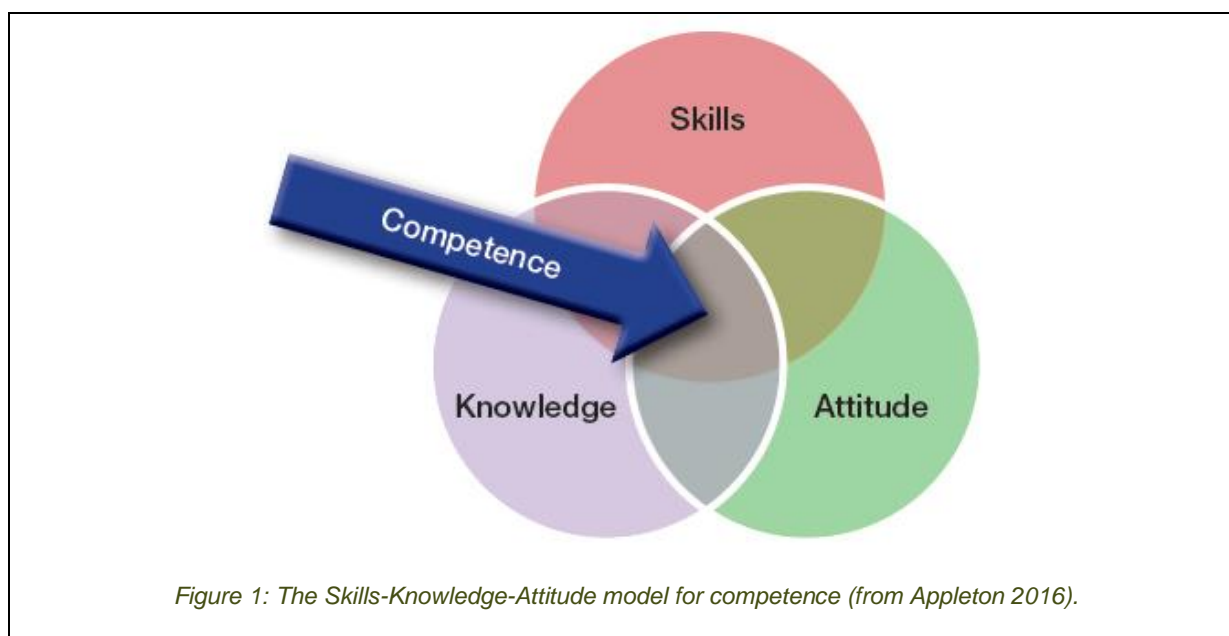
- the **level of importance** of those areas of knowledge or skills for their work (as professionals engaged with development of sustainable tourism in or around a protected area)
  - their **personal level of knowledge** in those subjects.
- c) To identify the key gaps between stakeholders' views on levels of importance of specific areas versus their expressed level of knowledge. This allowed the identification of the **relative importance of different training needs** for different types of stakeholders and across different geographic areas.
- d) To produce a valuable **reference source of training needs in sustainable tourism for PA contexts**, that can inform future targeted training actions and programmes.

Beyond the identification of training needs, the process of generating this report has also generated two useful maps of sustainable tourism training areas against the Charter's key topics and priorities, that can be used to inform the development of future and more targeted training programmes within the Charter network. These are available in Appendixes B and C.

## 2 Distinguishing between Competences, Knowledge and Skills

In order to advance with an analysis of training needs that can be addressed through an online training platform like the one proposed in this project, or other types of training formats, it is important to distinguish between different key terms commonly employed in capacity-building contexts – namely those of *competences*, *knowledge* and *skills*.

The notion of ‘competence’ is perhaps one of the most commonly used concepts on general policies and guidance for matters of professionalization accreditation and vocational training. For instance, the IUCN (International Union for Conservation of Nature) published a “Global Register of Competences for Protected Area Practitioners”, listing 300 specific competences that it considered required for “effective, efficient and equitable management of protected areas” (Appleton 2016, p.viii) and professionalization of the sector. In it, competence is defined as “the proven ability to perform a task or do a job, widely defined in terms of the combination of required skills, knowledge and attitude” (Appleton 2016, p.2), an idea that is also captured and summarized in Figure 1, representing the notion that competences exist at the overlap of those three dimensions.



Nevertheless, the concept of ‘competence’, including its definition and measurement, is a contested one, being interpreted differently by different sources, authors but also by different cultures, countries and linguistic contexts. For instance, it is often used inter-changeably with the related ideas of **skills**, **capabilities**, **competencies** (from competency, rather than competence) and others (e.g. Ashworth & Saxton 1990; Eraut 1998; Hyland 1993; Sultana 2009; Westera 2001). Even the example of the IUCN Register above tends to use ‘competence’ interchangeably with ‘skill’ in its documentary guidance. This conceptual blurring has proven particularly challenging for the context of pan-European policy, projects or initiatives (including the project this report is part of).

The 2008 European Qualifications Framework (EQF) proposed a set of standard learning level descriptors to inform the various national qualifications frameworks (NQFs), organized around

categories of *knowledge*, *skills* and *competences* for different levels of expertise and responsibilities. These described in generic terms what individuals are expected **to know**, to be able **to do** and **to apply** when obtaining a qualification at a certain level. However, this did not resolve the debate around the notion of competence, which continued to be interpreted in different ways across different countries<sup>1</sup>. Consequently, the latest revision of EQF in 2017 dropped the terminology of ‘competences’ and replaced it with the concepts of ‘**responsibility and autonomy**’, alongside **knowledge** and **skills**, to indicate the learner’s ability “to apply knowledge and skills autonomously and with responsibility” (see Figure 2).

Level descriptor elements		
Knowledge	Skills	Responsibility and autonomy
In the context of EQF, knowledge is described as: <ul style="list-style-type: none"> <li>theoretical and/or</li> <li>factual</li> </ul>	In the context of EQF, skills are described as: <ul style="list-style-type: none"> <li>cognitive (involving the use of logical, intuitive and creative thinking)</li> <li>practical (involving manual dexterity and the use of methods, materials, tools and instruments)</li> </ul>	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

Figure 2: Main elements of the European Qualifications Framework level descriptors (Council of the European Union, 2017).

This added clarity in the terminology of the EQF is a welcomed development for transnational projects (like the one this report relates to), given the difficulties of transferability or applicability of the notion of ‘competence’ to different national contexts. The new framework re-emphasizes the importance of the concepts of *knowledge* and *skills*, as the two foundational concepts that repeat across most countries’ NQFs. These are also normally the more straightforward dimensions to define, measure or assess. In succinct terms, these can be described as:

- **Knowledge: what individuals are expected to know.**
- **Skills: what individuals are expected to be able to do or apply.**

In practical terms these concepts can often overlap, as one can talk of ‘practical knowledge’ (as Spain does in its NQF), and skills can include the ability to recall and apply knowledge. But either way, they provide clearer pathways for the identification of specific themes or subject areas to assess on a training needs analysis’ exercise.

The dimensions of *responsibility and autonomy* also introduce a clearer emphasis on the importance of the ability to apply knowledge or skills in practice (autonomously and responsibly). However, this emphasis on “ability to apply” make these concepts more useful for the planning and design of assessment strategies (where the learner can evidence his/her ability to apply knowledge and skills in

<sup>1</sup> The Cedefop “analysis and overview of NQF level descriptors in European countries” (Cedefop, 2018) provides a very useful overview of how the concept of ‘competence’ has been used in different ways (or not at all) to frame the thinking around categorization of learning levels and qualifications at EU level.



practical situations)<sup>2</sup>, than for the design of initial training needs assessments (interpreted as the identification of knowledge and skills that can eventually be applied in future practical scenarios).

On the other hand, a focus on 'practical application' can be more appropriate or more easily considered to specific formats of training (or even subjects) and less so for others. A self-contained e-learning platform that aims mainly to provide access to knowledge (like the one developed for this project) will arguably require some level of responsibility and autonomy from the part of the learner to commit to his or her personal development, but it will be limited in assessing ability to apply such knowledge in practice (or that might not even be its aim). Conversely, other training formats, that may also involve elements of e-learning or not, can be more effective in simulating practical challenges of applicability for specific subjects. In particular, training in those aspects of sustainable tourism which are essentially a social activity, will benefit from approaches that emphasize in a stronger way aspects of joint debate, interaction of participants, contrasting and exploration of differing views, and searching for solutions that can be acceptable to different people, mirroring aspects of stakeholder management in practical contexts. For this reason the project "Sustainable Tourism: Training for Tomorrow" will also produce a more practical-focused training manual for trainers, that can help better address those areas of development where the online platform is more limited.

Considering the discussion and clarifications presented, the intended output of this report is ultimately **an identification of training needs for sustainable tourism in terms of required knowledge and skills** (as described above), but with an understanding that often these are framed in the more overarching term of competences. The acknowledgment of the relative blurring of terms in this field was also considered in the methodological approach followed for the training needs analysis executed, which is described next.

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<sup>2</sup> In the definition of competences of the IUCN Register presented earlier, the adoption of the term 'attitude' (instead of 'responsibility' and 'autonomy') can also present similar or additional challenges in terms of informing assessment strategies. As the document puts it, even though attitude is immensely important as PA management "needs inspired, motivated, committed and courageous people, (...) those qualities cannot be described, codified or taught and learned as readily as can skills and knowledge" (Appleton 2016, p.32).

### 3 Methodology

This section of the report describes the methodological approach followed in this study. Two key stages were followed to generate a final list of training needs of relevance for sustainable tourism stakeholders in the Charter network. Initially, a systematic literature review of academic sources was executed, which is described in section 3.1 with results presented in section 4.1. This was complemented by a literature review of grey literature on sustainable tourism in PAs (much of it being previous publications by EUROPARC or partners of it), and an in-depth examination of the IUCN Global Register of Competencies for PA Practitioners (Appleton 2016). For its relatively recent publication, comprehensiveness of coverage, and relevance for the focus of this project, the analysis of the IUCN Register of Competencies led to a series of insights that are presented separately in section 4.2.

The first stage of documentary analysis was used to identify and summarize important knowledge and skills areas regarding sustainable tourism in protected areas, that were then submitted in a survey to stakeholders across the Charter network. In this survey PA stakeholders across Europe were asked to assess their views on the levels of importance and personal level of knowledge about these areas. The survey design and distribution is described in Section 3.2, with results presented and analyzed in sections 4.3 to 4.5.

#### 3.1 Systematic literature review

A systematic literature review on selected research databases was done, that looked for previous research on competences for sustainable tourism in PAs. Initially three groups of search strings were employed that looked at the more common variations of search terms in the following three key areas: tourism, sustainable and competences. Table 1 presents all search terms that were used in combination for the identification of the first shortlist of articles.

*Table 1: Search terms: Items in each column were searched using the Boolean operator OR (i.e. tourism OR hospitality OR recreation OR visitor). The strings were searched in combination, using the operator AND (i.e. string 1 AND string 2 AND string 3).*

Search string	1	2	3
	tourism	sustainab*	competenc*
	hospitality	ecotourism	skills
	recreation	“eco-tourism”	capabilit*
	visitor	park*	“capacity building”
		“protected area*”	“building capacity”

Academic Search Premier database via EBSCO was searched first, searching all databases. All strings were searched for in the field “abstract”. 975 results were returned. When these results were limited to scholarly (peer reviewed) journals, and exact duplicates automatically removed, 417 results remained. These records were downloaded to EndNote, where further removal of duplicates left 405 records.

The Scopus database was then searched. All strings were searched for in the fields, “title”, “abstract” and “keywords”. 902 results were returned. When these were limited to articles, articles in press,

editorials, reviews, notes and short surveys (excluding conference papers, book chapters, conference reviews and books), 722 results remained. These were downloaded to Endnote and added to the folder containing the 405 Academic Search Premier records. Once duplicates were removed from these 1127 records, a total of 987 records remained.

Web of Science Core Collection was searched, looking for all strings in the field, “topic”. 615 results were returned. When these were limited to articles, reviews and editorial material (excluding proceedings papers, book chapters and meeting abstracts), 431 records remained. These were downloaded to Endnote and added to the folder containing the results of the Academic Search Premier and Scopus searches. Once duplicates were removed from these 1418 records, a total of 1191 records remained.

JSTOR was searched, looking for all strings in the field “abstract”. 23 results were returned. When these were limited to journals (excluding books), 21 records remained. These were downloaded to Endnote and added to the folder containing results of the three preceding database searches. Once duplicates were removed from these 1212 records, a total of 1201 records remained.

Finally, the University of Hull’s “summon” search function was used to search for all strings in the field “abstract”. 3371 results were returned. When these were limited to journal articles (excluding books, book chapters, book reviews, conference proceedings, dissertations/theses, electronic resources, magazine articles, market research, newspaper articles, papers, publications, reports, trade publication articles and web resources), 750 articles remained. The top 500 of these (the maximum number available for viewing), by relevance, were downloaded to Endnote and added to the folder containing the results of the preceding 4 database searches. Once duplicates were removed from these 1695 records, a total of 1472 records remained.

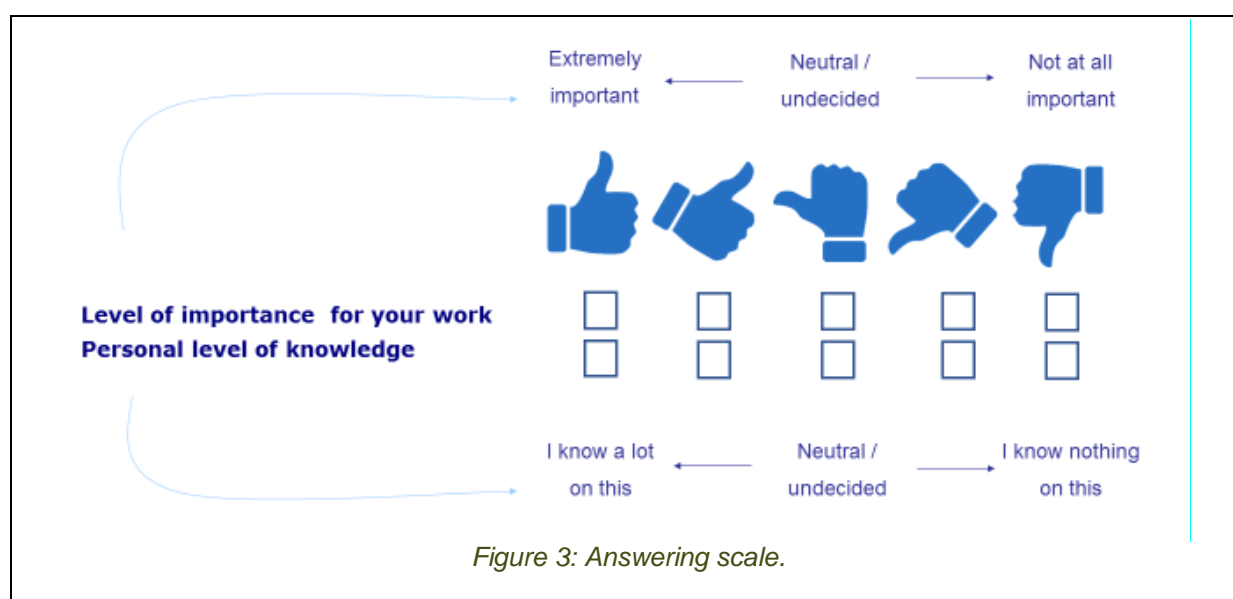
The titles and abstracts of these articles were then scanned for relevance. Papers were included in the shortlist if their abstracts indicated that they would identify or discuss required competences, or variations on this term, for tourism and hospitality. After screening by title and abstract, 109 articles were retained on a shortlist. The full texts, where available, of shortlisted articles were then examined. Forty-two articles remained on the shortlist after full text screening. The 42 shortlisted articles were then analyzed in detail, providing input into the formulation of statements for the survey (discussed next), together with the results from the in-depth analysis of the IUCN Global Register of Competences (presented in more detail in section 4.2).

## 3.2 Survey design and distribution

The building of the stakeholders’ survey involved a process of iteration and gradual shortlisting of themes, until a final set of 22 statements was selected for distribution. Initially, a comprehensive list of themes was generated, merging the themes that emerged from the systematic literature review together with the ones generated by the in-depth analysis of the IUCN Global Register of Competences. These were then mapped against the Charter’s 10 Key Topics, with the full list of themes available in Appendix C and the analysis behind the process of generating the list further discussed in section 4.2. The list of themes (Appendix C) was presented and discussed with the project partners in a full day workshop (2<sup>nd</sup> of April, 2019, Madrid) to shortlist the main themes that were more relevant to include in the production of the survey, according to the partners’ views as practitioners involved in the development and implementation of the Charter. The participating partners involved one representative of EUROPARC, one representative of a PA that is already implementing the Charter (PNRMR), one representative of a PA that is considering implementing the Charter (EPEO), one partner representing tourism businesses in Charter Areas (AEE), plus the academic partners. After the initial shortlisting of themes in the workshop, a first draft of the survey

was generated and further rounds of shortlisting and reduction of themes were done by email with partners, until the generation of 22 themes in the survey, which were considered an appropriate balance between scope of coverage and time required for completion. The survey was then piloted in paper format with participants at the XI Charter Network meeting at the Tzoumerka, Acheloos Valley, Agrafa and Meteora National Park, on the 10<sup>th</sup> of April, 2019. Following the pilot, minor corrections were done and the survey was transposed to an online format using the Qualtrics software. The final questionnaire was available in four languages (English, French, Italian and Spanish). The links to the survey were distributed by the partners between 28<sup>th</sup> of May and 24<sup>th</sup> of June 2019, through direct emailing, news articles on websites, e-newsletters, Facebook and twitter posts.

The questionnaire consisted of two parts. Firstly, 22 statements regarding sustainable tourism development were formulated. Each respondent was asked to assess the level of importance and their level of knowledge regarding the statement. The self-evaluation was done by selecting 1 out of 5 thumbs (see Figure 3).



The second part of the questionnaire consisted of profile questions such as the respondents' country, age, gender, education, years of experience and the type of employer organization.

235 respondents started answering the questionnaire. 173 of them assessed all statements, and 158 respondents finished the questionnaire completely (statements and profile questions). The analysis of the data was done through SPSS and Excel. The survey (English version) is added as **Appendix D** in this report.



## 4 Results

This section of the report is divided into three main parts. Section 4.1 presents the results of the systematic literature review of academic sources and previous peer-reviewed research on development of sustainable tourism competences and skills. Section 4.2 presents the results of the in-depth analysis of the IUCN Global Register of Competences for PA Practitioners, that aimed to extract the competences of relevance for the management of sustainable tourism in PAs and map those against the Charter's Priorities and Key Topics. Both sets of results have contributed to the production of the survey distributed to practitioners (see Methodology section) and section 4.3 presents the results from the survey.

### 4.1 Results from systematic review (research databases)

Of the 42 texts shortlisted in the systematic review of literature on sustainable tourism competences and skills, many were concerned with generic skills required in tourism and hospitality, without any specific focus on sustainability. These included competencies in domains such as communications and interpersonal skills, professional knowledge and practice and leadership, technical and community relations skills (e.g. Fulthorpe & D'Eloia, 2015). However, some sources focused specifically on sustainable tourism related competencies in PAs, and the most relevant sources found are summarized next.

#### 4.1.1 Competencies for the management of tourism and visitation to protected areas

Depper et al. (2015) identified and reported a range of competencies specific to resource protection, visitor safety and employee safety in the US National Parks Service. They surveyed employees of the NPS, examining the gap between the importance respondents attributed to those competences, and their perceived preparedness for them (using a diagnostic measure called a *mean weighted discrepancy score* [MWDS] - see Table 2). A larger negative number in MWDS would then indicate a higher training priority for NPS staff.

*Table 2: Scores for natural and cultural resource protection competencies (n = 684) sorted by mean weighted discrepancy score (MWDS), from Depper et al. (2015). The frequencies and mean (average) score were calculated for the importance of each competency to job performance and for the respondents' perceived level of preparedness to perform each competency. Individual mean weighted discrepancy scores were then calculated using the formula (individual preparedness – individual importance) × importance grand mean, taking into account the overall importance (mean) of a competency as reported by the total number of respondents.*

Competencies	Importance		Preparation		MWDS	
	Mean	SD	Mean	SD	Mean	SD
Natural and cultural resource protection (all items)	5.84	1.39	4.45	1.58	-8.12	9.33
Knowledge of special provisions/allowances (e.g., enabling legislation, special regulations)	5.73	1.4	4.83	1.51	-5.22	7.72
The ability to provide resource education to special audiences (e.g., violators, external cooperators, special use groups)	5.79	1.35	4.86	1.58	-5.47	9

Knowledge of threats to resources from illegal activities and damaging visitor behaviors (e.g., resource theft, vandalism, impacts from camping, climbing)	6.33	1.11	5.42	1.4	-5.73	7.97
Knowledge of those natural, cultural, and paleontological resources that are impacted by visitor use activity or illegal behaviors	5.95	1.25	4.73	1.45	-7.28	8.59
The ability to exhibit basic knowledge of social behaviors and outdoor recreation psychology as they influence parks and park resources, and the ability to apply that knowledge to address changing visitor needs and behaviors	5.52	1.49	4.16	1.67	-7.45	9.26
The ability to demonstrate comprehensive knowledge of resources that are threatened by commercial value and developing markets (e.g., medicinal plant or archaeological commercial marketing, poaching, looting)	5.89	1.43	4.51	1.53	-8.10	9.35
The ability to evaluate research and science project proposals aimed at better understanding threats to resources at risk from, at least in part, illegal and visitor use behaviors	5.28	1.6	3.72	1.6	-8.26	9.36
The ability to work within an interdisciplinary team to conduct risk analysis to prioritize resource threats, plan and implement mitigation strategies (e.g., physical security, site hardening, setting public use limits, applying targeted enforcement strategies)	5.87	1.35	4.41	1.67	-8.46	10.77
Understanding of and ability to apply federal and state resource protection laws, case studies, policies, and special authorities (e.g., forfeiture and criminal and civil cost recovery actions, such as Endangered Species Act, Comprehensive Environmental Response, Compensation, and Liability Act, Archeological Resources Protection Act, Park System Resource Protection Act)	5.86	1.46	4.32	1.58	-8.91	8.5
The ability to work in cooperation with external cooperating agencies and other stakeholders to protect resources at risk across their range	6.1	1.25	4.65	1.61	-8.93	10.11
Knowledge of and ability to incorporate current inventory and monitoring and other research into protection strategies for threatened park resources	5.62	1.41	3.9	1.62	-9.55	9.64
The ability to apply specialized enforcement techniques to effectively identify, apprehend,	6.13	1.41	4.55	1.66	-9.86	10.37

and prosecute resource violators and to prevent further degradation						
The ability to evaluate public use patterns and behaviors and to modify or establish regulation and policy to mitigate resource impacts	5.87	1.37	4.17	1.64	-10.06	9.74
The ability to apply specialized resource crime scene investigation techniques (e.g., Archeological Resources Protection Act, field forensics, evidence preservation, mapping/diagramming)	5.8	1.55	4.02	1.66	-10.45	10.21

As Table 2 highlights, the areas related to law enforcement techniques, from investigation of infractions up to prosecution scored heavily as training needs, but so did areas requiring competences in gathering, monitoring and evaluating data, including data on visitor patterns and behaviours and how to use such data to inform policy and regulations. This is an obvious area of relevance for sustainable tourism management in PAs, and likely with similar high training needs in European contexts. It was also interesting to find NPS staff recognizing a relative unpreparedness for collaboration and partnership work, as well as deficiencies in ability to work with interdisciplinary teams, both areas that emerged as important training needs, and again both of high relevance for the planning and management of tourism in multi-stakeholder PA contexts.

*Table 3: Types of competencies needed to manage tourism and visitation in protected areas (from McCool & Khumalo, 2015: p.176, source cited as McCool 2012).*

Strategic	Planning	Operational
Develop a vision for the area	Integrating development and protection	Revenue generation mechanisms
Partnership/stakeholders outreach and engagement	Visitor use and tourism planning	Administration/human resources
Negotiation	Knowledge of facility and infrastructure design and construction	Financial management and business planning
Understanding the context	Education and interpretation	Marketing
Innovation and entrepreneurship	Monitoring	Regulation and enforcement

McCool & Khumalo (2015) also specified the types of competencies needed to manage tourism and visitation in PAs (Table 3), based on an analysis of information gathered through workshops, literature reviews, and through personal experience (McCool, 2012). This study did not attempt to rank those competencies in terms of need or relative importance, but provided nonetheless useful insights by directing attention areas that PA managers would probably not consider to be within their traditional remit of competences (like marketing, innovation or revenue generation mechanisms). Other areas also identified by Depper et al. (2015) appear (like regulation and enforcement, or partnerships and stakeholder engagement), but these are part of the wider overarching themes of strategic, planning and operational competences. In fact, these areas and the sub-competencies listed in each (which are also still fairly general) are of relevance to most stakeholders involved with tourism management

in PA contexts, and not just PA managers, which makes this an interesting framework to inform training initiatives in multi-stakeholder contexts.

### 4.1.2 Competencies, skills and literacies

Terms used to describe competences and skills vary greatly in the research literature in this field. Arguing that the concept of ‘competencies’ has been developed rather to enable standardisation and evaluation of university programmes than to describe the practice of sustainable tourism, Jamal et al. (2011) suggest that the term ‘literacies’ may better embrace more diverse ways of knowing, including practical and applied competences. They identify six core sustainable tourism literacies (Table 4), which are closely related to the Tourism Education Futures Initiative values of knowledge, professionalism, stewardship, mutual respect, and ethics (Liburd et al., 2018; Xamani et al., 2013). They also bear similarities to the advice given by Belcher & Wellman (1991) to natural resource managers to promote grassroots democracy and cultivate ways to share power, by developing good relations with citizens and local organizations and enabling and encouraging participation. Furthermore, they highlight also the recognition that tourism invariably involves dealing with multicultural contexts and stakeholders of multiple values, needs and interests.

Table 4: Core sustainable tourism literacies identified by Jamal, Taillon & Dredge (2011).

<b>Technical</b>	<i>Knowledge</i> of sustainable development, tourism, planning, management, marketing & conservation
<b>Analytical</b>	<i>Skills, techniques, qualities</i> necessary for problem solving, issue identification, critical inquiry
<b>Ecological</b>	<i>Awareness</i> of connections between people and environment, and of consequences of decisions and actions on these relationships
<b>Multicultural</b>	<i>Appreciation</i> of different cultures, values, interests and power relations in sustainable tourism, especially ethnic minority and marginalised groups
<b>Policy &amp; Political</b>	<i>How decisions are made, and implementation occurs</i> in the planning and management of sustainable tourism
<b>Ethical</b>	<i>Development of values and ethical positions</i> by thinking through theoretical or practical knowledge

### 4.1.3 Developing relationships

Examining the ways in which natural resource managers develop relations with recreational visitors, Anderson & Stone (2005) described the domain of cultural competence. They reported on a US study in which the following components of competence were assessed in recreation staff:

- Value cultural differences
- Possess cultural competency skills (e.g. language skills)
- Acceptance of cultural differences
- Desire to learn language skills
- Value cultural training
- Value customer service



Similarly, Andrades & Dimanche (2019) identified the importance of an ability to recognize the needs of special populations such as older people or people with disabilities, in their study of tourism professionals in Russia. In addition, Barcelona et al. (2011) suggested that recreation staff could respond to the needs of another special population, younger people, by utilizing the following youth development competencies:

- Understanding the concept of positive youth development and asset building
- Ability to implement a youth-centred approach for recreation program delivery
- Knowledge of youth risk factors and ability to identify potential areas of risk for youth
- Understanding the importance of youth involvement and ability to implement youth voice within the scope of recreation activity programming
- Understanding principles of child and adolescent development principles
- Ability to effectively communicate and build relationships with youth

#### 4.1.4 Summary

Overall, the systematic review of the literature highlights the importance of **building local relationships and partnerships in sustainable tourism** as a key area of focus for the development of personal competences. While professional knowledge and practice, leadership and technical skills are of undoubted importance, these competences can perhaps only be fully utilized if aims and objectives can be effectively shared with all stakeholders. Additionally, engagement with visitors, citizens and local organizations can bring local knowledge and expertise to natural resource management through the promotion of grassroots democracy (Belcher & Wellman, 1991). On the other hand, given the relatively small set of texts that emerged from the shortlisting analysis (42 papers) and even smaller set of papers that provide some level of significant insight into this field (summarized above), the review also highlighted how the field of competences for sustainable tourism in PAs is still relatively under-researched. Therefore, it is hoped that the insight generated by this report will be a useful addition to researchers and practitioners in this area.

## 4.2 Results from analysis of IUCN's Global Register of Competencies for PA Practitioners

The IUCN Global Register of Competencies for PA Practitioners (Appleton 2016) is likely the most comprehensive effort and compilation of PA management competences currently available. The Register includes a specific competence category on 'tourism, recreation and public use' (TRP), providing a source of useful information for the purposes of this report. Therefore, this section will focus specifically on this documentary source, and analyse its potential to help structure a training needs analysis effort.

### 4.2.1 Summary of the IUCN Global Register of Competencies

The Register synthesizes 300 competences over 3 main competence groups and 15 competence categories (see Figure 4). These are broken down by four differentiated levels of jobs or personnel roles, based on general responsibilities of the type of role and type of work that it entails.

4 Personnel Levels	1. Skilled Worker	2. Middle Manager/ Technical Specialist	3. Senior Manager	4. Executive	
<b>3 Competence Groups</b>	A. Planning, Management and Administration		B. Applied Protected Area Management		C. General Personal Competences
<b>15 Competence Categories</b>	<b>PPP.</b> Protected area policy, planning and projects <b>ORG.</b> Organisational leadership and development <b>HRM.</b> Human resource management <b>FRM.</b> Financial and operational resources management <b>ADR.</b> Administrative documentation and reporting <b>CAC.</b> Communication and collaboration		<b>BIO.</b> Biodiversity conservation <b>LAR.</b> Upholding laws and regulations <b>COM.</b> Local communities and cultures <b>TRP.</b> Tourism, recreation and public use <b>AWA.</b> Awareness and education <b>FLD.</b> Field/water craft and site maintenance <b>TEC.</b> Technology		<b>FPC.</b> Foundation personal competences <b>APC.</b> Advanced personal competences

Figure 4: Overview of the key competences' categories from IUCN's Global Register of Competences for PA Practitioners (Appleton 2016).

B. APPLIED PROTECTED AREA MANAGEMENT	Applying specialist technical skills to protected area management	General competence statements for each level and category			
		LEVEL 4 EXECUTIVE	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
CATEGORY	OVERALL FUNCTION	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>
TRP Tourism, recreation and public use	<i>Providing environmentally and economically sustainable tourism and recreation opportunities in and around protected areas.</i>	Enable system-wide provision of opportunities for environmentally and economically sustainable tourism and recreation	Direct development and implementation of programmes for sustainable tourism and recreation appropriate to a protected area.	Plan, manage and monitor programmes, activities and services for visitors to a protected area.	Guide, assist and supervise protected area visitors and recreational activities.

Figure 5: General competence statements on the IUCN Global Register of Competencies for PA Practitioners, for the category of 'tourism, recreation and public use', and per level of personnel (Appleton 2016).

As seen in Figure 4, 'tourism, recreation and public use' (TRP) is one of the key competence categories identified by the register (under Competence Group B, Applied Protected Area Management). Figure 5 in turn illustrates the general overarching competence statements for the TRP category and for each of the four personnel levels (the Register document should be consulted for the

full detailed listing of competences for the TRP category). However, several other categories in the Register also include different relevant competences for sustainable tourism management in PA contexts of PAs. For instance, these can include competencies around work with local communities, communication, project planning and implementation, amongst others, that are particularly relevant for PAs following the Charter approach and principles, that require producing a Strategy and Action Plan that relies heavily on multi-stakeholder collaboration.

In terms of specific competences per role level, the Register recognizes that there are no universal job titles describing accurately each '*personnel level*' that are common to all PA management models, and that individual positions at a specific level often require competences from other levels. Nonetheless, its assumption is that there is at least a relative level of equivalence among the four main categories of roles identified, depending on their respective responsibilities and scope of work. Appendix A provides examples of positions for different levels in different types of PA management and governance models, from government-related agencies to private, NGO-owned or community-managed PAs, which can be useful to consider for the wider Charter network as it includes also a wide range of different types of PAs.

Overall, the IUCN Register of Competences provides a useful resource to provide an initial source of analysis of potential training areas for PA stakeholders in a range of subjects (e.g. see EUROPARC projects [Capacity Building Plans for Efficient Protected Area Management in Eastern Europe](#), and [LIFE e-Natura2000.edu: supporting e-learning & capacity building for Natura 2000 managers](#)). For the purpose of this report, the Register is also a valuable resource to help identify potentially relevant competences for sustainable tourism in Charter PAs. Therefore, an analysis was done of the full document to identify which of the 300 competences listed could be mapped against the Charter's Key Topics and Actions. The results of this analysis are presented in the next section and in more detail in Appendix B. This can serve as a useful complement to other mapping exercises based on the Register, as that produced on the LIFE "e-Natura2000.edu" project on competencies for management of Natura 2000 areas.

#### 4.2.2 Aligning the competences of the IUCN Register with the Charter's Key Priorities

Given its comprehensiveness, the IUCN Register contains a wide range of competences that can be mapped to specific Key Topics and Actions of the Charter. Some of these are more obvious or very directly connected with each Charter Topic, and some can have a more indirect but still relevant link. An in-depth mapping exercise was done of the competences listed in the Register per level of personnel against the Charter's Key Topics and Actions, and this is presented in Appendix B. The mapping of Appendix B does not include all the 300 competences of the Register, but focuses on the ones that can be considered more relevant for the Charter's Priorities.

Because of the interrelated nature of many of the Charter's Key Topics and actions (as well as of several of the competences), it is reasonable to consider that many of the Register's competences can also be relevant for other 'key actions' beyond the ones suggested in the map of Appendix B. Depending on the particular governance structure of each Charter PA, partners involved, collaborative approach used, etc, different competences could also be relevant for different types of 'personnel level'. It is therefore possible that different PA contexts could map the competences in Appendix B in different ways, exclude some or add additional ones from the Register. However, the map presented in Appendix B should in principle be able to capture the vast majority of contexts of Charter PAs, as well as the majority of the Register's competences with a key role in at least one area or level of work of relevance for the Charter. **The mapping of Appendix B aims then to provide a useful resource for training planners interested in developing tailored training programmes for different Key Topics of the Charter at different personnel levels.**

In the building of the map of Appendix B, in many cases the head ‘competence statements’ shown might not appear immediately obvious or relevant for the respective Charter theme they are mapped against, but their inclusion is justified by the additional ‘*details, scope and variations*’ provided in more detail on the Register documentation (an example is provided in Appendix B, Table 13). Therefore, the map should be interpreted in tandem with the Register for full details on each competence, that normally include an explanation or example making the link more obvious. So for instance, competence “**TRP 3.7. Establish partnerships and agreements with communities and businesses for tourism and recreation**” was linked to **Key Topic 7 “Strengthening prosperity in the local community”**, because its explanation included amongst others “**Negotiating concessions/franchises/agreements for the operation of facilities and provision of services**”. These are approaches that can be negotiated with local business or residents and ‘strengthen prosperity in the local community’, as intended by the Charter. However, this in turn also directly contributes to the related **Key Action 2 “Supporting the economic viability and performance of local tourism businesses and the provision of local employment in tourism”**. Consequently, and as mentioned, a fuller interpretation of Appendix B for training planning purposes is best realized with consultation of both documents in parallel.

The mapping exercise of the Register versus the Charter has also revealed some relevant challenges or shortcomings. An analysis of Table 14 in Appendix B allows us to identify areas of **competence gaps**, or topics of the Charter for which the Register appears to be vague or have little to say, despite its comprehensiveness and breadth. So for instance, the Charter’s Key Topic 3 focuses on themes around supporting tourism businesses to improve their environmental management, reducing overall carbon footprint of activities, or promoting public transport use and alternatives to cars. However, these are areas in which the Register appears relatively deficient in terms of proposed competences. This is not surprising, as the Register was created for general PA Practitioners and management aims, and not specifically with Sustainable Tourism or the Charter in mind. But as PAs increasingly aim to expand their influence, sustainability and collaborative work with stakeholders and areas outside of their more traditional remit (as it happens with Charter PAs), this is an area of opportunity and further development work for the identification of competences that support such new collaborative aims.

Other challenges in using the Register as guidance for the definition of a training needs’ exercise include the conceptual difficulties and relative lack of clarity around the idea of ‘competence’ itself, and how overarching it can be (see related discussion in section 2 of this report ). For instance, the relative high-level competence of “developing a strategy and action plan for tourism” (TRP 3.1), would include in itself a range of other sub-competencies, require individuals to know a wide range of specific **knowledge areas** on tourism and recreation, and require many different sets of **skills** in order to be able to do a series of very different outputs and practical tasks (e.g. market analysis, communication and consultation, document preparation, and so on). Hence, just one of the competences in the Register can in practice result in large numbers of topics (and sub-topics) to consult and select from. If the framework was to be used in full to design a needs’ assessment consultation to practitioners, this could become an extremely demanding and resource intensive exercise.

Given the challenges and shortcomings listed above, it was considered impractical and unrealistic to directly adapt the Register’s structure and competences’ listing as the basis for the training needs’ assessment survey of this study. However, the Register does provide an extensive list of items to inform more in-depth discussions on a wide range of areas of knowledge and skills that can be relevant to Charter managers and sustainable tourism training planners. Together with the mapping of Appendix B, both are valuable tools for the selection and identification of sub-areas of competences that can be worked on separately at ground-level.

Considering all of the above, and drawing from both an in-depth analysis of the full competences' descriptions in the Register and the wider literature review on sustainable tourism competences (discussed in section 3.1), a new table was generated compiling the **main areas of knowledge and skills** of relevance for sustainable tourism in PAs. These were **mapped against the Key Topics and Actions of the Charter**, and the results are presented in Appendix C.

The map of Appendix C provides then a more targeted and comprehensive list of possible **training themes** that can inform the development of a TNA exercise or training programme around the Charter's Priorities. This table was used to structure an in-depth discussion with the project partners representing Charter practitioners, with the aim of shortlisting those themes that could populate the training needs survey for this project (see section 3.2 of methodology for more details). In the same way that Appendix B aims to be a useful resource for training planners, **the mapping of Appendix C aims to also provide a useful resource to support more detailed training needs' assessment exercises, planning and discussions by practitioners in Charter PA contexts and others looking to pursue sustainable tourism.**

## 4.3 Results from practitioners' survey

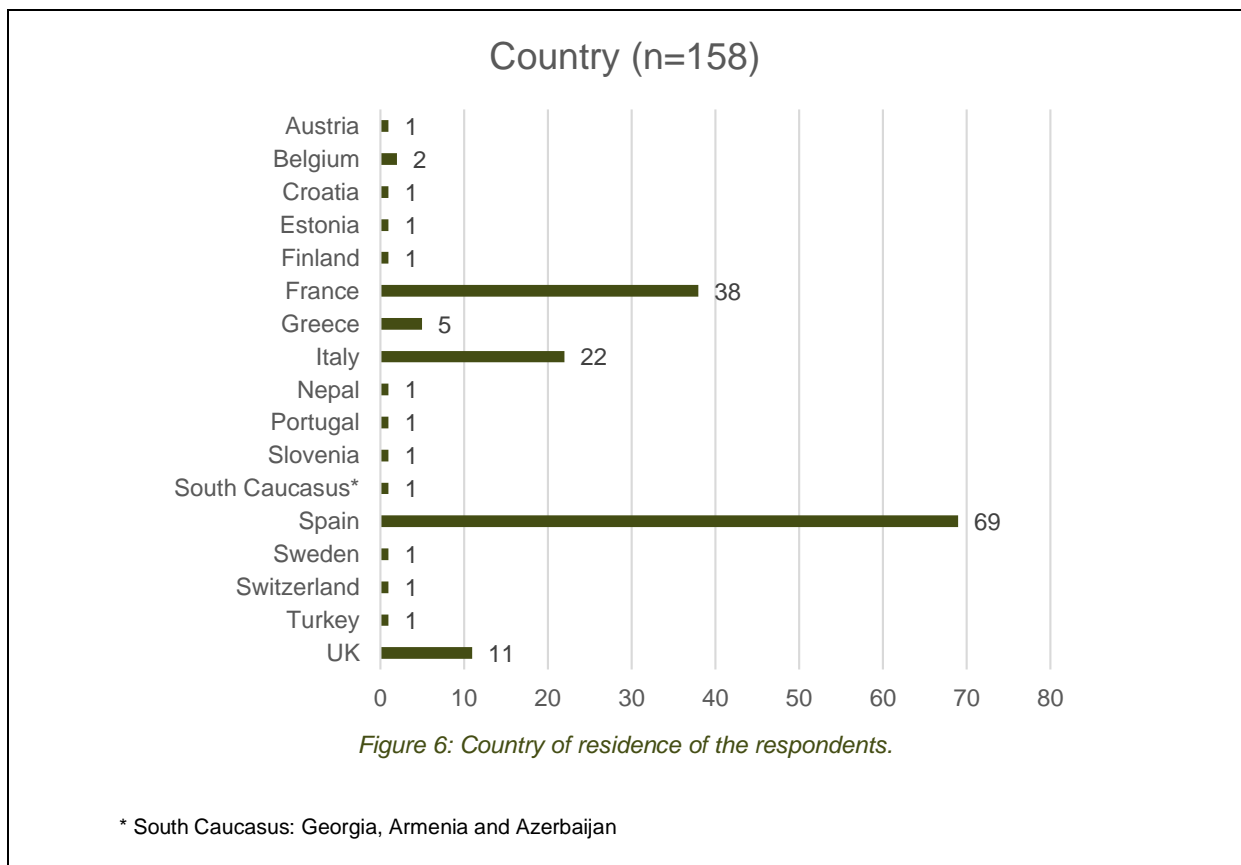
### 4.3.1 Profile of the respondents

To analyze the respondents' profile the data of the 158 respondents who completed the full questionnaire was used. However, to analyze the statements more respondents were taken into account. The profile questions provided insight into the respondents' country (and protected area), their age and gender, their highest level of education and whether they had already joined any type of tourism or hospitality training in the past, their years of working experience and finally, the characteristics of their employer organization. Each characteristic is discussed below.

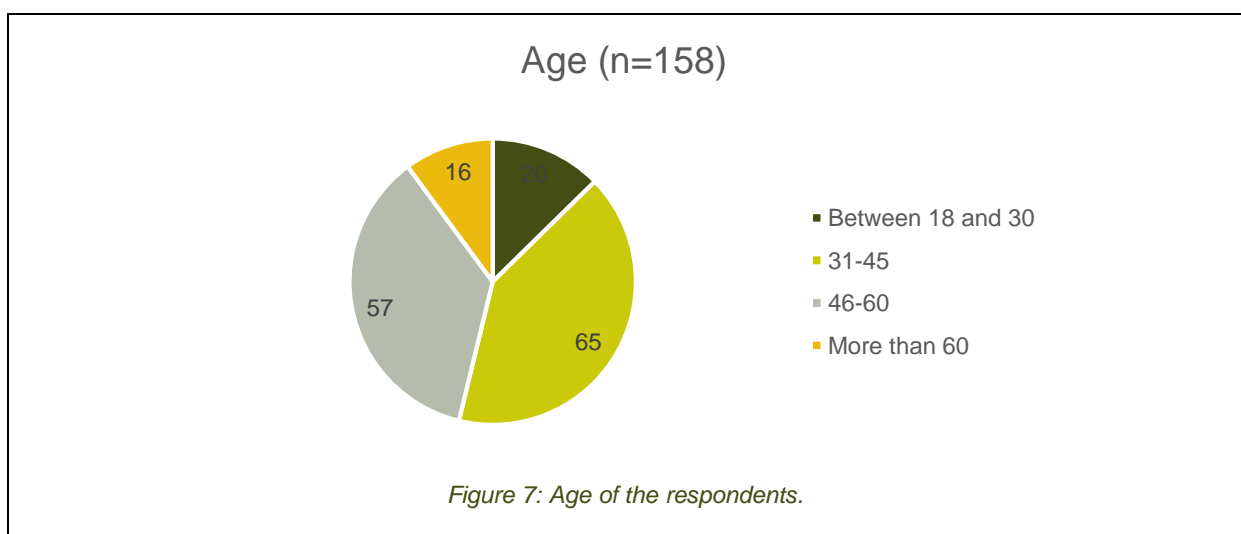
#### 4.3.1.1 Country

The questionnaire was translated into English, French, Italian and Spanish, and it was distributed by EUROPARC, as well as project partners located in the UK, France, Italy and Spain. As a result, most of the respondents were located in one of those countries. Especially in Spain the respondents' rate was high, and the vast majority of the respondents was European.

Given that a good set of respondents is available for France, Italy and Spain, some detailed analysis at country level can be found in Appendix G.



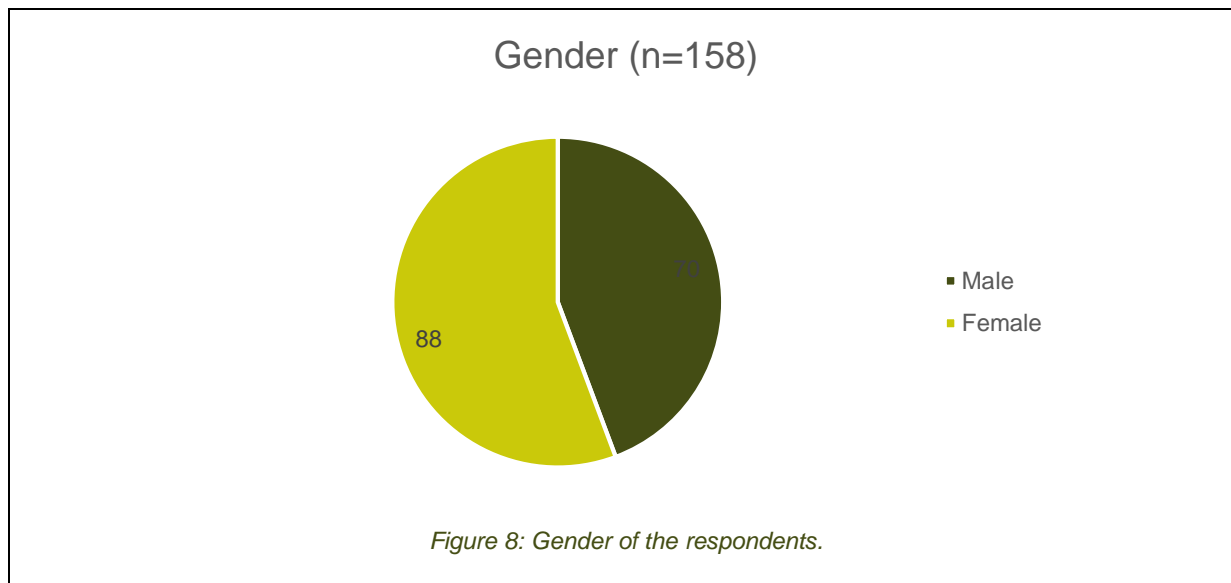
#### 4.3.1.2 Age



The majority of the respondents was between 31 and 60 years old. The group of 31-45 years old represented 41% and the group aged 46-60 represented 36% of the respondents.

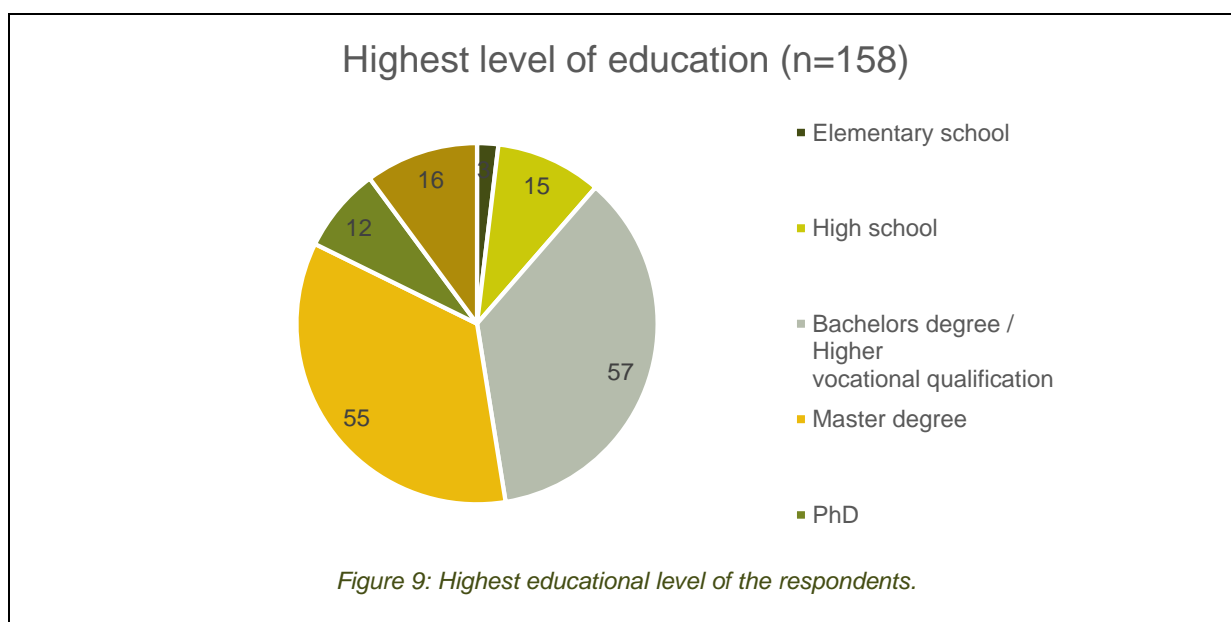


#### 4.3.1.3 Gender

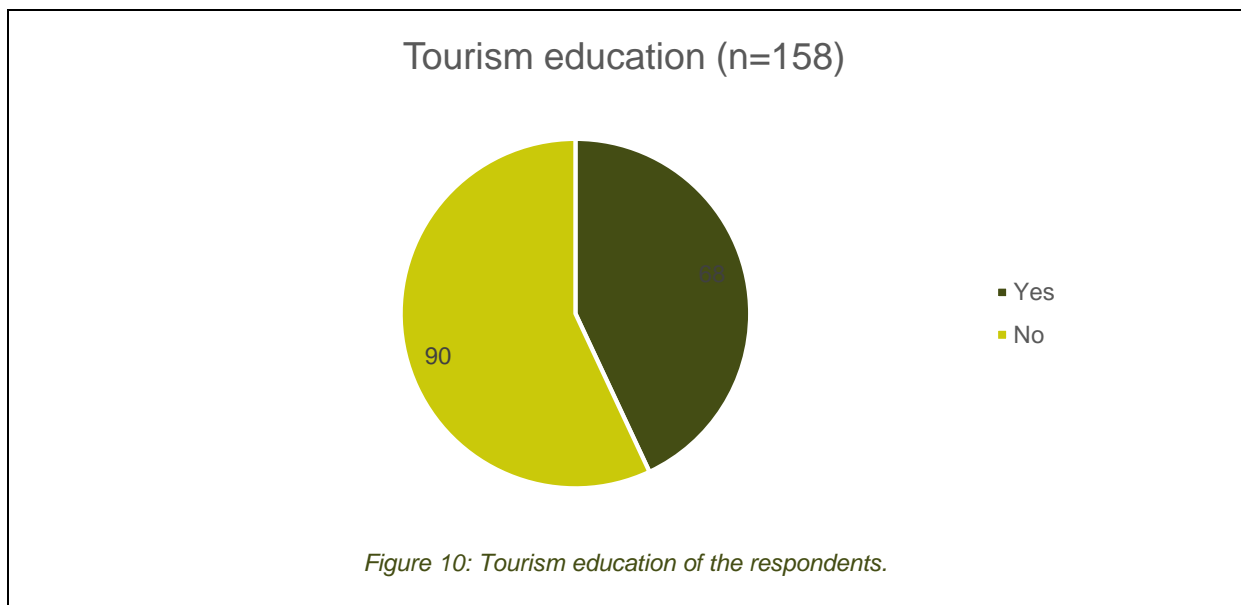


56% of the respondents was female; 44% male.

#### 4.3.1.4 Education

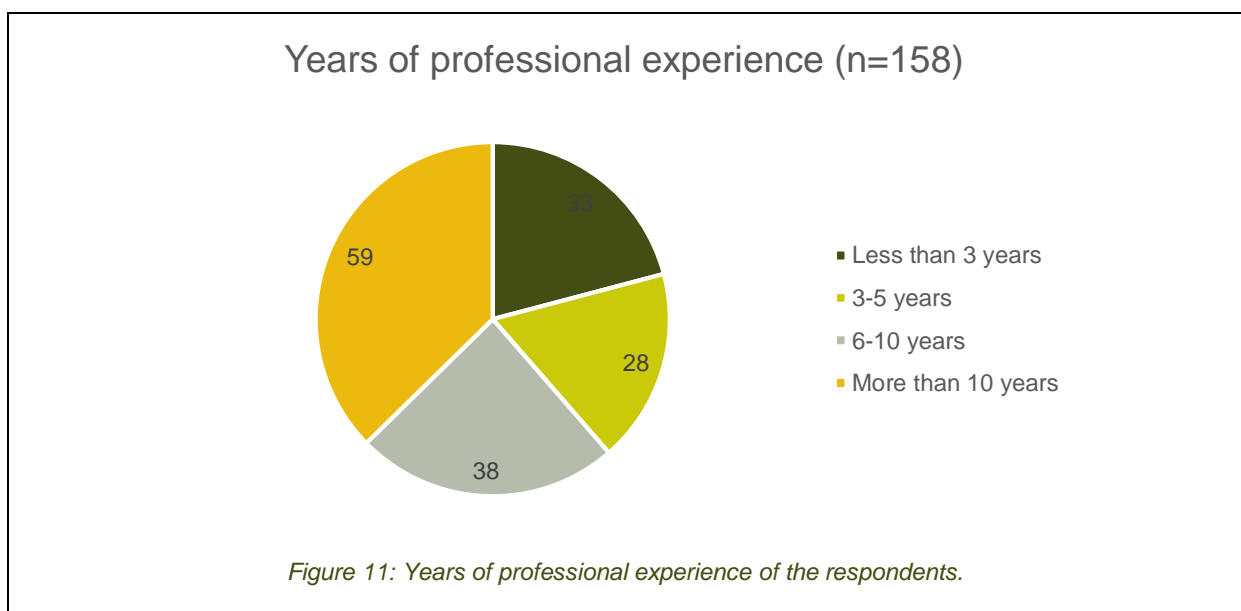


The level of education of the respondents was fairly high. About one third of the respondents had a bachelor degree (36%), and one third had a master degree (35%). Another 8% finished their PhD.



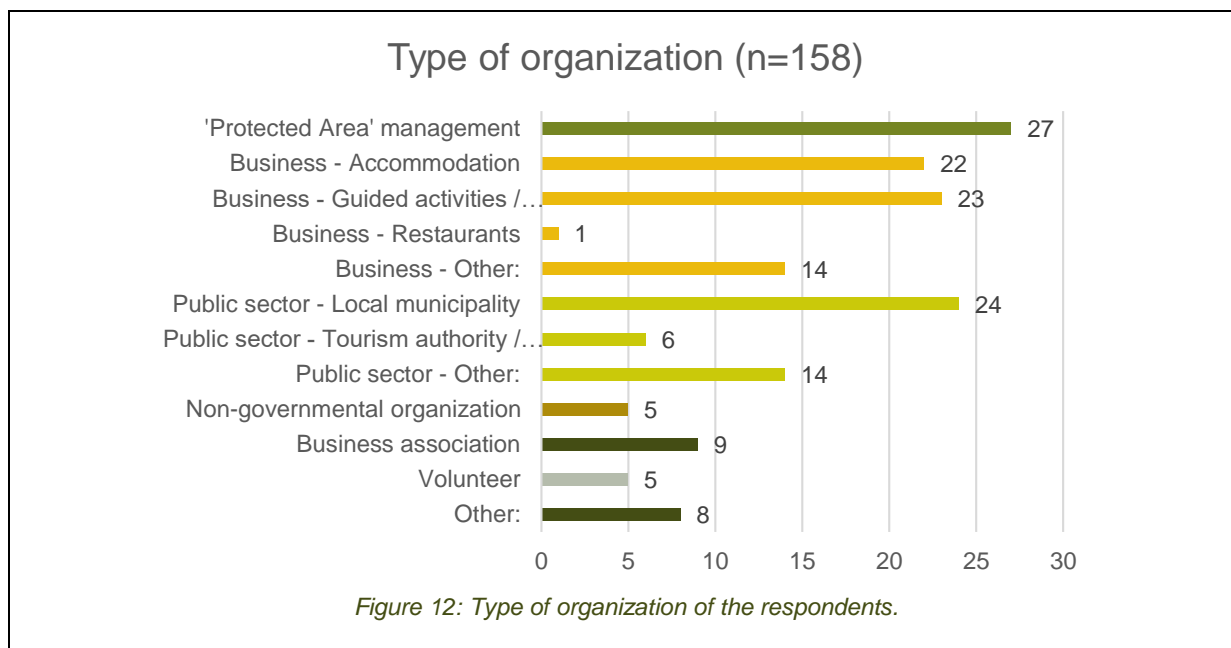
The majority of the respondents (57%) never had any type of formal tourism or hospitality training.

#### 4.3.1.5 Working experience



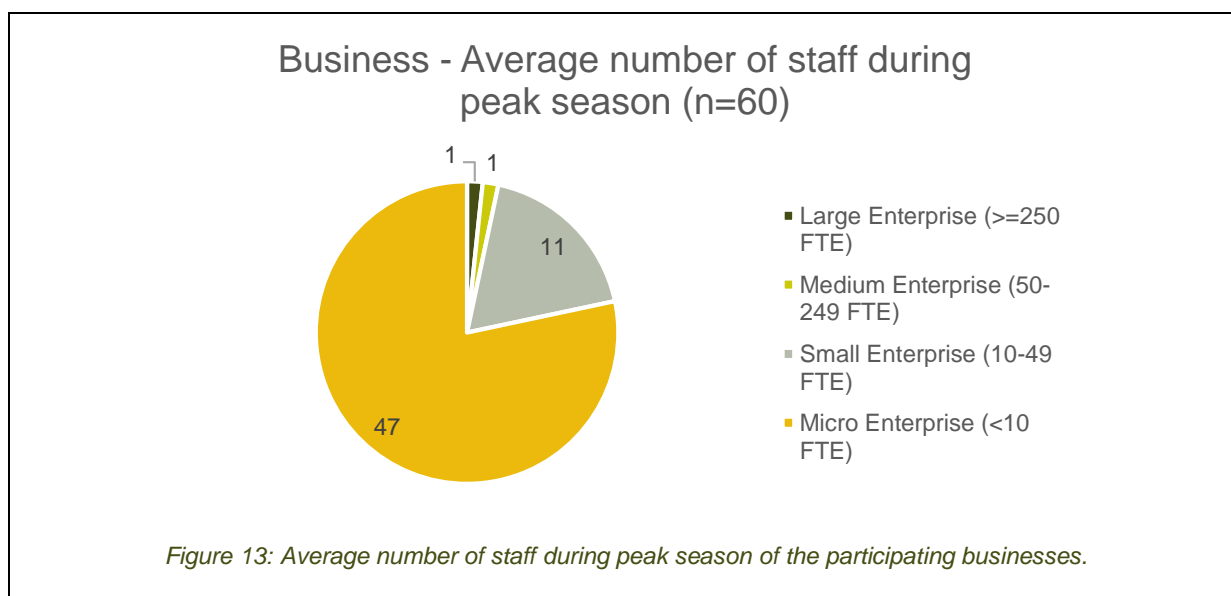
About 37% of the respondents has more than 10 years of professional experience in a role related (directly or indirectly) to tourism in Protected Areas, while 21% has less than 3 years of experience, 18% 3-5 years and 24% 6-10 years.

#### 4.3.1.6 Type and characteristics of organization



17% of the respondents was working in a Protected Area management organization. The share of respondents working in a business environment was 38% (amongst them 13.9% related to an accommodation; 14.6% on guided activities; 0.6% restaurants; and 8.9% other businesses), while the public sector represented 47% (amongst them 15.2% local municipalities; 3.8% tourism authorities; and 8.9% others).

##### 4.3.1.6.1 Businesses



### Business - Average number of staff during low season (n=60)

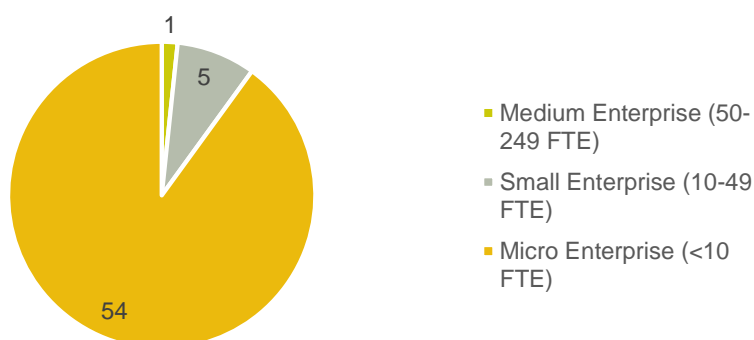


Figure 14: Average number of staff during low season of the participating businesses.

60 respondents working in a business environment were asked about the number of staff during peak and low season. Most enterprises are rather small. In peak season, about 78% had less than 10 full time employees (FTE), and 18% between 10 and 49 employees. In low season, the share of micro enterprises (less than 10 FTEs) increased to 90%.

### Businesses - Average number of clients per year (n=60)

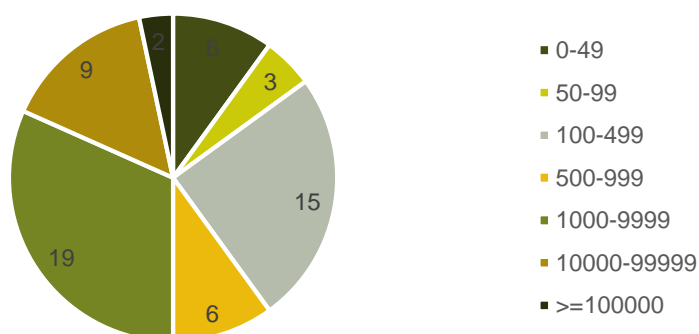
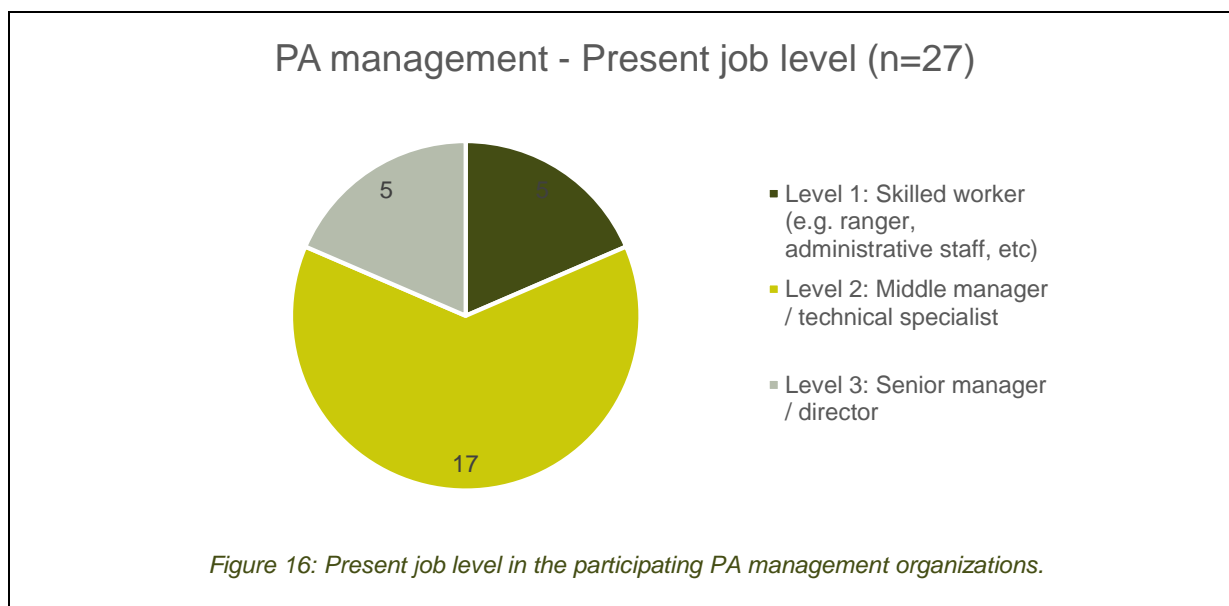


Figure 15: Average number of clients per year of the participating businesses.

The number of clients of those businesses varied from 0-49 (10%), 50-99 (5%), 100-499 (25%), 500-999 (10%), 1000-9999 (32%), 10000-99999 (15%) to more than 100000 (3%).

#### 4.3.1.6.2 Protected Area management



27 respondents were working in a PA management organization. Most of them (63%) defined their job or responsibility level as middle manager / technical specialist.

### 4.3.2 Skills and knowledge areas - results on level of importance and level of knowledge

The 22 statements (see Table 5) were judged by the respondents. In the analysis, all respondents' answers were taken into account. The first statement was assessed by 235 respondents, but some respondents dropped out during the survey. Therefore, the analysis of the last statement is based on the data of 173 respondents.

The table below shows the content of all 22 statements.

*Table 5: Overview of the 22 knowledge and skills statements (and their number of responses).*

**Statement 1:** Tools and strategies for visitor management in natural areas (for example tools like zonation, carrying capacity, techniques to influence visitor behaviour, redistribute demand, etc). (n=235)

**Statement 2:** Tools and approaches to influence and regulate potentially damaging tourism developments (e.g. principles and processes of environmental impact assessment, best practices on influencing type, location and design of tourism-related infrastructure, etc). (n=213)

**Statement 3:** Knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer (e.g. volunteer tourism, best practices of conservation-focused visitor events, projects and activities, etc). (n=207)

**Statement 4:** Methods to influence and encourage support for conservation funding by visitors and businesses (e.g. visitor payback schemes, payments for ecosystem services, using concessions and permits, alternative donation and revenue generating approaches, etc). (n=198)

**Statement 5:** Tools to reduce environmental impact from organizational activity (e.g. pollution and waste management, water and energy savings, eco-certifications and environmental management systems, etc). (n=196)

**Statement 6:** Best practice on creating sustainable transportation offers and alternatives (e.g. public transport to and within the Protected Area, strategic offers and packaging of biking, hiking and/or other non-polluting transportation alternatives, etc). (n=194)

**Statement 7:** Main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development (e.g. product and destination development models, development of interpretation and experiences/products/services/packages, etc). (n=189)

**Statement 8:** Safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities. (n=187)

**Statement 9:** Best practice on provision of services, facilities, information and general offers that are accessible to everyone (e.g. visitors with special needs and demographic or socio-economic groups who don't normally visit protected areas). (n=185)

**Statement 10:** Knowledge of how to develop a communication strategy (e.g. ability to identify key messages and media for marketing and communication with visitors and other stakeholders, branding and relationship-building methods, designing programmes for visitor and community awareness, etc). (n=185)

**Statement 11:** Best practices on communicating organizational commitment to sustainable tourism (e.g. how to help businesses become ambassadors for the protected area, how to promote own efforts to become more sustainable, etc). (n=182)

**Statement 12:** Knowledge of how to develop, design and/or use attractive and engaging communication tools (e.g. use of online and social marketing techniques, production of communication materials, campaigns, media relations etc to engage visitors and other stakeholders). (n=181)

**Statement 13:** Approaches to minimize and solve conflicts between activities linked to tourism in protected areas (e.g. best practice on conflict resolution and negotiation, seeking compromise, win-win solutions, etc). (n=180)

**Statement 14:** Practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism (including mechanisms for regular communication and consultation with local communities, businesses, visitors, protected area authorities and/or others). (n=178)

**Statement 15:** Inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters. (n=178)

**Statement 16:** Best practice on strategies and methods to promote and market local products and services through tourism. (n=178)

**Statement 17:** Best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services (e.g. permit, licensing and concession schemes, business partnerships and commissions, use of procurement to promote supply of local goods and services, facilitating access to assistance, support and finance, etc). (n=176)

**Statement 18:** Tools for tourism monitoring (e.g. visitor volumes, demand, patterns and satisfaction, businesses performance and needs, etc). (n=175)



**Statement 19:** Tools for monitoring tourism impacts on the environment, economy and communities. (n=175)

**Statement 20:** Methods to define and measure sustainable tourism indicators (including key tourism indicators systems, processes and techniques for collecting and analyzing information, etc). (n=174)

**Statement 21:** Knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas. (n=174)

**Statement 22:** How to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas (e.g. how to access best practice of other stakeholders, meet peers of other areas, share information on own work, etc). (n=173)

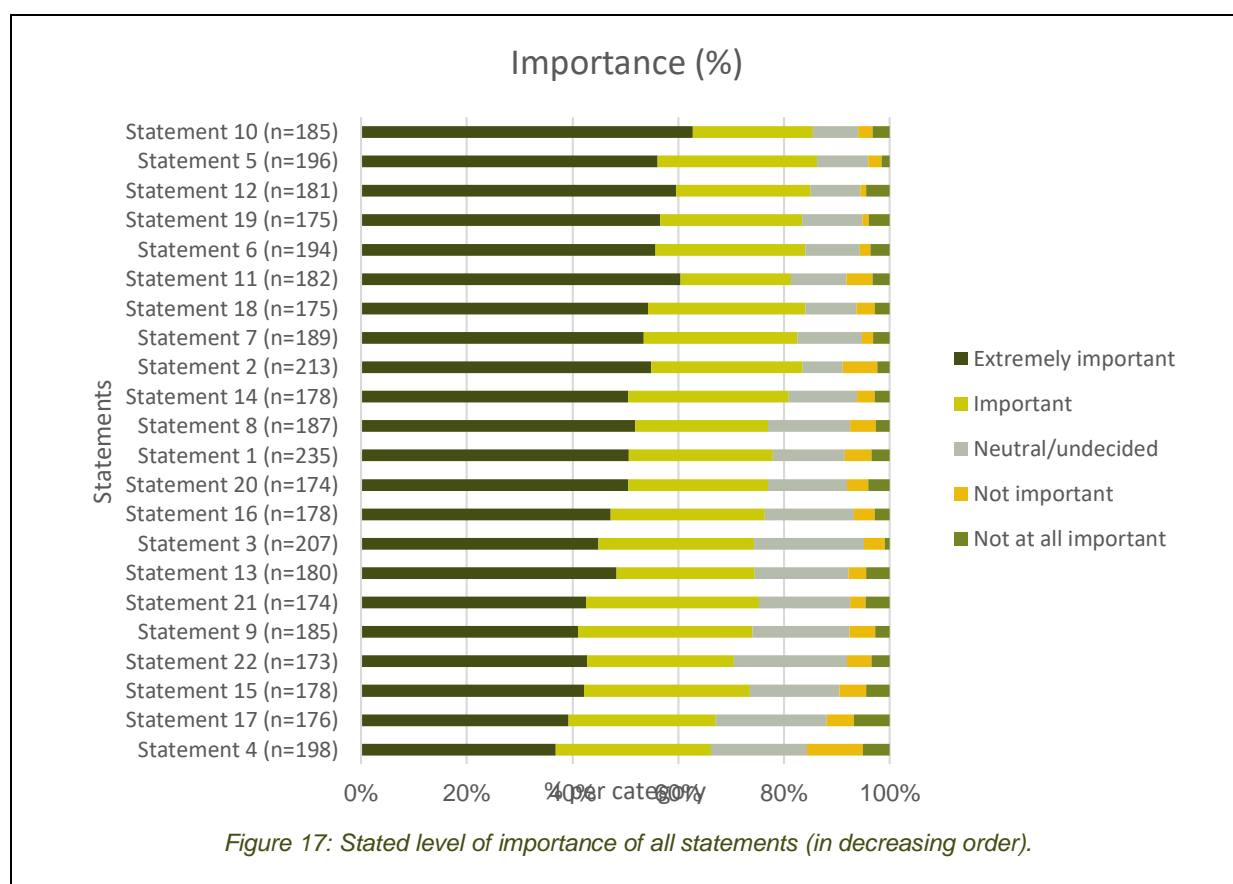
The statements were judged by the respondents in terms of their **level of importance** for their work, using 5 thumbs representing the values: (1) extremely important, (2) important, (3) neutral/ undecided, (4) not important, and (5) not at all important.

Similar to the assessment of the level of importance, the 22 statements were also judged by the respondents in terms of their **level of knowledge**, using 5 thumbs representing the values: (1) I know a lot about this, (2) I have some knowledge about this, (3) neutral/undecided, (4) I know little about this, and (5) I know nothing about this.

The results in terms of importance and level of knowledge for the set of 22 statements are presented next. The detailed answers per statement are listed in **Appendix E** (level of importance) respectively **Appendix F** (level of knowledge).

#### 4.3.2.1 *Stated level of importance*

Figure 17 shows the share of respondents that assessed each statement as extremely important, important, neutral/undecided, not important, respectively not at all important. The 22 statements are ordered in decreasing order of importance (based on the calculated relative importance score, see Table 6), starting with the one that was overall judged to be the most important one.



Considering all answers, the top 5 knowledge and skills areas that are rated as **most important** are:

- “knowledge on how to develop a communication strategy” (statement 10)
- “tools to reduce environmental impact from organizational activity” (statement 5)
- “knowledge of how to develop, design and/or use attractive and engaging communication tools” (statement 12)
- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)
- “best practice on creating sustainable transportation offers and alternatives” (statement 6).

The ordering of all 22 statements in terms of relative importance can be found in Table 6.

Table 6: Statements in decreasing order of importance.

Ranking	Statement	Relative importance <sup>3</sup>
1	<b>Statement 10:</b> Knowledge of how to develop a communication strategy. (n=185)	1.3892
2	<b>Statement 5:</b> Tools to reduce environmental impact from organizational activity. (n=196)	1.3673
3	<b>Statement 12:</b> Knowledge of how to develop, design and/or use attractive and engaging communication tools. (n=181)	1.3481
4	<b>Statement 19:</b> Tools for monitoring tourism impacts on the environment, economy and communities. (n=175)	1.3086
5	<b>Statement 6:</b> Best practice on creating sustainable transportation offers and alternatives. (n=194)	1.3041
6	<b>Statement 11:</b> Best practices on communicating organizational commitment to sustainable tourism. (n=182)	1.3022
7	<b>Statement 18:</b> Tools for tourism monitoring. (n=175)	1.2914
8	<b>Statement 7:</b> Main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development. (n=189)	1.2751
9	<b>Statement 2:</b> Tools and approaches to influence and regulate potentially damaging tourism developments. (n=213)	1.2723
10	<b>Statement 14:</b> Practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism. (n=178)	1.2247
11	<b>Statement 8:</b> Safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities. (n=187)	1.1872
12	<b>Statement 1:</b> Tools and strategies for visitor management in natural areas. (n=235)	1.1660
13	<b>Statement 20:</b> Methods to define and measure sustainable tourism indicators. (n=174)	1.1552
14	<b>Statement 16:</b> Best practice on strategies and methods to promote and market local products and services through tourism. (n=178)	1.1404
15	<b>Statement 3:</b> Knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer. (n=207)	1.1353
16	<b>Statement 13:</b> Approaches to minimize and solve conflicts between activities linked to tourism in protected areas. (n=180)	1.1056
17	<b>Statement 21:</b> Knowledge of national and international initiatives, networks and specialist groups that support professionals developing	1.0575

<sup>3</sup> Based on the share of respondents per answer category and a weight per category (i.e. +2 for extremely important, +1 for important; 0 for neutral/undecided, -1 for not important, and -2 for not at all important) an overall importance score per statement is computed.

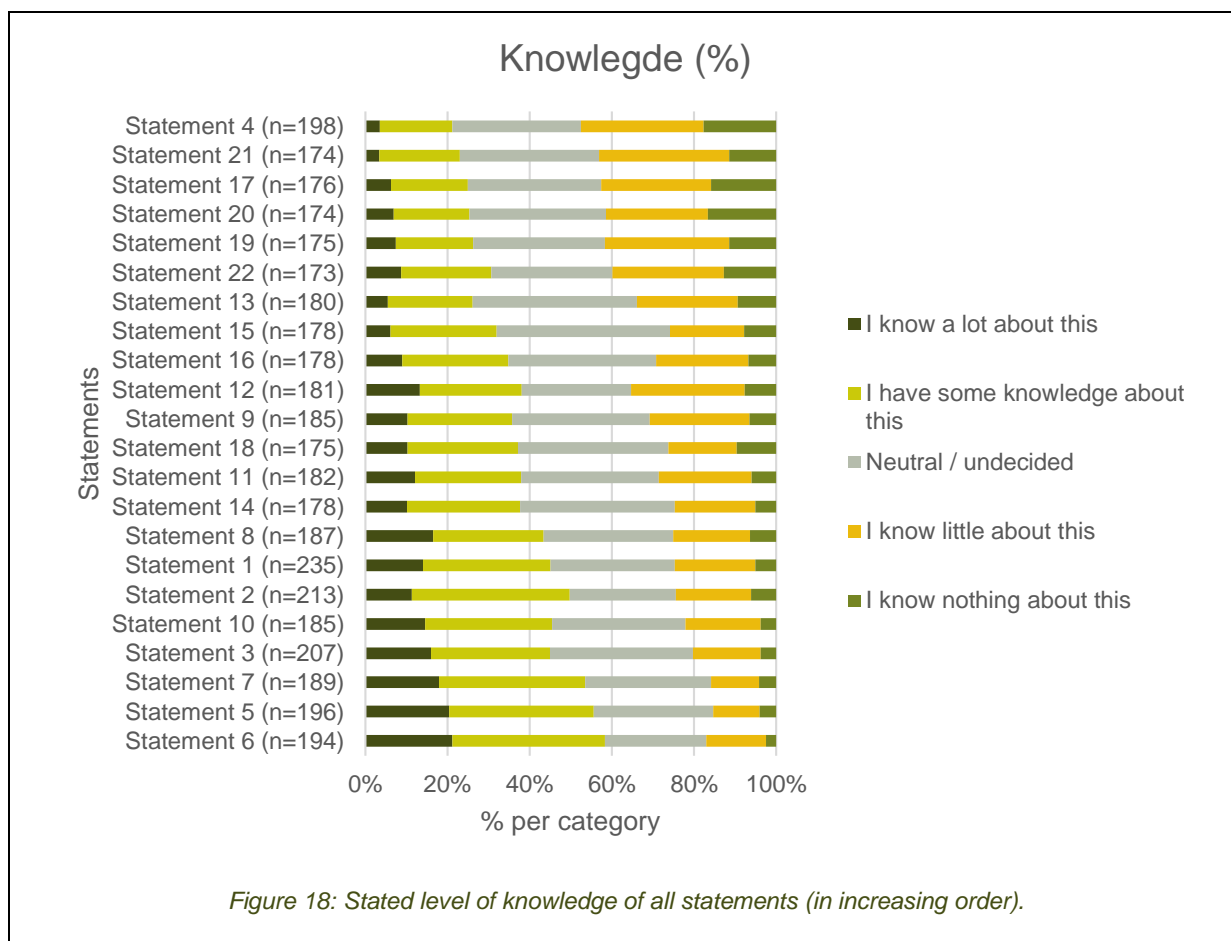
	sustainable tourism and recreation in and around protected areas. (n=174)	
18	<b>Statement 9:</b> Best practice on provision of services, facilities, information and general offers that are accessible to everyone. (n=185)	1.0486
19	<b>Statement 22:</b> How to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas. (n=173)	1.0173
20	<b>Statement 15:</b> Inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters. (n=178)	1.0169
21	<b>Statement 17:</b> Best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services. (n=176)	0.8750
22	<b>Statement 4:</b> Methods to influence and encourage support for conservation funding by visitors and businesses. (n=198)	0.8232

#### 4.3.2.2 Stated level of knowledge

Figure 18 shows the share of respondents that assessed each statement in terms of knowledge they possess (I know a lot about this, I have some knowledge about this, neutral/undecided, I know little about this, I know nothing about this). The 22 statements are ordered in increasing order of knowledge (based on the calculated knowledge score, see Table 7), starting with the one that was judged to have the least knowledge about.

Considering all answers, the 5 knowledge and skills areas for which respondents lack most knowledge are:

- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4)
- “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around PAs” (statement 21)
- “best practices on partnerships / formal agreements that can support economically local tourism businesses, and related products and services” (statement 17)
- “methods to define and measure sustainable tourism indicators” (statement 20)
- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19).



The ordering of all 22 statements in terms of relative knowledge can be found in Table 7.

Table 7: Statements in increasing order of knowledge.

Ranking	Statement	Relative knowledge <sup>4</sup>
1	<b>Statement 4:</b> Methods to influence and encourage support for conservation funding by visitors and businesses. (n=198)	-0.4040
2	<b>Statement 21:</b> Knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas. (n=174)	-0.2816
3	<b>Statement 17:</b> Best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services. (n=176)	-0.2727

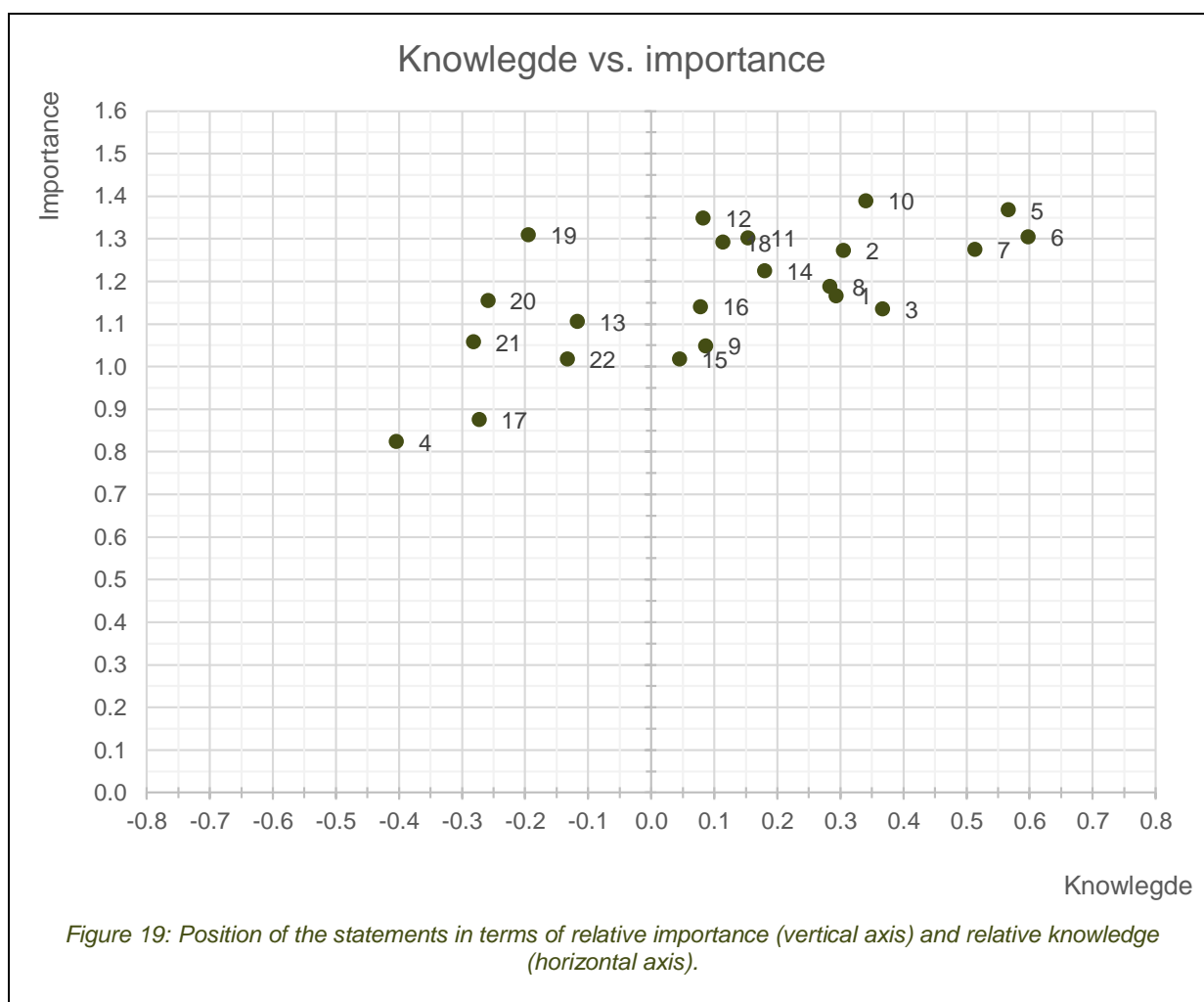
<sup>4</sup> Based on the share of respondents per answer category and a weight per category (i.e. +2 for I know a lot about this, +1 for I have some knowledge about this, 0 for neutral/undecided, -1 for I know little about this, and -2 for I know nothing about this) an overall knowledge score per statement is computed.

4	<b>Statement 20:</b> Methods to define and measure sustainable tourism indicators. (n=174)	-0.2586
5	<b>Statement 19:</b> Tools for monitoring tourism impacts on the environment, economy and communities. (n=175)	-0.1943
6	<b>Statement 22:</b> How to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas. (n=173)	-0.1329
7	<b>Statement 13:</b> Approaches to minimize and solve conflicts between activities linked to tourism in protected areas. (n=180)	-0.1167
8	<b>Statement 15:</b> Inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters. (n=178)	0.0449
9	<b>Statement 16:</b> Best practice on strategies and methods to promote and market local products and services through tourism. (n=178)	0.0787
10	<b>Statement 12:</b> Knowledge of how to develop, design and/or use attractive and engaging communication tools. (n=181)	0.0829
11	<b>Statement 9:</b> Best practice on provision of services, facilities, information and general offers that are accessible to everyone. (n=185)	0.0865
12	<b>Statement 18:</b> Tools for tourism monitoring. (n=175)	0.1143
13	<b>Statement 11:</b> Best practices on communicating organizational commitment to sustainable tourism. (n=182)	0.1538
14	<b>Statement 14:</b> Practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism. (n=178)	0.1798
15	<b>Statement 8:</b> Safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities. (n=187)	0.2834
16	<b>Statement 1:</b> Tools and strategies for visitor management in natural areas. (n=235)	0.2936
17	<b>Statement 2:</b> Tools and approaches to influence and regulate potentially damaging tourism developments. (n=213)	0.3052
18	<b>Statement 10:</b> Knowledge of how to develop a communication strategy. (n=185)	0.3405
19	<b>Statement 3:</b> Knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer. (n=207)	0.3671
20	<b>Statement 7:</b> Main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development. (n=189)	0.5132
21	<b>Statement 5:</b> Tools to reduce environmental impact from organizational activity. (n=196)	0.5663
22	<b>Statement 6:</b> Best practice on creating sustainable transportation offers and alternatives. (n=194)	0.5979



### 4.4 Training gap analysis

To identify the training gaps of the respondents (i.e. which skills are considered to be relatively important by the respondents yet at the same time respondents indicate to know relatively little about it) each statement is visualized on the **importance (vertical axis) – knowledge (horizontal axis) graph** (Figure 19). Statements positioned at the upper right of the graph (e.g. statement 6) represent skills which are important and skills which respondents have knowledge about. Focus should lie on the skills in the **upper left part** as they are assessed as important, but respondents have little knowledge about them (e.g. statement 19).

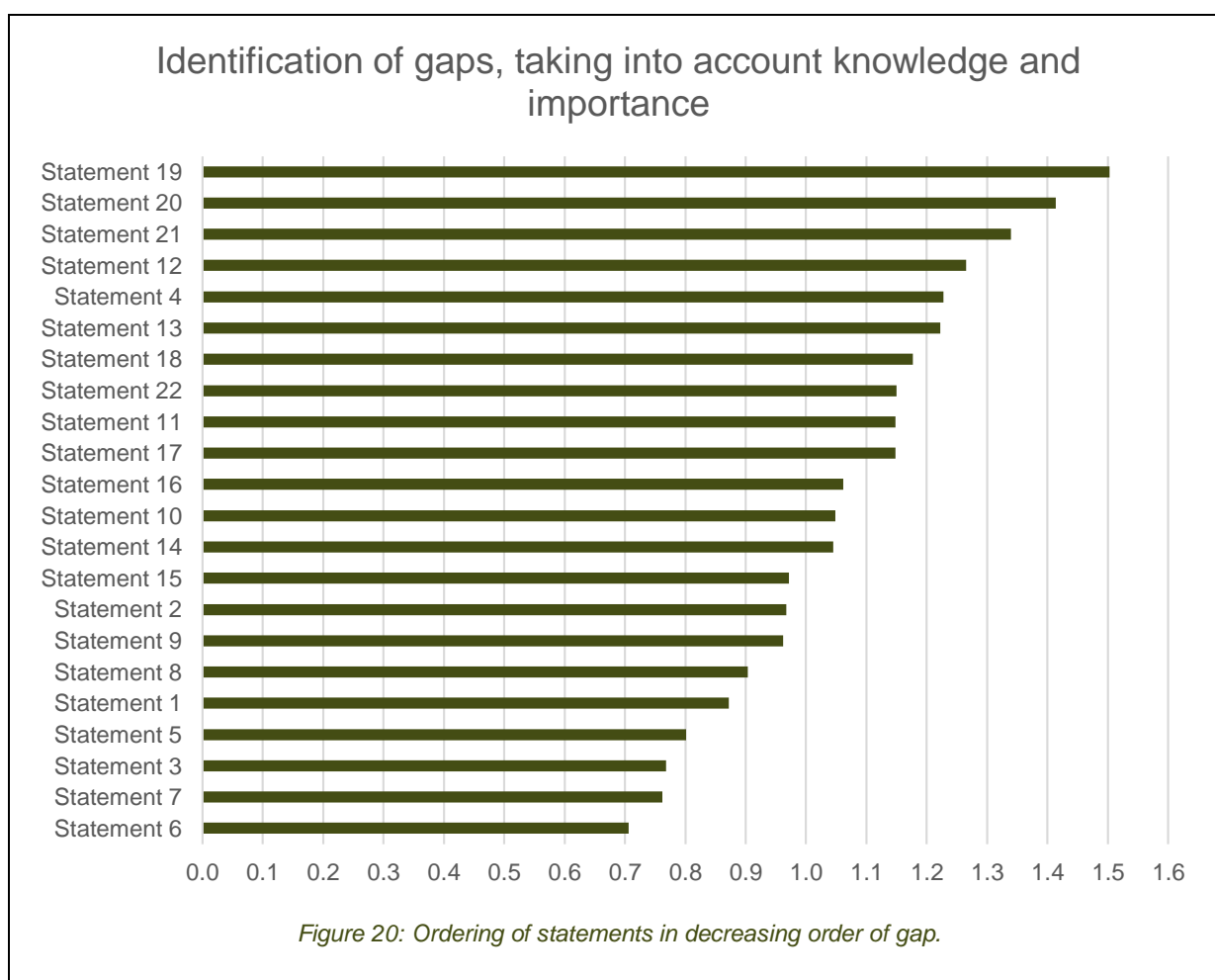


The overall training gap analysis, taking into account both the respondents' level of importance and level of knowledge<sup>5</sup>, results in the following 3 main skills that need to be focused on in the near future:

<sup>5</sup> In fact, the gap score of a statement is calculated as the difference between the relative importance score and the relative knowledge score.

- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)
- “methods to define and measure sustainable tourism indicators” (statement 20)
- “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas” (statement 21).

The following graph shows the ranking of all statements, starting with the one with the largest training gap.



## 4.5 Detailed analysis

For some (large enough) groups of respondents, a detailed analysis on the level of importance and the level of knowledge about the 22 statements could be conducted. Full detailed results of respondents from France, Italy and Spain (respectively n=38, n=22 and n=69) can be found in Appendix G, but Table 8 and Table 9 below summarize the skills' areas ranked highest in each

country in terms of level of importance and those where respondents indicated to have least knowledge.

There was agreement across **different countries** on the importance of some key skills' areas, with a clear preponderance of the areas related to communication (e.g. shows that all countries scored high the importance of knowing how to develop communication strategy, but other communication aspects also appeared as highly important in different countries). It is perhaps not surprising that for Spanish respondents all top three areas had to do with communication aspects, as there was a high proportion of business respondents in this country. On the other hand, in France and Italy – which had higher proportions of PA managers and public officials - the area of sustainable transportation was seen also as a priority.

Table 8: Top 3 skill's areas identified as most important by country.

Skills' areas considered most important (top 3 in each country)	France (n=38)	Italy (n=22)	Spain (n=69)
"best practice on creating sustainable transportation offers and alternatives" (statement 6).	x	x	
"tools to reduce environmental impact from organizational activity" (statement 5).	x		
"knowledge of how to develop a communication strategy" (statement 10).	x	x	x
"knowledge of how to develop, design and/or use attractive and engaging communication tools" (statement 12).		x	x
"best practices on communicating organizational commitment to sustainable tourism" (statement 11).			x

As for the top skills' areas that respondents considered to have least knowledge about (Table 9), all have expressed low knowledge levels of methods to influence and encourage support for conservation funding by visitors and businesses. It is also interesting that respondents in France and Italy (who were mostly non-business) have expressed relative lack of knowledge on partnerships and agreements that can support local businesses. This points to a relevant area of training or sharing of best practice that can be pursued with PAs that have more experience on these issues. Likewise, this wider aspect of improving access to experiences and practices being developed elsewhere, is also reflected by the low levels of knowledge expressed of: a) initiatives and networks supporting sustainable tourism professionals (in Spain); and b) ways to actively engage with the Charter network. The latter was particularly relevant in Italy, which is likely connected with the fact that the Charter approach is now a methodology being promoted by Federparchi across the country, but this result seems to indicate that PA managers or public officials there are not yet fully confident on how to engage with the wider Charter network.

Table 9: Top 3 skill's areas that respondents in each country considered to have least knowledge about.

Skills' areas for which respondents indicate to have least knowledge about (top 3 in each country)	France (n=38)	Italy (n=22)	Spain (n=69)
"methods to influence and encourage support for conservation funding by visitors and businesses" (statement 4).	X	X	X
"best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services" (statement 17).	X	X	
"tools for monitoring tourism impacts on the environment, economy and communities" (statement 19).	X		
"how to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas" (statement 22).		X	
"knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas" (statement 21).			X
"methods to define and measure sustainable tourism indicators" (statement 20).			X

The results of the general survey also allowed a more detailed analysis of respondents working in a **specific type of organization**, such as organizations involved in PA management (n=27), businesses (n=69, including the subcategories business associations, accommodations, guided tours, restaurants, as well as other business organizations) and the public sector (n=44, including the subcategories local municipalities, tourism authorities/agencies and other public sector organizations). Full detailed results per type of organization can be found in Appendix H, but Table 10 and Table 11 below summarize the skills' areas ranked highest in terms of level of importance and where respondents indicate to have least knowledge about.

Interestingly, unlike the analysis by countries done above, there is a much lower level of overlap for the importance of different skills' areas when the types of organizations are considered (see Table 10), and there appears to be a much clearer distinction of different priorities for different types of roles. So for instance, two out of the three most important areas for PA managers have to do with monitoring, both of tourism impacts and of visitor data. Business representatives emphasize the importance of not just communication tools, but also safety standards and codes of conduct, as well as tools to reduce their own environmental impacts. Finally, public sector representatives reiterated the importance of sustainable transportation, but also understanding and planning of tourism and recreation, which reflects the wider territorial and strategic economic development approach of public sector roles.

As for the areas on which respondents indicate to have least knowledge about (Table 11), all three groups indicate low levels of knowledge on methods to influence and encourage support for conservation funding by visitors and businesses. Both PA managers and other public sector representatives indicated having low levels of knowledge on partnerships and agreements with local businesses, mirroring the results of Table 9 and reflecting the fact that most respondents on those countries were from these groups.

Table 10: Top 3 skills' areas identified as most important per type of organization.

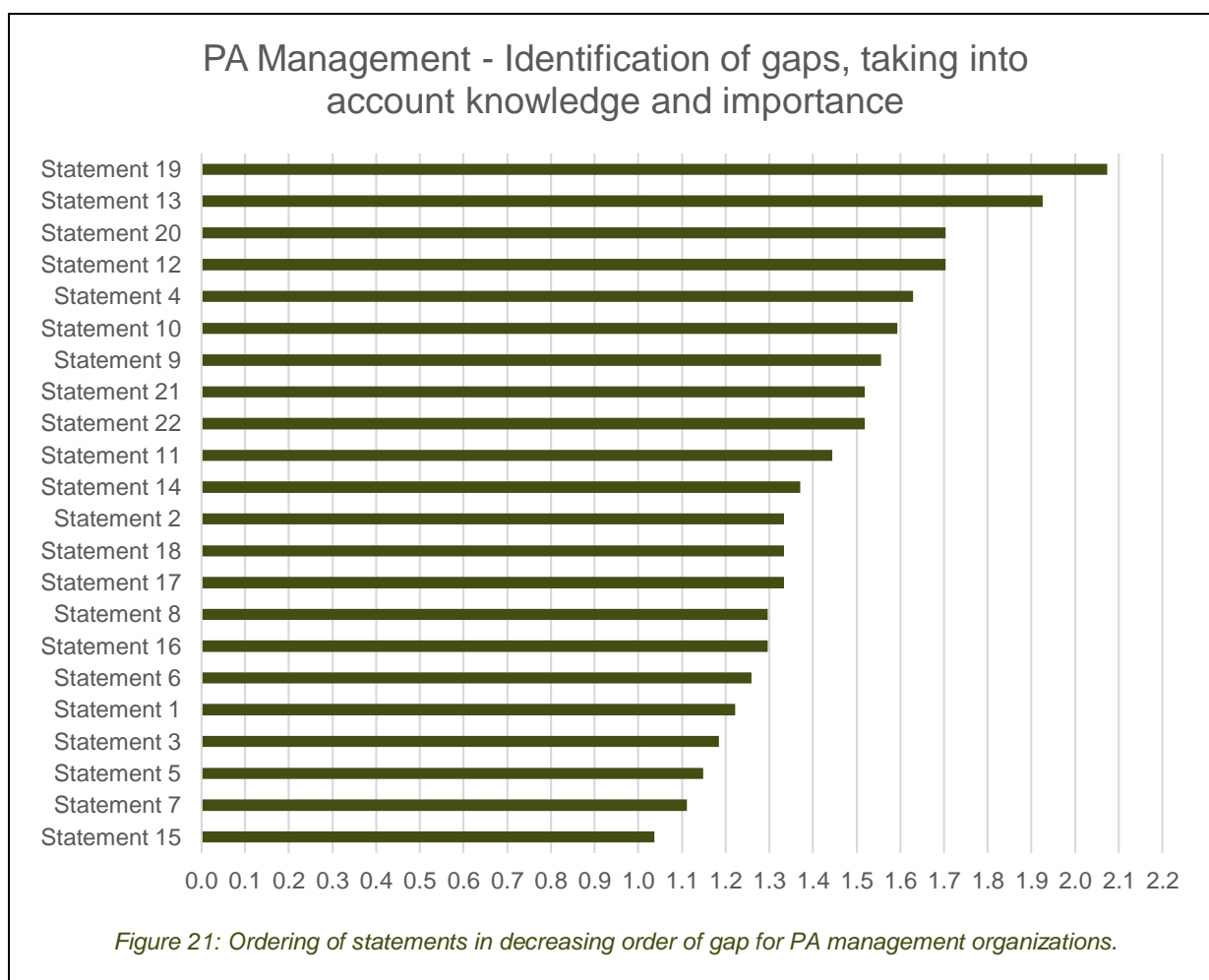
Skills' areas considered most important (per type of organization)	PA mgt orgs (n=27)	Businesses (n=69)	Public sector (n=44)
"tools for monitoring tourism impacts on the environment, economy and communities" (statement 19).	x		
"knowledge of how to develop a communication strategy" (statement 10).	x		
"tools for tourism monitoring (e.g. visitor volumes, demand, patterns, satisfaction, etc)" (statement 18).	x		
"tools to reduce environmental impact from organizational activity" (statement 5).		x	x
"safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities" (statement 8).		x	
"knowledge of how to develop, design and/or use attractive and engaging communication tools" (statement 12).		x	
"best practice on creating sustainable transportation offers and alternatives" (statement 6).			x
"main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development" (statement 7).			x

Table 11: Top 3 skills' areas that respondents in different types of organizations considered to have least knowledge about.

Skills' areas for which respondents indicate to have least knowledge about (per type of organisation)	PA mgt orgs (n=27)	Businesses (n=69)	Public sector (n=44)
"best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services" (statement 17)	x		x
"methods to influence and encourage support for conservation funding by visitors and businesses" (statement 4)	x	x	x
"best practice on strategies and methods to promote and market local products and services through tourism" (statement 16).	x		
"knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas" (statement 21)		x	
"methods to define and measure sustainable tourism indicators" (statement 20).		x	
"approaches to minimize and solve conflicts between activities linked to tourism in protected areas" (statement 13).			x

Given that it is interesting to check if there are differences in training gaps among different types of PA stakeholders (i.e. gap between stated level of importance vs stated level of knowledge), we

present below the training gaps for PA management organizations (Figure 21), businesses (Figure 22) and the public sector (Figure 23).



The training gap analysis based on the indicated level of importance and level of knowledge of the respondents of PA management organizations that took part in the survey, results in the following main skills:

- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)
- “approaches to minimize and solve conflicts between activities linked to tourism in protected areas” (statement 13)
- “methods to define and measure sustainable tourism indicators” (statement 20)
- “knowledge of how to develop, design and/or use attractive and engaging communication tools” (statement 12, having an equal score as statement 20).



## Businesses - Identification of gaps, taking into account knowledge and importance

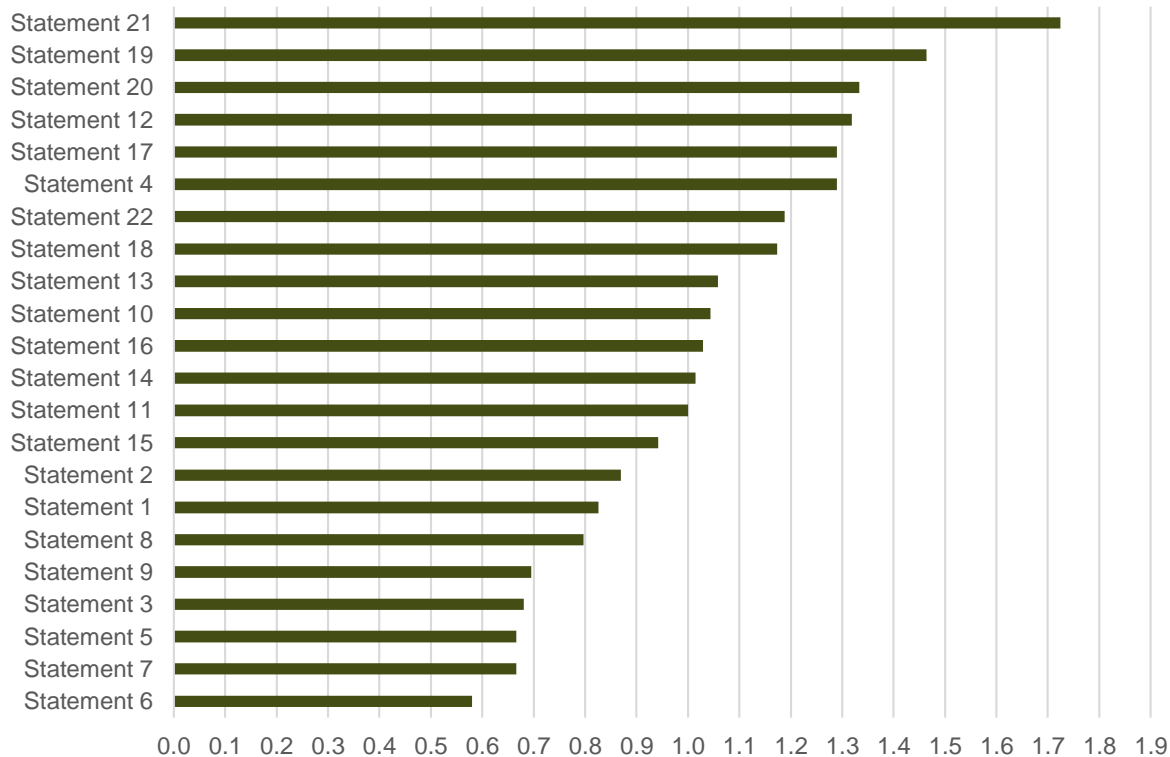
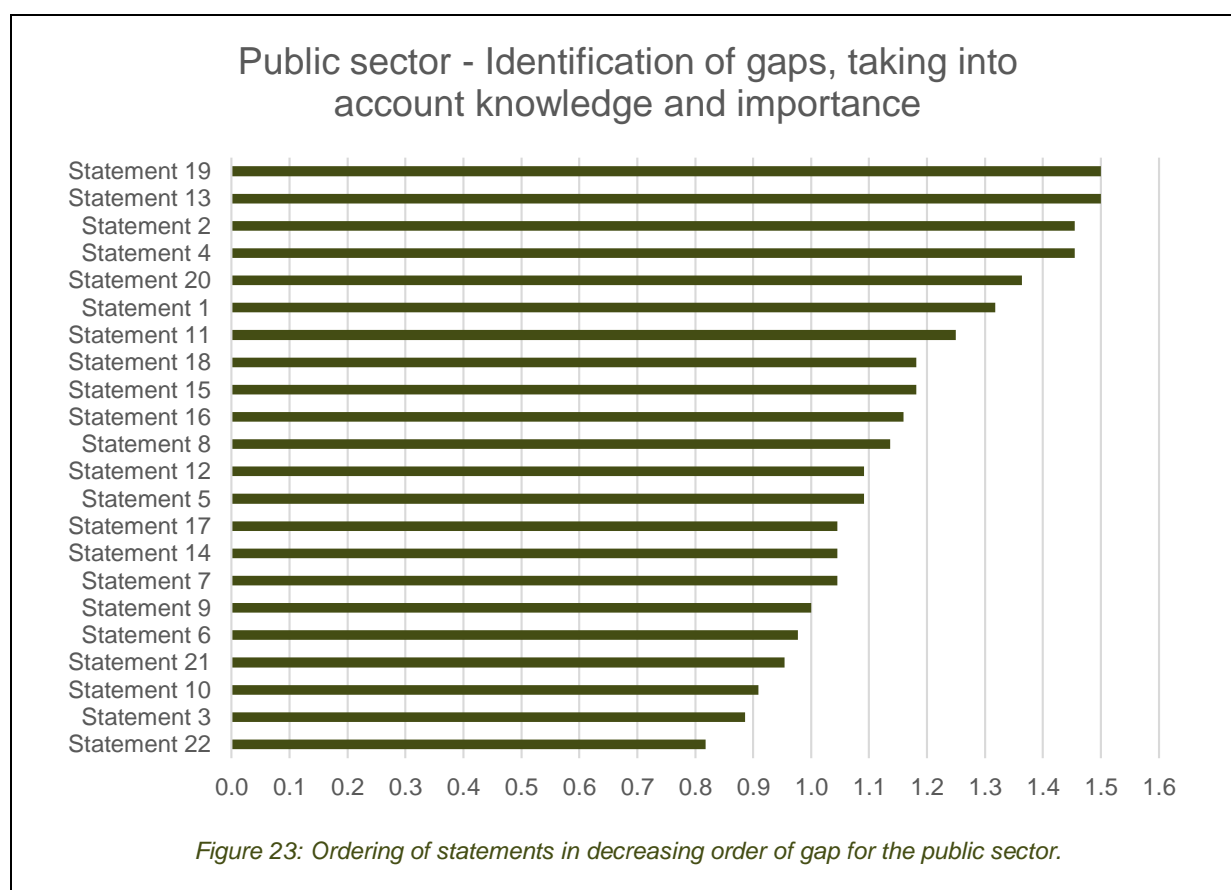


Figure 22: Ordering of statements in decreasing order of gap for businesses.

The training gap analysis based on the indicated level of importance and level of knowledge of the respondents of businesses that took part in the survey, results in the following main skills:

- “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas” (statement 21)
- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)
- “methods to define and measure sustainable tourism indicators” (statement 20).



The training gap analysis based on the indicated level of importance and level of knowledge of the respondents of the public sector that took part in the survey, results in the following main skills:

- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)
- “approaches to minimize and solve conflicts between activities linked to tourism in protected areas” (statement 13)
- “tools and approaches to influence and regulate potentially damaging tourism developments” (statement 2)
- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4, having an equal score as statement 2).

It can be concluded that tools for monitoring tourism impacts on the environment, economy and communities (statement 19) and methods to define and measure sustainable tourism indicators (statement 20) represent key training gaps for all PA stakeholders. At the same time, respondents from PA management organizations and the public sector have a key training gap with respect to approaches to minimize and solve conflicts between activities linked to tourism in protected areas (statement 13) whereas the top training gap for businesses appeared to be knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas (statement 21). Tools and approaches to influence and regulate potentially damaging tourism developments (statement 2) was only a top 3 training gap for the public sector. Based on these results, specific training programmes for these target groups could be organized.

## 5 Conclusion

This report is the first deliverable of the project "Sustainable Tourism: Training for Tomorrow". The report presented a comprehensive training needs analysis of skills and knowledge areas for the development of sustainable tourism in and around Protected Areas' contexts. In particular, this report:

- a) provided a literature review of key competences, skills and knowledge areas of relevance for sustainable tourism in PAs, as identified by previous research and key practitioner publications.
- b) provided the results of a European-wide survey that assessed the views and perceptions of different categories of PA stakeholders on a set of key areas of knowledge or management skills relevant for sustainable tourism in PAs. Respondents were asked to provide their views on:
  - the level of importance of those areas of knowledge or skills for their work (as professionals engaged with development of sustainable tourism in or around a protected area)
  - their personal level of knowledge in those subjects.
- c) provided an identification of a) areas considered most important by stakeholders, b) areas where stakeholders considered having lower levels of knowledge, and c) key gaps between stakeholders' views on levels of importance of specific areas versus their expressed level of knowledge. This allowed the identification of the key training needs for PA stakeholders in general, and also for different types of organizations and across different geographic areas.

The results from these analyses present a **valuable reference source of general training needs in sustainable tourism for PA contexts**, as well as **identification of priority areas of intervention for capacity-building** both across Europe and for different geographical contexts and organizational roles. These results should then prove useful insights to inform future targeted training actions and programmes by PA management organizations, training providers and others. The next sections summarize the key insights from the report.

### 5.1 Summary of systematic literature review

The systematic literature review of research literature on sustainable tourism competences and skills for PA contexts has highlighted how this is a significantly under-researched field, and particularly for European contexts. Only a very small number of research pieces were found that provide some level of significant insight into this field, and most tended to be focused on the US NPS (National Park Service) context, which has a very particular approach for PA management, different from most European countries. Even so, some important insights were still generated, that have clear relevance to sustainable tourism management for PAs in Europe and more widely.

For instance, some of the key training needs identified for NPS personnel included the development of competences in gathering, monitoring and evaluating data, including data on visitor patterns and behaviours, and how to use such data to inform policy and regulations. The importance of having knowledge of tools to monitor tourism behaviour and impacts was also stressed by PA managers in the survey conducted for this report, as discussed. Likewise, NPS staff recognized a relative unpreparedness for collaboration and partnership work, and PA managers in our survey have identified low levels of knowledge on areas involving partnership, collaboration and support to local businesses. Other publications in the literature review have equally identified competences in the areas of marketing, innovation or revenue generation as relevant for PA managers involved in sustainable tourism management.

Some of the literature also directs attention to the role of the political, ethical and multicultural competences required from natural resource managers, when sustainable tourism development is concerned. These again stress how PA managers (and other stakeholders in PA contexts) need to be able to balance the different interests, values, needs and power relations of various different types of stakeholders, develop constructive relationships, and enable and encourage participation. This includes also the development of competences to better consider and involve potential under-represented groups or demographics, such as older people, people with disabilities, youngsters, or the visitors themselves as multicultural audiences.

Probably many of the competences identified through the literature review exercise are not ones that might be considered within the traditional remit or training of PA managers (e.g. marketing, revenue generation, local business support and partnerships, work with under-represented demographics, etc). However, one could argue that these are in fact aligned with various of the principles and key work areas of the European Charter for Sustainable Tourism in Protected Areas, and its foundation on a model of multi-stakeholder collaboration as a cornerstone for its success.

Beyond the academic and research literature, a review was also done of institutional publications on this field, with the IUCN Global Register of Competencies for PA Practitioners being identified as likely the most comprehensive effort and compilation of PA management competences currently available. The Register identifies 300 competences in various areas and for different levels of personnel (senior managers to ground staff), many of these directly relevant for the planning and management of sustainable tourism in PAs. Therefore, an in-depth mapping exercise was done, mapping the competences listed in the Register against the Charter's Key Topics and Actions, and per level of personnel. This is presented in **Appendix B**, and does not cover all the 300 competences of the Register, but focuses on the ones that can be considered more relevant for the Charter's Priorities. The map of Appendix B can therefore provide a useful resource for the identification of targeted sustainable tourism-related competences and Charter Topics at different levels of personnel.

Because of its comprehensiveness, and given that many of its competences include also numerous skills' requirements, the Register can become an impractical and extremely resource-intensive tool if directly used as the basis for training needs' assessment surveys. Nonetheless, it does provide a valuable resource to inform more in-depth topical discussions. Therefore, drawing from both an analysis of the Register and the results of the wider literature review, this report has also produced a separate map compiling the main areas of knowledge and skills of relevance for sustainable tourism in PAs, presented in **Appendix C**, and equally mapped against the Key Topics and Actions of the Charter.

In the same way that Appendix B aims to be a useful resource for training planners, the mapping of Appendix C aims to also provide a useful resource to support more detailed training needs' assessment exercises, planning and discussions by practitioners in Charter PA contexts and others looking to pursue sustainable tourism. With this in mind, the map of Appendix C was used to structure an in-depth discussion with the project partners representing Charter practitioners, with the aim of shortlisting those themes that could populate the training needs survey for this project. A summary of these results is presented next.

## 5.2 Summary of practitioners' survey

Using the communication channels and networks of the project partners, a survey with 22 statements on skills and knowledge areas of relevance for sustainable tourism in PAs (generated from the previous literature analysis) was circulated across Europe. 158 respondents completed the full questionnaire, most of these from Spain, France and Italy (as the countries from the partners' direct

networks). The survey secured a good distribution of respondents in terms of different profiles of organizations and stakeholder, with 17% from a PA management organization, 38% from businesses, and 47% from public sector (amongst them 15.2% local municipalities; 3.8% tourism authorities; and 8.9% others).

The level of education was fairly high across the board, with almost 80% of respondents having a bachelor degree or higher, and over 60% stating having more than 6 years' experience in roles directly or indirectly related to tourism in PAs. However, the majority of the respondents (57%) stated they never had any type of formal tourism or hospitality training. Considering that the respondents were targeted because they were involved with the development of sustainable tourism in PA contexts, this finding is somewhat worrying and indicates that there is a great deal of work but also opportunity to develop targeted capacity-building in such contexts.

In terms of the most relevant results from the survey as a whole, these are shown below:

- the top 5 knowledge and skills areas that were rated as **most important** are:
  - “knowledge on how to develop a communication strategy”
  - “tools to reduce environmental impact from organizational activity”
  - “knowledge of how to develop, design and/or use attractive and engaging communication tools”
  - “tools for monitoring tourism impacts on the environment, economy and communities”
  - “best practice on creating sustainable transportation offers and alternatives”.
- the 5 knowledge and skills areas for which respondents **lack most knowledge** are:
  - “methods to influence and encourage support for conservation funding by visitors and businesses”
  - “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around PAs”
  - “best practices on partnerships / formal agreements that can support economically local tourism businesses, and related products and services”
  - “methods to define and measure sustainable tourism indicators”
  - “tools for monitoring tourism impacts on the environment, economy and communities”.
- the **overall training gap analysis**, taking into account both the respondents' level of importance (i.e. relatively important) and level of knowledge (i.e. relatively little knowledge about), results in the following 3 main skills that need to be focussed on in the near future:
  - “tools for monitoring tourism impacts on the environment, economy and communities”
  - “methods to define and measure sustainable tourism indicators”
  - “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas”.

The gap analysis above reveals those areas that could be considered priorities to target in terms of capacity-building initiatives for PA stakeholders as a whole. However, it should also be noted that the analysis of areas where respondents expressed their relative levels of knowledge, revealed widespread low levels of knowledge for practically all topic areas (particularly when compared with the level of importance respondents attributed to these, which was also high across the board). In fact,

none of the 22 statements had a majority of respondents admitting to have a high level of knowledge on those areas.

The topic area where most respondents considered having a high level of knowledge (just over 20%) was “best practice on creating sustainable transportation offers and alternatives”, but even so this was just over 20% of respondents. Interestingly, this was also considered to be one of the top five areas of importance. On the other hand, the topic “methods to influence and encourage support for conservation funding by visitors and businesses” was the one where respondents expressed having less knowledge about. But the same subject was also ranked last in terms of relative importance (though still more than 65% considered this an important or extremely important area).

It is believed that providing targeted capacity-building for any of the themes listed (even if not initially considered a priority by stakeholders) can have an important effect in raising their perceived level of importance. Or in other words, if people don't know much about a topic, they are also less likely to know how important it can be, and therefore not feel inclined to think they need training on it. This also shows that there is an important role for a free and easily accessible online training platform like the one developed in this project as it can help raise awareness of a wide range of sustainable tourism-related areas for stakeholders in PAs, that can be later pursued more in depth through more targeted capacity-building actions.

Finally, for some (large enough) groups of respondents, a further detailed analysis could be conducted by country (France, Italy and Spain), and by profiles of respondents working in a specific type of organization (PA management, business and the public sector). The detailed analysis of responses from these separate groups can be found in Appendixes G and H, and also section 4.5. But in terms of the key points, and particularly regarding differences and similarities of respondents by type of organization, it can be concluded that “tools for monitoring tourism impacts on the environment, economy and communities” and “methods to define and measure sustainable tourism indicators” represent key training gaps for all PA stakeholders. At the same time, respondents from PA management organizations and the public sector have a key training gap with respect to “approaches to minimize and solve conflicts between activities linked to tourism in protected areas”. Whereas the top training gap for businesses appeared to be “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas”. “Tools and approaches to influence and regulate potentially damaging tourism developments” was only a top 3 training gap for the public sector. Again, based on these results, PA management organizations or training bodies can derive useful information to help them develop specific training programmes for these target groups.

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## 7 Appendixes

### Appendix A: Typologies of PA positions and roles in different types of job level and PA management models

Table 12 on the next page shows examples of definitions for the four main job levels' categories on IUCN's Global Register of Competences for different types of practitioners in PA contexts (adapted from Appleton 2016). An additional level 0 for 'unskilled labourer' was also provided in the register, but with no competences listed. Because of its consideration of a range of sectors related to PA management, from public to private but civil society, this framework can be particularly relevant for PA multi-stakeholder approaches like the Charter, as the competences listed in the Register aim to be applicable not just to more 'traditional' PA administrative roles (e.g. PA Director, Tourism Officer, Ranger, etc), but also local government roles with responsibilities for PAs, NGO roles, local community's resource owners and providers, small businesses and many others providing PA related services.

The Register also considers the context of national and sub-national PA agencies, which makes it relevant for contexts where the Charter process is being (or can be) sponsored and promoted for a wider system of regional or national PAs. Currently the Charter Network includes several examples of a more regional and/or national approach, like the Andalusian network of Charter PAs, the Italian Federparchi approach working on a national rollout of the Charter, or the French IPAMAC network of Charter PAs of the Massif Central.

Table 12: Definitions of job levels 0-4 with examples (Appleton 2016).

Level	Typical title	Scope of work and responsibility	Examples of positions at the level in the protected area sector				Equivalent (but not required) educational level
			National and sub-national PA agencies	Other agencies, local and regional government	Civil society	Private sector/ consulting	
LEVEL 4	EXECUTIVE	<ul style="list-style-type: none"> <li>Central direction and management of large organisations.</li> <li>National and regional policy development, spatial and strategic planning.</li> <li>Cross sectoral coordination.</li> <li>Direction of complex programmes and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Director of national or subnational protected area system.</li> <li>Ministerial level executive responsible for protected area systems.</li> <li>Senior national or subnational planner (land use, resource use, development).</li> </ul>	<ul style="list-style-type: none"> <li>Senior executive of a natural resource managing agency with responsibility for PAs (e.g. forestry agencies).</li> </ul>	<ul style="list-style-type: none"> <li>Senior executive of a major national / international NGO with special interest in PAs.</li> <li>'Elder' from a community or indigenous peoples' organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Senior executive of a resource management company.</li> <li>Senior executive of private game or wildlife reserve.</li> <li>Senior executive of tourism/visitor service company.</li> <li>Senior 'protected area professional'.</li> </ul>	<ul style="list-style-type: none"> <li>PhD, MSc.</li> <li>Master's in Business or Public Administration.</li> </ul>
LEVEL 3	SENIOR MANAGER	<ul style="list-style-type: none"> <li>Direction and management of medium-sized organisations.</li> <li>Planning and management of projects and programmes within strategic frameworks.</li> <li>Conducting and leading complex and technical programmes (according to speciality).</li> </ul>	<ul style="list-style-type: none"> <li>PA director/deputy.</li> <li>Chief park warden.</li> <li>Senior PA management and administrative team member.</li> </ul>	<ul style="list-style-type: none"> <li>Local government official with responsibility for PAs.</li> <li>Local planner.</li> <li>Local head of an agency with responsibility for PAs (e.g. forestry agencies).</li> </ul>	<ul style="list-style-type: none"> <li>PA project manager leader from an NGO or other civil society organisation.</li> <li>Head of a local NGO.</li> <li>Local community leader.</li> </ul>	<ul style="list-style-type: none"> <li>Manager of a private protected area.</li> <li>Site manager of a land or resource management company.</li> <li>Manager of a PA tourism services company.</li> <li>Senior consultant / technical advisor.</li> </ul>	<ul style="list-style-type: none"> <li>MSc, BSc, College Diploma.</li> </ul>
LEVEL 2	MIDDLE MANAGER, TECHNICAL SPECIALIST	<ul style="list-style-type: none"> <li>Management, organisation and leadership of technical sections and teams implementing plans and projects.</li> <li>Completing specific and complex technical assignments (according to technical speciality).</li> </ul>	<ul style="list-style-type: none"> <li>Head ranger.</li> <li>Section leader.</li> <li>Scientific officer.</li> <li>Tourism officer.</li> <li>Community outreach officer.</li> <li>Educational and interpretive officer.</li> <li>Administrative officer.</li> <li>Accountant.</li> </ul>	<ul style="list-style-type: none"> <li>Local government field officer.</li> <li>Local environmental inspector.</li> <li>State agency (e.g. forestry) local officer.</li> </ul>	<ul style="list-style-type: none"> <li>Resource owner, custodian or service provider from a local community.</li> <li>NGO project field worker.</li> </ul>	<ul style="list-style-type: none"> <li>Consultant/ technical adviser.</li> <li>Local small business owner providing PA related services.</li> </ul>	<ul style="list-style-type: none"> <li>BSc.</li> <li>College Diploma.</li> <li>High School</li> <li>Intermediate School.</li> </ul>
LEVEL 1	SKILLED WORKER	<ul style="list-style-type: none"> <li>Completing specific and sometimes complex tasks and assignments under regular supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Patrol ranger.</li> <li>Tourism ranger.</li> <li>Community ranger.</li> <li>Administrative assistant.</li> <li>Accounting assistant/ book keeper.</li> <li>Junior technician.</li> </ul>	<ul style="list-style-type: none"> <li>Site guardian.</li> <li>Resource guard or warden (e.g. for forestry, fisheries).</li> </ul>	<ul style="list-style-type: none"> <li>Site guardian.</li> <li>Local guide.</li> <li>Community custodian.</li> <li>Community resource user (fisher, farmer, hunter).</li> <li>Skilled volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>Site guardian for a private company.</li> <li>Private guide.</li> </ul>	<ul style="list-style-type: none"> <li>High School.</li> <li>Elementary School.</li> </ul>

## Appendix B: Mapping of the Charter’s Priorities against IUCN’s Global Register of Competences for PA Practitioners

Table 14 shows a proposed mapping of the Charter’s Priorities against IUCN’s Global Register of Competences for PA Practitioners. Only the head ‘Competence Statements’ from the Register are provided in Table 14, with their respective number codes. The full Register documentation should be consulted for more details for each, including the ‘main knowledge requirements’ for each competence, and a brief explanation with details, scope and variations, examples of performance criteria and means of assessment – an example of this for the competence with the code TRP 3.1 is presented in Table 13. Therefore, training planners interested in using this competences’ map to identify specific training areas for different Charter Actions, contexts and personnel levels, should interpret the map in tandem with the Register documentation for full details on each competence.

Table 13: Example of a full competence explanation as presented on the IUCN’s Global Register of Competences for PA Practitioners (from Appleton 2016).

Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main specific knowledge requirements for the competence	Example performance criteria for certification	Example means of assessment
TRP 3.1	<b>Direct development of a strategy and plan for tourism, recreation and public use in a protected area.</b>	<ul style="list-style-type: none"> <li>• Preparing a detailed strategy and plan for sustainable and economically viable tourism and recreation in a protected area.</li> <li>• Conducting market analysis, identifying opportunities, demand, target groups, suitable activities, infrastructure and equipment needs, limits, zones, impacts, visitor management requirements, etc</li> <li>• Identifying potential partnerships and opportunities for PA communities and local businesses to invest in, participate in and benefit from tourism and visitation.</li> <li>• Communicating the strategy and plan to PA staff and local stakeholders.</li> <li>• Incorporating the plan into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>• The tourism sector and relevant policies, strategies, laws, regulations and initiatives.</li> <li>• The range of recreation opportunities typically offered by PAs and their compatibility with different types and categories of PA.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct the development of and submit a public use strategy and management plan for the PA (separately or as part of the PA management plan).</li> <li>• Demonstrate supporting knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation of prior qualifications and experience.</li> <li>• Evidence portfolio assessment.</li> </ul>

Table 14: Mapping of the Charter's Priorities against IUCN's Global Register of Competences for PA Practitioners. (PPP. Protected Area Policy, Planning and Projects; ORG. Organizational Leadership and Development; HRM. Human Resources Management; FRM. Financial and Operational Resources Management; ADR. Administrative Documentation and Reporting; CAC. Communication and Collaboration; LAR. Upholding Laws and Regulations; COM. Local Communities and Cultures; TRP. Tourism, Recreation and Public Use; AWA. Awareness and Education; FLD. Field/Water Craft and Site Maintenance)

Charter's Priorities		IUCN Register of Competences for PA Practitioners			
Key Topics	Key Actions	Level 4 - Executive	Level 3 – Senior Manager	Level 2 – Middle Manager / Technical Specialist	Level 1 – Skilled Worker
1) Protecting valuable landscapes, biodiversity and cultural heritage	1. Influencing land use planning and the control of potentially damaging developments; 2. Influencing the location, type and design of tourism developments 3. Managing visitor flows, activities and behavior in sensitive areas and sites		PPP 3.3. Direct the development of a protected area zonation system. PPP 3.8. Direct the planning, implementation and monitoring of major construction projects. PPP 3.9. Coordinate protected area management with activities of neighbouring land and resource owners and users. PPP 3.10. Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area. COM 3.8. Ensure the protection of sites, features and objects of cultural importance.	LAR 2.3. Work with local communities to resist and prevent illegal activities. COM 2.6. Plan, lead and report on measures to safeguard cultural and historic sites, structures and artefacts. TRP 2.2. Manage needs and behaviour of visitors. TRP 2.3. Monitor and manage the impacts (environmental and social) of visitation.	LAR 1.2. Provide information to protected area users about laws, rights and regulations affecting a protected area. LAR 1.9 Respond correctly to non-violent disputes and confrontations.
2) Supporting conservation through tourism	1. Encouraging visitors and tourism businesses to support conservation,	PPP. 4.12. Coordinate initiatives to determine the value of the services provided	FRM 3.5. Identify and secure funding for protected area management.	COM 2.6. Plan, lead and report on measures to	

	<p>through donations, volunteering and other activity;</p> <p>2. Using revenues obtained from tourism-related activity to support conservation;</p> <p>3. Establishing, supporting and promoting tourism-related investments, projects and activities that help to conserve the natural and cultural heritage.</p>	<p>by the ecosystems of protected areas.</p> <p>FRM 4.1. Coordinate mobilisation of funding for protected areas.</p>	<p>FRM 3.7. Negotiate and oversee contracts and financial terms for constructions, concessions and management agreements.</p> <p>TRP 3.3. Direct development of business plans, budgets and fee structures for visitor services and activities.</p>	<p>safeguard cultural and historic sites, structures and artefacts.</p> <p>COM 2.7. Plan lead and report on measures to safeguard intangible cultural heritage.</p> <p>TRP 2.8 Manage sales activities and retail outlets.</p>	
3) Reducing carbon footprint, pollution and wasteful resource use	<p>1. Working with tourism businesses to improve environmental management, including use of energy and water, waste management, and noise and light pollution;</p> <p>2. Promoting the use of public transport and other alternatives to cars.</p>			<p>FLD 2.5. Plan, lead and report on waste management and pollution control.</p>	
4) Providing safe access, quality facilities and special experiences of the protected area, available to all visitors	<p>1. Providing a wide range of access opportunities, with attention to safety and risk management</p> <p>2. Improving the quality of visitor facilities and services</p>	<p>TRP 4.2. Enable provision of appropriate opportunities for sustainable public use, tourism and recreation across a protected area system.</p> <p>TRP 4.3. Promote protected areas as destinations for</p>	<p>ORG 3.7 Establish systems and procedures for ensuring health, safety and security in a protected area.</p> <p>TRP 3.1. Direct development of a strategy and plan for tourism,</p>	<p>TRP 2.1. Manage visitation and use of facilities.</p> <p>TRP 2.2. Manage needs and behaviour of visitors.</p> <p>TRP 2.5. Manage and lead specialised and hazardous recreation activities.</p>	<p>TRP 1.1. Welcome, assist and regulate visitors on site.</p> <p>TRP 1.2. Respond to emergencies and accidents to visitors.</p> <p>TRP 1.3. Guide basic visitor activities.</p>

	<p>3. Providing visitors with specific tourism offers which involve discovery, interpretation and appreciation of the area's special natural and cultural heritage</p> <p>4. Providing facilities and information for visitors with special needs</p>	<p>public use, sustainable tourism and recreation.</p>	<p>recreation and public use in a protected area.</p> <p>TRP 3.2. Direct establishment and maintenance of appropriate facilities, equipment and infrastructure for visitors.</p> <p>TRP 3.4. Ensure that visitors have safe, well-managed, informative and enjoyable visits.</p>	<p>TRP 2.6. Manage visitor accommodation.</p> <p>TRP 2.7. Manage catering (food service) for visitors.</p> <p>TRP 2.8. Manage sales activities and retail outlets.</p> <p>FLD 2.1. Plan, lead and report on field excursions and activities.</p> <p>FLD 2.3. Plan, lead and report on small scale construction, landscaping and maintenance works.</p> <p>FLD 2.4. Plan, lead and report on search and rescue and emergency response.</p>	<p>TRP 1.4. Operate entrance, ticketing and sales facilities.</p> <p>TRP 1.5. Assist in guiding advanced visitor activities.</p> <p>FLD 1.9. Conduct first aid and provide appropriate responses in accidents and emergencies.</p>
<p>5) Effectively communicating the area to visitors</p>	<p>1. Ensuring that marketing materials and activities promote the area effectively and responsibly.</p> <p>2. Providing good quality and effective visitor information and interpretation</p> <p>3. Ensuring that tourism businesses and other local stakeholders are well informed about the area and</p>	<p>AWA 4.1. Coordinate development of a strategy for visibility, awareness and education across a protected area system.</p> <p>AWA 4.2. Promote national awareness and understanding of a protected area system and its values.</p> <p>AWA 4.3. Promote the inclusion of protected area</p>	<p>TRP 3.6. Ensure marketing of opportunities for tourism, recreation and public use.</p> <p>AWA 3.1. Direct development of a protected area communication strategy and plan.</p> <p>AWA 3.2. Direct development of a protected area image and brand.</p> <p>AWA 3.3. Direct the design, production and deployment of</p>	<p>AWA 2.1. Plan, lead and report on interpretive, awareness and educational programmes.</p> <p>AWA 2.2. Plan and lead 'person to person' awareness and educational activities.</p> <p>AWA 2.3. Plan, draft and oversee production of publications, exhibits and signs.</p>	<p>AWA 1.1. Provide basic information about a protected area.</p> <p>AWA 1.2. Make basic interpretive/ educational presentations.</p>



	<p>provide relevant and accurate information to visitors</p> <p>4. Providing specific information and interpretation for young people, schools and student groups</p>	<p>and biodiversity issues in educational curricula.</p>	<p>awareness and educational facilities and installations.</p> <p>AWA 3.4. Direct the design and production of awareness and educational materials.</p> <p>AWA 3.5. Direct the design and implementation of interpretive and educational programmes.</p> <p>AWA 3.6. Direct the design and implementation of issue-based/advocacy campaigns.</p> <p>AWA 3.7. Develop and implement a protected area media strategy.</p>	<p>AWA 2.4. Plan, oversee production of and operate technology based exhibits.</p> <p>AWA 2.5. Plan and lead special public events.</p> <p>AWA 2.6. Plan and deliver formal education activities.</p> <p>AWA 2.7. Manage and maintain internet and social media presence for a protected area.</p> <p>AWA 2.8. Work with the media to communicate information and stories about a protected area.</p>	
6) Ensuring social cohesion	<p>1. Anticipating, monitoring and minimising any existing and potential conflicts with local residents</p> <p>2. Maintaining good communication and engagement between local residents, businesses, visitors and the protected area authority</p> <p>3. Encouraging and developing appropriate</p>	<p>PPP 4.13. Coordinate integration of protected area policy and management with other sectors.</p> <p>ORG 4.2. Establish systemwide mechanisms for participation and good governance.</p> <p>COM 4.2. Enable integration of the needs and rights of local and indigenous communities into governance</p>	<p>ORG 3.5. Build networks and develop collaborative relationships with other organizations.</p> <p>ORG 3.6. Ensure establishment and implementation of participation and good governance.</p> <p>CAC 3.2. Maintain effective communication and good working relations with stakeholders and partners.</p>	<p>CAC 2.1. Demonstrate effective interpersonal communication.</p> <p>CAC 2.6. Identify and address interpersonal conflicts.</p> <p>CAC 2.8. Facilitate meetings, discussions and workshops.</p> <p>LAR 2.3. Work with local communities to resist and prevent illegal activities.</p> <p>COM 2.1. Maintain productive and equitable working</p>	<p>CAC 1.3. Use effective communication techniques to avoid and prevent interpersonal conflict.</p> <p>LAR 1.2. Provide information to protected area users about laws, rights and regulations affecting a protected area.</p> <p>LAR 1.9. Respond correctly to non-violent disputes and confrontations.</p>

	partnership activity with and between stakeholders	<p>and management of protected areas.</p> <p>COM 4.3. Institutionalise formal participation of local communities in governance and management of protected areas.</p>	<p>CAC 3.3. Negotiate agreements and resolve disputes and conflicts.</p> <p>COM 3.2. Direct development of a strategy and plan for engagement by a protected area with local communities.</p> <p>COM 3.3. Enable participation of communities in protected area governance and management.</p> <p>COM 3.4. Negotiate and maintain formal agreements with communities.</p> <p>COM 3.5. Ensure that protected area management activities respect policies and agreements and the rights of communities.</p> <p>TRO 3.7. Establish partnerships and agreements with communities and businesses for tourism and recreation.</p>	<p>relationships with local communities and indigenous peoples.</p> <p>COM 2.3. Facilitate and support agreements for community-based sustainable use of natural resources.</p>	COM 1.1. Communicate and interact appropriately with local community members.
7) Strengthening prosperity in the local community	<p>1. Promoting the provision and identity of local produce and services and their purchase and use by visitors and tourism businesses.</p> <p>2. Supporting the economic viability and performance of</p>		<p>COM 3.4. Negotiate and maintain formal agreements with communities.</p> <p>COM 3.6. Facilitate activities that support sustainable socioeconomic development of communities.</p>	<p>COM 2.3. Facilitate and support agreements for community-based sustainable use of natural resources.</p> <p>COM 2.4. Facilitate and support establishment of</p>	

	local tourism businesses and the provision of local employment in tourism		<p>COM 3.7. Promote and support the cultural identity and traditional knowledge and practices of local communities.</p> <p>TRP 3.3. Direct development of business plans, budgets and fee structures for visitor services and activities.</p> <p>TRP 3.7. Establish partnerships and agreements with communities and businesses for tourism and recreation.</p>	<p>community development projects.</p> <p>COM 2.5. Facilitate and support establishment of community-based economic enterprises.</p>	
8) Providing training and capacity building	<p>1. Providing relevant training for staff of the protected area authority in sustainable tourism development and management</p> <p>2. Providing and encouraging relevant training and capacity building for tourism businesses and other stakeholders in sustainable tourism</p>	HRM 4.2. Develop and institutionalise capacity development programmes for protected area personnel.	<p>HRM 3.4. Identify capacity development needs of personnel, stakeholders and partners.</p> <p>HRM 3.5. Institute capacity development programmes for protected area personnel, stakeholders and partners.</p>	<p>HRM 2.4. Plan and organize delivery of training and learning activities.</p> <p>CAC 2.7. Deliver training and learning programmes.</p>	
9) Monitoring tourism performance and impacts	1. Monitoring of visitors - volumes, patterns, spending and satisfaction	PPP 4.11. Coordinate measures for offsetting or securing compensation for damage to protected areas.	COM 3.1. Direct the participatory collection and assessment of socio-economic and cultural information.	<p>COM 2.2. Plan, lead and report on cultural and socioeconomic surveys and assessments.</p> <p>TRP 2.3. Monitor and manage the impacts</p>	

	<p>2. Monitoring of tourism businesses - performance and needs</p> <p>3. Monitoring of tourism impacts - on the environment, economy and community</p> <p>4. Monitoring progress in implementing the action plan</p>		<p>TRP 3.5. Ensure monitoring and management of the impacts of public use.</p>	<p>(environmental and social) of visitation.</p> <p>TRP 2.4. Conduct surveys about visitors, the use of a protected area and its facilities.</p>	
<p>10) Communicating actions and engaging with the Charter</p>	<p>1. Communicating sustainable tourism actions and results to local stakeholders and more widely at a local, regional and national level</p> <p>2. Promoting and making visible the award of the Charter</p> <p>3. Engaging with EUROPARC and the Charter Network, including participation in related events and activities</p> <p>4. Taking steps for re-application and renewal of the Charter</p>	<p>HRM 4.4. Contribute to international initiatives for human resource management and capacity development in protected areas.</p> <p>ADR 4.3. Contribute significantly to international initiatives for protected area performance monitoring and documentation.</p> <p>CAC 4.2. Enable effective communication across a protected area system.</p> <p>CAC 4.3. Enable effective communication with other organizations and sectors.</p> <p>CAC 4.4. Contribute significantly to international initiatives for improving communication and</p>	<p>ORG 3.5. Build networks and develop collaborative relationships with other organizations.</p> <p>ADR 3.1. Compile and prepare formal reports on protected area activities.</p>	<p>ADR 2.2. Prepare formal reports of activities and projects.</p>	

		<p>participation among protected areas.</p> <p>TRP 4.1. Coordinate development of a national policy and strategy for public use, tourism and recreation in and around protected areas.</p> <p>TRP 4.3. Promote protected areas as destinations for public use, sustainable tourism and recreation.</p> <p>TRP 4.4. Contribute significantly to international initiatives for developing sustainable tourism and recreation in and around protected areas.</p> <p>AWA 4.4. Contribute significantly to international initiatives for improving awareness, education and information related to protected areas.</p>			
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## Appendix C: Map of areas of Knowledge and Skills for Sustainable Tourism in PAs against the Charter's Priorities

Table 15 was produced to support a discussion with project partners with the aim of producing a shortlist of manageable size for the final TNA survey. Sentences were presented as working versions only, so partners could also discuss forming of the questions, wording variations, etc, to best (and simpler/shorter) format appropriate to the TNA target groups.

Table 15: Mapping of the Charter's Priorities against relevant areas of knowledge and skills for sustainable tourism in PAs.

Charter's Priorities		Range of possible training themes / knowledge areas / skills
Key Topics	Key Actions	
1) Protecting valuable landscapes, biodiversity and cultural heritage	1. Influencing land use planning and the control of potentially damaging developments; 2. Influencing the location, type and design of tourism developments 3. Managing visitor flows, activities and behavior in sensitive areas and sites	<ul style="list-style-type: none"> <li>• Knowledge of zonation approaches and frameworks (that can regulate (or influence) visitor flows, activities and behaviour in sensitive areas and sites, as well as the location and type of tourism &amp; recreations developments)</li> <li>• Knowledge of EIA (Environmental Impact Assessments) principles and processes, that can inform T&amp;R projects and proposals affecting a protected area (including ability to propose measures for impact avoidance and mitigation)</li> <li>• Knowledge of principles and best practices of tourism-related physical infrastructure (e.g. visitor centres, tourism facilities, roads, paths, etc.. including planning, type, design, construction parameters, specifications, implementation and monitoring)</li> <li>• Knowledge of Visitor Management approaches, strategies and techniques</li> <li>• Techniques for dealing with accidents, emergencies, conflicts etc (emergency response procedures)</li> <li>• Environmental impacts of tourism/recreation/visitation - knowledge of key types, principles and practices of impact monitoring, and ranges of actions to prevent, reduce or mitigate impacts (including monitoring and reporting techniques, and use of indicators).</li> <li>• Social impacts of tourism/recreation/visitation - knowledge of key types, principles and practices of impact monitoring, and ranges of actions to prevent, reduce or mitigate impacts (including monitoring and reporting techniques, and use of indicators)</li> </ul>

		<ul style="list-style-type: none"> <li>• Knowledge of conflict avoidance and reduction techniques. Ability to use a range of non-violent, legal and ethical techniques for avoiding conflict and defusing hostile situations (e.g. dealing with disputes, threats, non-cooperation or intimidation)</li> <li>• Others (for discussion and generation by project partners...)</li> </ul>
2) Supporting conservation through tourism	<ol style="list-style-type: none"> <li>1. Encouraging visitors and tourism businesses to support conservation, through donations, volunteering and other activity;</li> <li>2. Using revenues obtained from tourism-related activity to support conservation;</li> <li>3. Establishing, supporting and promoting tourism-related investments, projects and activities that help to conserve the natural and cultural heritage.</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge of principles and practices of ecosystem valuation and payments for ecosystem services <ul style="list-style-type: none"> <li>○ Including visitor payback schemes</li> </ul> </li> <li>• Knowledge of approaches to PA funding from T&amp;R activity (e.g. tourism charges for entrance and services, fees for resource use, payments for ecosystem services, appeals and campaigns, projects, locally generated income, visitor payback schemes, etc).</li> <li>• Knowledge of approaches to negotiate and oversee contracting for concessions for provision of tourism and recreation services (e.g. development, specification and contracting of concession agreements or similar)</li> <li>• Knowledge of tourism-related measures, investments, projects and activities for management, protection and revenue generating approaches of natural and cultural heritage.</li> <li>• Ability to conduct participatory surveys and assessments of 'intangible heritage' (traditions, skills, arts, designs, oral history, etc) of local communities.</li> <li>• Others (for discussion and generation by project partners...)</li> </ul>
3) Reducing carbon footprint, pollution and wasteful resource use	<ol style="list-style-type: none"> <li>1. Working with tourism businesses to improve environmental management, including use of energy and water, waste management, and noise and light pollution;</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to plan, lead and implement an environmental management system <ul style="list-style-type: none"> <li>○ for the PA territory (including clear guidelines and procedures for both PA authority and local organizations).</li> <li>○ to support local tourism businesses</li> </ul> </li> <li>• Ability to monitor potential pollution sources in a protected area (e.g. waste dumps, fuel stores, sewage and waste water, use of chemicals, etc).</li> </ul>



	<p>2. Promoting the use of public transport and other alternatives to cars.</p>	<ul style="list-style-type: none"> <li>• Ability to respond to pollution incidents</li> <li>• Others (for discussion and generation by project partners...)</li> </ul>
<p>4) Providing safe access, quality facilities and special experiences of the protected area, available to all visitors</p>	<p>1. Providing a wide range of access opportunities, with attention to safety and risk management</p> <p>2. Improving the quality of visitor facilities and services</p> <p>3. Providing visitors with specific tourism offers which involve discovery, interpretation and appreciation of the area's special natural and cultural heritage</p> <p>4. Providing facilities and information for visitors with special needs</p>	<p>T&amp;R opportunities and experiences in PAs</p> <ul style="list-style-type: none"> <li>• Knowledge of typologies of tourism and recreation opportunities in PAs and their compatibility with different types and categories of PA <ul style="list-style-type: none"> <li>○ Knowledge of opportunities and limitations for tourism and recreation in PAs</li> <li>○ Visitor survey approaches and techniques</li> </ul> </li> <li>• Knowledge of the tourism sector, functioning and trends <ul style="list-style-type: none"> <li>○ E.g. basics of typologies, characteristics and functioning of attractions, accommodation, intermediaries, transportation, public sector supporting actors, etc</li> <li>○ Principles of tourism demand management, measuring and forecasting, tourist consumer behaviour (e.g. decision making processes, motivations and segmentation), the tourism supply chain, etc</li> <li>○ Tourism development planning processes</li> </ul> </li> <li>• Knowledge of destination product development approaches <ul style="list-style-type: none"> <li>○ Product development strategy models, development of packages, physical products, experiential products/services, etc</li> </ul> </li> </ul> <p>Visitor safety and risk management</p> <ul style="list-style-type: none"> <li>• Knowledge of systems for maintaining and monitoring the health, safety and security of visitors, users and PA communities</li> <li>• Knowledge of best practice on safety standards and codes of conduct for visitors, staff and service providers and for hazardous activities</li> <li>• Knowledge of organization and safety standards of non-hazardous/non-specialist recreation activities (e.g. guided walks, nature trails, short hikes, tours of exhibitions, etc)</li> </ul>

		<ul style="list-style-type: none"> <li>• Knowledge of organization and safety standards of advanced/specialised/hazardous recreation activities (e.g. example rafting, mountaineering, long distance hiking, water-based activities, climbing, cross country skiing, snorkelling, etc)</li> </ul> <p>Quality of visitor facilities and services</p> <ul style="list-style-type: none"> <li>• Knowledge of infrastructure, facilities and equipment requirements for visitation and recreation activities appropriate to a protected area (access, parking, visitor reception, information centres, service infrastructure, etc)</li> <li>• Ability to plan and organize installation of non-engineered structures (e.g. boundary markers, paths, trails, rest areas, picnic sites, garbage disposal and associated structures)</li> <li>• Knowledge of principles and practices of low impact and 'green' design and construction</li> <li>• Ability to plan logistical aspects of field trips, excursions, activities, etc (including ensuring welfare and safety of participants)</li> <li>• Principles and practices of hospitality management and visitor accommodation <ul style="list-style-type: none"> <li>○ Ability to manage guesthouses, hostels, campsites, etc operated by a protected area administration or its partners</li> </ul> </li> </ul> <p>Other topics</p> <ul style="list-style-type: none"> <li>• Principles and techniques of management of cultural and historical heritage, sites and artefacts</li> <li>• Including ability to conduct participatory surveys and assessments of 'intangible heritage' (traditions, skills, arts, designs, oral history, etc) of local communities</li> <li>• Knowledge of best practice of partnerships and opportunities for PA communities and local businesses to invest in, participate in and benefit from tourism and visitation</li> </ul> <p>Others (for discussion and generation by project partners...)</p>
5) Effectively communicating the area to visitors	1. Ensuring that marketing materials and activities promote the	<ul style="list-style-type: none"> <li>• Marketing approaches and techniques <ul style="list-style-type: none"> <li>○ Marketing for tourism (basic principles and techniques of marketing management, planning, marketing mix applications, etc</li> </ul> </li> </ul>

	<p>area effectively and responsibly.</p> <p>2. Providing good quality and effective visitor information and interpretation</p> <p>3. Ensuring that tourism businesses and other local stakeholders are well informed about the area and provide relevant and accurate information to visitors</p> <p>4. Providing specific information and interpretation for young people, schools and student groups</p>	<ul style="list-style-type: none"> <li>○ Ability to conduct market analysis, identifying opportunities, demand, target groups, suitable activities, etc</li> <li>○ ICTs for marketing and communication <ul style="list-style-type: none"> <li>▪ Ability to organize direct marketing through publicity, internet, media, etc</li> <li>▪ Aspects of establishing and maintaining online presence and interacting effectively with users</li> </ul> </li> <li>● Knowledge of processes of developing a PA communication strategy <ul style="list-style-type: none"> <li>○ Principles of effective communication and design</li> <li>○ Ability to identify key audiences, messages and media for awareness and education</li> <li>○ Ability to develop a detailed strategy for working with the media to promote a protected area</li> <li>○ Principles and practices of media relations and interactions <ul style="list-style-type: none"> <li>▪ Identifying media stories, messages and opportunities</li> <li>▪ Organizing media events and working with media groups (film crews, media tours, etc)</li> <li>▪ Disseminating information for the media (press releases, online announcements, etc)</li> </ul> </li> </ul> </li> <li>● Branding - brand development methods and social marketing techniques for use in awareness raising and marketing of a PA image and brand</li> <li>● Principles, practices and techniques of education, interpretation and awareness raising <ul style="list-style-type: none"> <li>○ Identifying suitable topics, methods and media for communicating messages to different target groups.</li> <li>○ Identifying and researching target audiences, themes and messages</li> <li>○ Specification, planning, design and implementation of a diverse programme of awareness, interpretational and educational activities</li> <li>○ Developing concepts for technology driven displays and activities (e.g. films, audio visual presentations, touch screen displays, interactive exhibits)</li> </ul> </li> <li>● Ability to promote inclusion of PA/biodiversity issues, applied conservation and protected area management into educational curricula</li> </ul>
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		<ul style="list-style-type: none"> <li>○ A range of techniques for teaching and learning</li> <li>○ Developing programmes, lesson plans, teaching materials, etc linked to formal educational curricula (at primary, intermediate, high school or university levels)</li> <li>● Knowledge of design, production and deployment of educational facilities and installations <ul style="list-style-type: none"> <li>○ Ability to specify the functions, design and layout of interpretive and educational facilities (e.g. educational and awareness centres)</li> <li>○ Designing and installing signage systems for the site</li> <li>○ Principles and practices of environmentally sustainable, eco-friendly and culturally appropriate design (including principles of visitor centre design)</li> </ul> </li> <li>● Principles and practice of event planning and management <ul style="list-style-type: none"> <li>○ (e.g. design, budgeting, marketing, logistics, advertising, organization, etc of special events at a PA)</li> </ul> </li> <li>● Methods of evaluating and assessing the impact and effectiveness of awareness and educational activities and programmes</li> </ul>
6) Ensuring social cohesion	<p>1. Anticipating, monitoring and minimising any existing and potential conflicts with local residents</p> <p>2. Maintaining good communication and engagement between local residents, businesses, visitors and the protected area authority</p>	<ul style="list-style-type: none"> <li>● Knowledge of principles and practices of participation and various forms of participatory governance <ul style="list-style-type: none"> <li>○ Knowledge of a range of forms of participatory governance of protected areas (e.g. range of PA categories and management systems that enable community support and participation, mechanisms for participatory governance, etc)</li> <li>○ Knowledge of best practice of negotiation of local agreements to support management of a protected area (e.g. with businesses, local landowners, users, occupiers, managers, local communities, local authorities, NGOs, etc)</li> <li>○ Knowledge of range of appropriate structures and processes that establish and formalise stakeholders' rights to participate in PA management</li> <li>○ Knowledge of mechanisms for PA communities to participate in decision making and assessment of management of a protected area and to address concerns and conflicts</li> <li>○ mechanisms for local communities to participate in PA planning, management and monitoring</li> </ul> </li> </ul>

	<p>3. Encouraging and developing appropriate partnership activity with and between stakeholders</p>	<ul style="list-style-type: none"> <li>○ mechanisms for regular communication and consultation with local communities</li> <li>● Techniques for consultation and collaborative management, planning, negotiation and participatory decision making</li> <li>● Knowledge of processes and principles for assessments of the status, needs and rights of local communities in and around protected areas</li> <li>● Range of techniques for enabling equitable agreements and for resolving major conflicts with/between stakeholders and partners or within the organization <ul style="list-style-type: none"> <li>○ Range of negotiation approaches (e.g. accommodating, avoiding, collaborating, competing, compromising)</li> <li>○ Range of conflict resolution approaches and practical techniques such as negotiation, mitigation, mediation, arbitration, adjudication, seeking compromise and win-win solutions, etc</li> <li>○ a range of techniques for effective and inclusive facilitation of meetings, workshops and similar events</li> <li>○ range of 'soft' techniques to encourage and enable behaviour change and cooperation</li> <li>○ Techniques for de-escalating arguments and verbal conflicts and for presenting and defending unpopular positions and arguments</li> <li>○ a range of non-violent, legal and ethical techniques for avoiding conflict and defusing hostile situations (e.g. dealing with disputes, threats, non-cooperation or intimidation)</li> </ul> </li> <li>● Knowledge of range of partnerships and agreements with communities and businesses to invest in, add to, participate and benefit from tourism and recreation offering of a protected area <ul style="list-style-type: none"> <li>○ e.g. through for the supply of goods and services to visitors and operation of recreation sites and activities</li> <li>○ Negotiating concessions/franchises/agreements for the operation of facilities and provision of services</li> </ul> </li> </ul>
<p>7) Strengthening prosperity in the local community</p>	<p>1. Promoting the provision and identity of local produce and services and their purchase and use by</p>	<ul style="list-style-type: none"> <li>● Knowledge of best practice on proactively encouraging and supporting local traditional practices compatible with PA objectives (e.g. local produce, crafts, architectural styles, land and resource management practices, cultural events, etc)</li> </ul>

	<p>visitors and tourism businesses.</p> <p>2. Supporting the economic viability and performance of local tourism businesses and the provision of local employment in tourism</p>	<ul style="list-style-type: none"> <li>• Knowledge of best practice on working with communities to establish and operate social and environmental enterprises compatible with the objectives of a protected area (for example tourism services, processing/sale of sustainably harvested resources, provision of local services, etc)</li> <li>• Knowledge of PA partnership/formal agreements that support economically local businesses (e.g. permit and licensing schemes, management and resource use rights, revenue generation and benefit sharing schemes, etc) <ul style="list-style-type: none"> <li>○ Negotiating concessions/franchises/agreements for the operation of facilities and provision of services</li> </ul> </li> <li>• Knowledge of best practice of supporting access by PA communities to assistance, support and finance for development projects, enterprise development, sustainable use, etc <ul style="list-style-type: none"> <li>○ Enabling access for communities to specialist knowledge, advice and support (e.g. access to extension services, advice on sustainable harvesting, information on projects and programmes, sources of funding and credit, welfare services, educational services, credit facilities, etc)</li> </ul> </li> <li>• Knowledge of PA best practices on encouraging and enabling local people and businesses to add to and benefit from the recreation offering of a protected area (e.g. through for the supply of goods and services to visitors and operation of recreation sites and activities)</li> <li>• Principles and practices for assessing development needs and priorities of local communities</li> <li>• Principles and practices for assessing and monitoring visitor needs and demands for products from the PA</li> </ul>
<p>8) Providing training and capacity building</p>	<p>1. Providing relevant training for staff of the protected area authority in sustainable tourism development and management</p> <p>2. Providing and encouraging relevant training and capacity</p>	<ul style="list-style-type: none"> <li>• Capacity development principles and practices (including principles of adult learning)</li> <li>• Capacity needs assessment and analysis procedures</li> <li>• Training and learning approaches and techniques <ul style="list-style-type: none"> <li>○ Knowledge of a range of formal and informal learning approaches; including short-term training; competence-based learning; and informal learning in the work place (e.g. coaching, mentoring, knowledge and skills sharing)</li> <li>○ Preparing and organizing training/learning programmes</li> </ul> </li> </ul>

	building for tourism businesses and other stakeholders in sustainable tourism	<ul style="list-style-type: none"> <li>○ range of delivery and learning techniques</li> <li>● Methods for assessing the impact of training and learning</li> </ul>
9) Monitoring tourism performance and impacts	<ol style="list-style-type: none"> <li>1. Monitoring of visitors - volumes, patterns, spending and satisfaction</li> <li>2. Monitoring of tourism businesses - performance and needs</li> <li>3. Monitoring of tourism impacts - on the environment, economy and community</li> <li>4. Monitoring progress in implementing the action plan</li> </ol>	<ul style="list-style-type: none"> <li>● Knowledge of best practice of working with local communities to identify and where possible quantify impacts (positive and negative) of a protected area on local communities and of local communities on a protected area <ul style="list-style-type: none"> <li>○ Participatory survey and assessment techniques</li> <li>○ Main parameters and indicators used in community assessments</li> </ul> </li> <li>● Knowledge of range and types of impacts of tourism, recreation and public use <ul style="list-style-type: none"> <li>○ Identifying/predicting/monitoring negative environmental impacts of public use</li> <li>○ Identifying/predicting/monitoring social and cultural impacts of public use of a protected area (e.g. erosion of local cultures, unfair competition with local businesses, behaviours and practices unacceptable to local sensitivities, etc)</li> </ul> </li> <li>● Range of possible actions to prevent, avoid, reduce or mitigate impacts <ul style="list-style-type: none"> <li>○ Best practice on development of suitable solutions (in collaboration with users and local stakeholders) for elimination or reduction of impacts</li> </ul> </li> <li>● Approaches for defining carrying capacities and determining limits of acceptable change</li> <li>● Impact monitoring techniques <ul style="list-style-type: none"> <li>○ Measurement of economic impact of tourism, environmental impact, socio-cultural impact...</li> </ul> </li> <li>● Principles and practice of field-based survey and participatory research work with local communities <ul style="list-style-type: none"> <li>○ Processes and techniques for collecting information (e.g. questionnaires, household interviews, observation surveys, focus groups, participatory mapping, etc)</li> <li>○ Range of survey techniques - collecting and analysing quantitative and qualitative data about public use and about visitors using a range of suitable methods</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Analysis and presentation techniques</li> <li>○ Making recommendations based on survey results</li> <li>● Operation, advantages and disadvantages of various compensation schemes for damage to protected areas from visitation as well as impacts to land owners from visitation</li> </ul>
<p>10) Communicating actions and engaging with the Charter</p>	<p>1. Communicating sustainable tourism actions and results to local stakeholders and more widely at a local, regional and national level</p> <p>2. Promoting and making visible the award of the Charter</p> <p>3. Engaging with EUROPARC and the Charter Network, including participation in related events and activities</p> <p>4. Taking steps for re-application and renewal of the Charter</p>	<ul style="list-style-type: none"> <li>● Knowledge of international initiatives, specialist groups and outlets on where to promote and publish own good work and best practice with the Charter process <ul style="list-style-type: none"> <li>○ e.g. specialist publications, Charter network, IUCN specialist groups, specialist conferences, etc</li> </ul> </li> <li>● Communication and network building principles and methods <ul style="list-style-type: none"> <li>○ Approaches for developing communities of practice with peers</li> <li>○ Knowledge of best practice on enabling networking, communication and information sharing with other stakeholders in the Charter network and beyond</li> </ul> </li> <li>● Knowledge of best practice on working with national authorities, agencies and the private sector to develop, market and promote tourism opportunities in protected areas</li> <li>● Knowledge of best practice on international initiatives for developing sustainable tourism and recreation in and around protected areas</li> </ul>

## Appendix D: Survey

Thank you for agreeing to take part in this survey.

This research is part of the ERASMUS+ project "Sustainable Tourism: Training for Tomorrow", that aims to increase the quality, supply and accessibility of training in sustainable tourism for Protected Area stakeholders across Europe. In particular, an online platform with sustainable tourism modules is being developed. (To learn more about the project you can check the website <http://sttft.eu/>).

The survey is aimed at stakeholders associated directly or indirectly with the territory of a natural protected area (natural park, national park, nature reserve, Natura 2000 or other), and involved in any way in the planning and/or delivery of tourism and recreation in the region.

Your responses will help identify potential training needs in different areas related to sustainable tourism and for different stakeholders. Completion of the full questionnaire should take around 10 minutes.

Your answers will be totally confidential and treated only for statistical purposes. By fully completing the questionnaire we will assume you are consenting to take part in this research. However, if you have any queries or would like to contact the research team, please contact [elke.hermans@uhasselt.be](mailto:elke.hermans@uhasselt.be).




To proceed to the survey please [click here](#).

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Below, we present a set of areas of knowledge or management skills normally considered relevant for the development of sustainable tourism in protected areas. For each subject, your opinion will be asked on:

1. the level of importance of that area of knowledge or skills for your work (as a professional engaged with development of sustainable tourism in or around a protected area)
2. your personal present level of knowledge in that subject

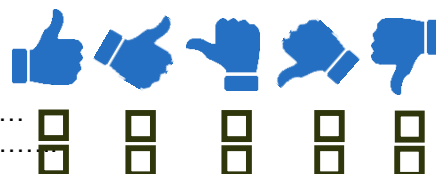
Choose the symbols that best correspond to your answers, according to the scheme below:

	Extremely important	← Neutral / undecided →	Not at all important
			
<b>Level of importance for your work .....</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personal level of knowledge.....</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I know a lot on this	← Neutral / undecided →	I know nothing on this

Comments: (In case you want to add some comments, feel free to do so after your scoring.)

### TNA questions

1. Tools and strategies for visitor management in natural areas (for example tools like zonation, carrying capacity, techniques to influence visitor behaviour, redistribute demand, etc).



Level of importance for your work.....

Personal level of knowledge.....

*Comments:*

2. Tools and approaches to influence and regulate potentially damaging tourism developments (e.g. principles and processes of environmental impact assessment, best practices on influencing type, location and design of tourism-related infrastructure, etc).
3. Knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer (e.g. volunteer tourism, best practices of conservation-focused visitor events, projects and activities, etc)
4. Methods to influence and encourage support for conservation funding by visitors and businesses (e.g. visitor payback schemes, payments for ecosystem services, using concessions and permits, alternative donation and revenue generating approaches, etc)
5. Tools to reduce environmental impact from organizational activity (e.g. pollution and waste management, water and energy savings, eco-certifications and environmental management systems, etc)
6. Best practice on creating sustainable transportation offers and alternatives (e.g. public transport to and within the Protected Area, strategic offers and packaging of biking, hiking and/or other non-polluting transportation alternatives, etc).
7. Main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development (e.g. product and destination development models, development of interpretation and experiences/products/services/packages, etc).
8. Safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities.
9. Best practice on provision of services, facilities, information and general offers that are accessible to everyone (e.g. visitors with special needs and demographic or socio-economic groups who don't normally visit protected areas).
10. Knowledge of how to develop a communication strategy (e.g. ability to identify key messages and media for marketing and communication with visitors and other stakeholders, branding and relationship-building methods, designing programmes for visitor and community awareness, etc)
11. Best practices on communicating organizational commitment to sustainable tourism (e.g. how to help businesses become ambassadors for the protected area, how to promote own efforts to become more sustainable, etc).
12. Knowledge of how to develop, design and/or use attractive and engaging communication tools (e.g. use of online and social marketing techniques, production of communication materials, campaigns, media relations etc to engage visitors and other stakeholders, ...)

13. Approaches to minimize and solve conflicts between activities linked to tourism in protected areas (e.g. best practice on conflict resolution and negotiation, seeking compromise, win-win solutions, etc).
14. Practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism (including mechanisms for regular communication and consultation with local communities, businesses, visitors, protected area authorities and/or others).
15. Inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters.
16. Best practice on strategies and methods to promote and market local products and services through tourism.
17. Best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services (e.g. permit, licensing and concession schemes, business partnerships and commissions, use of procurement to promote supply of local goods and services, facilitating access to assistance, support and finance, etc)
18. Tools for tourism monitoring (e.g. visitor volumes, demand, patterns and satisfaction, businesses performance and needs, etc)
19. Tools for monitoring tourism impacts on the environment, economy and communities
20. Methods to define and measure sustainable tourism indicators (including key tourism indicators systems, processes and techniques for collecting and analyzing information, etc).
21. Knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas
22. How to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas (e.g. how to access best practice of other stakeholders, meet peers of other areas, share information on own work, etc).

+++++

**Respondent profile/demographic questions:**

1. Country:

2. You are completing this survey because your work is related to (directly or indirectly) with the territory of a natural protected area. Please write the name of the protected area in your region:

\_\_\_\_\_

3. Age group:

- Less than 18
- Between 18 and 30
- 31-45
- 46-60
- More than 60

4. Gender:

- Male
- Female

5. Highest level of education:

- Elementary School
- High School
- Bachelors Degree/Higher vocational qualification
- Masters Degree
- PhD
- Other:

6. Have you had any type of formal education or training course in a tourism, hospitality or similar field?

- Yes
- No

If yes, please state the name of biggest/longest course you had, and its duration:

7. 1 Which category best describes your organization or area of activity?

- 'Protected Area' management staff
  - Business
    - Accommodation
    - Guided activities / environmental education activities
    - Restaurants
    - Other:
  - Public sector:
    - Local municipality
    - Tourism authority / agency
    - Other:
  - Non-governmental organization
  - Business association
  - Volunteer
  - Other:
- if "Business" is selected:
- average number of staff in your business during:
    - peak season
    - low season
  - average number of clients per year

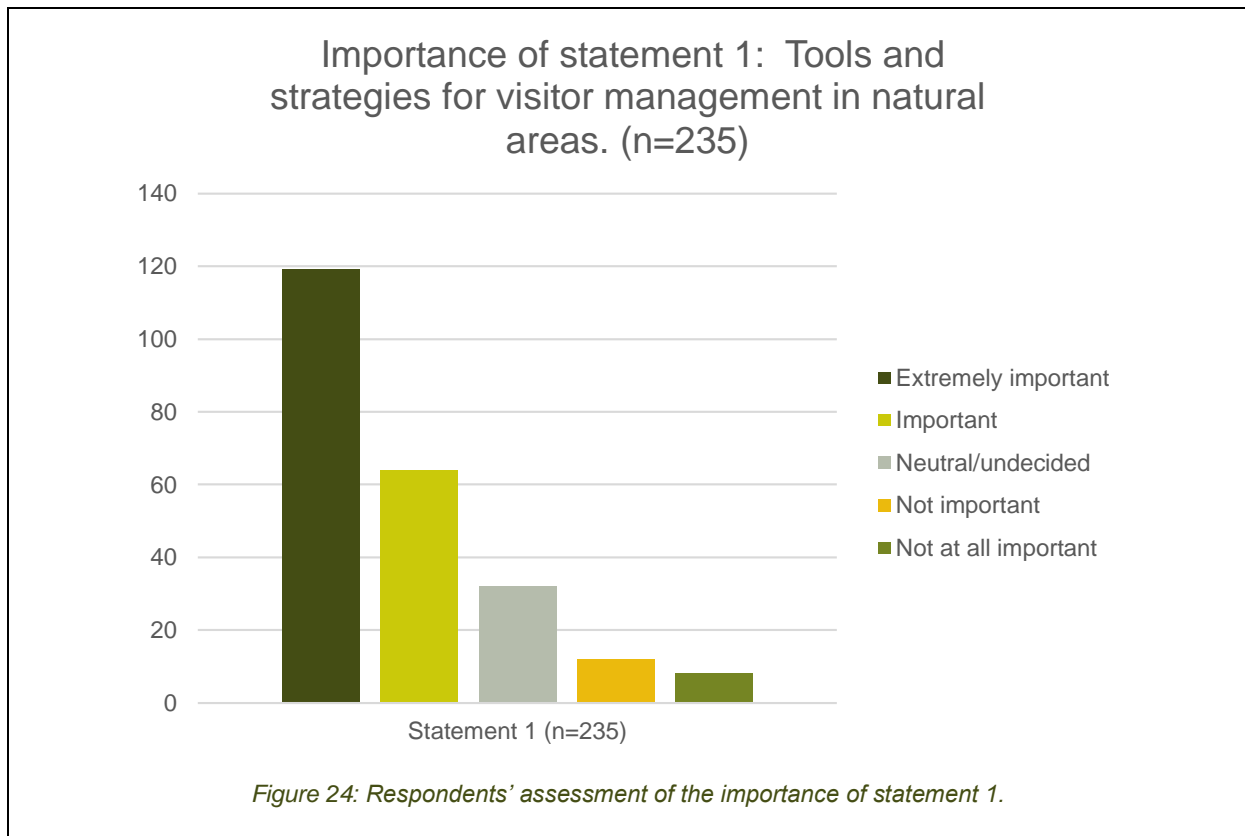
- If “Protected Area management” is selected:  
Your present job / responsibility / staff level:
  - Level 1: Skilled worker (e.g. ranger, administrative staff, etc)
  - Level 2: Middle manager / technical specialist
  - Level 3: Senior manager / director

8. How many years of professional experience do you have in a role related to tourism in Protected Areas:

- less than 3 years
- 3-5 years
- 6-10 years
- more than 10 years

## Appendix E: Importance of skills – per statement

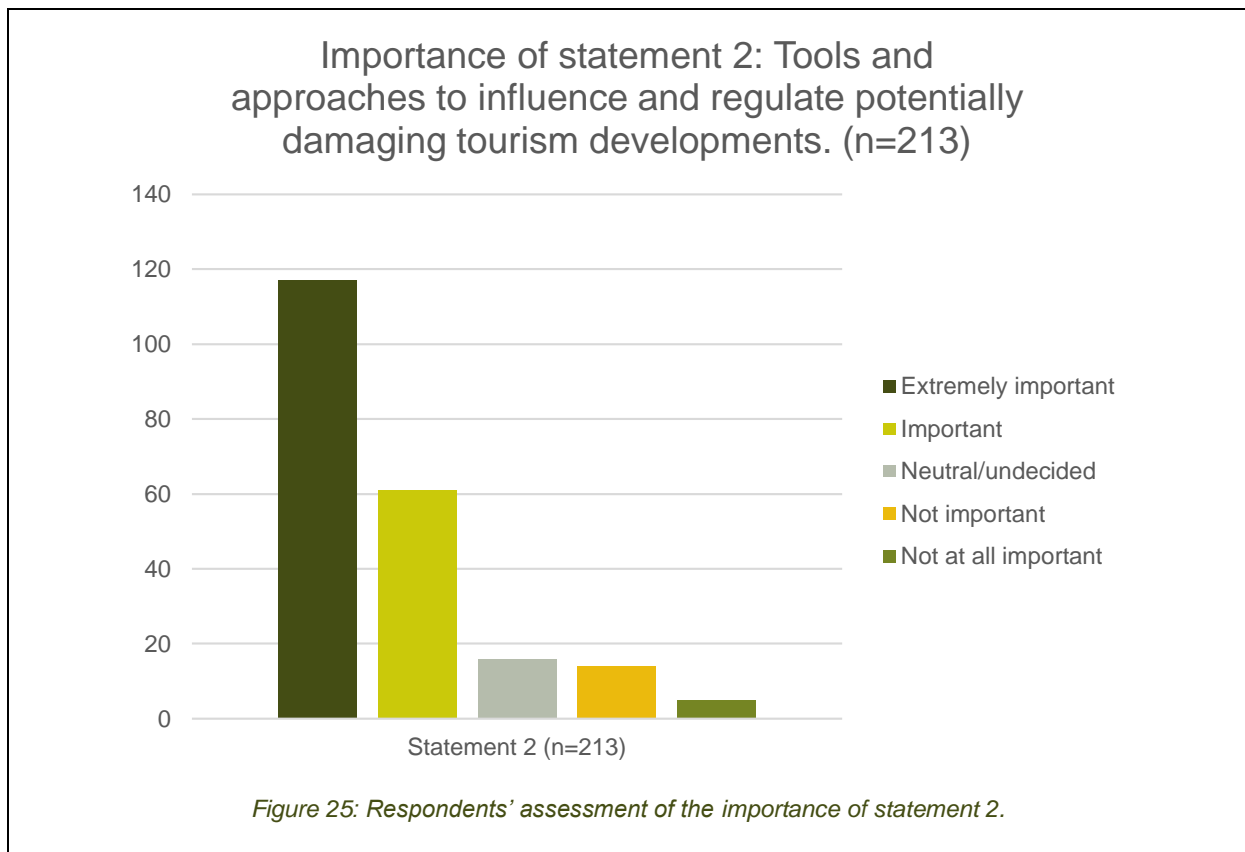
### 1. Visitor management



Respondents assessed the level of importance of tools and strategies for visitor management in natural areas (for example tools like zonation, carrying capacity, techniques to influence visitor behaviour, redistribute demand, etc) as extremely important (50.6%), followed by important (27.2%), neutral/undecided (13.6%), not important (5.1%) and not at all important (3.4%).

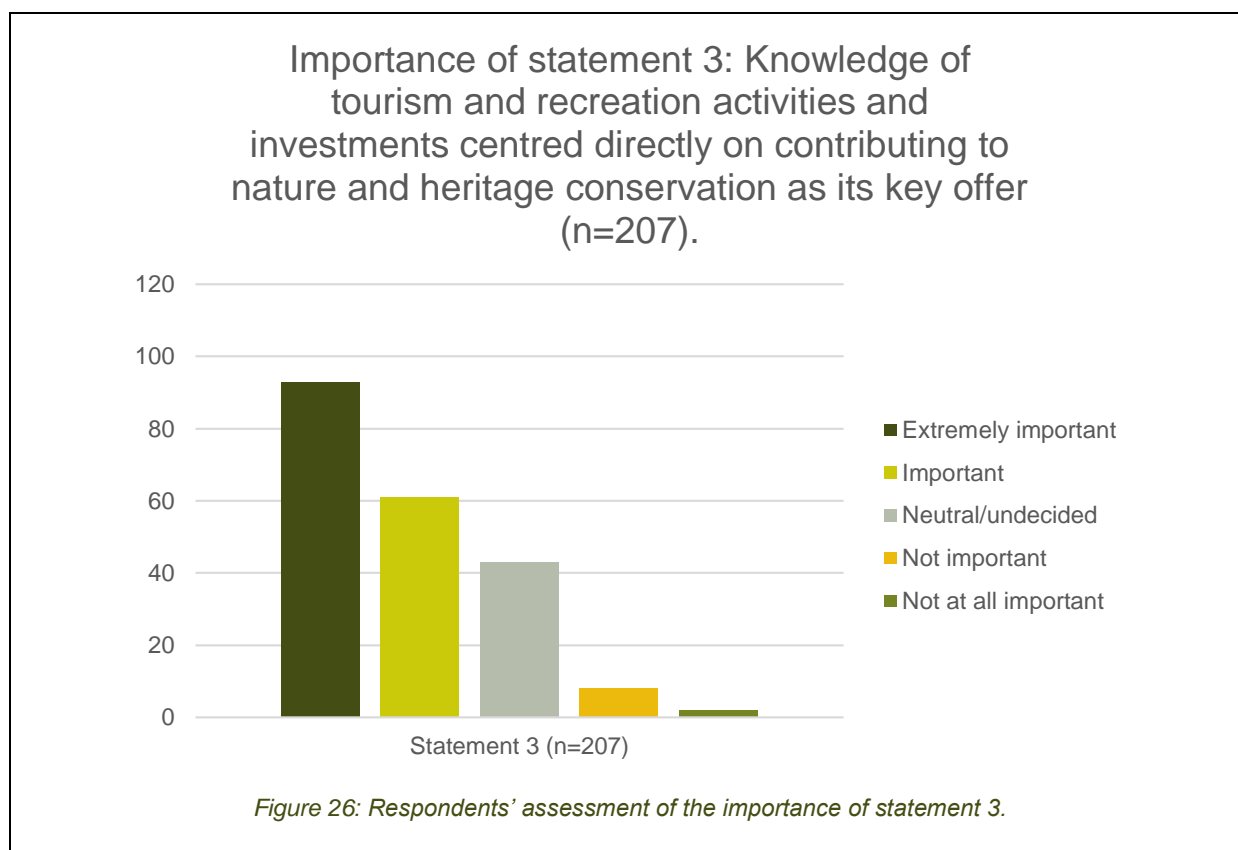


## 2. Dealing with potentially damaging tourism developments



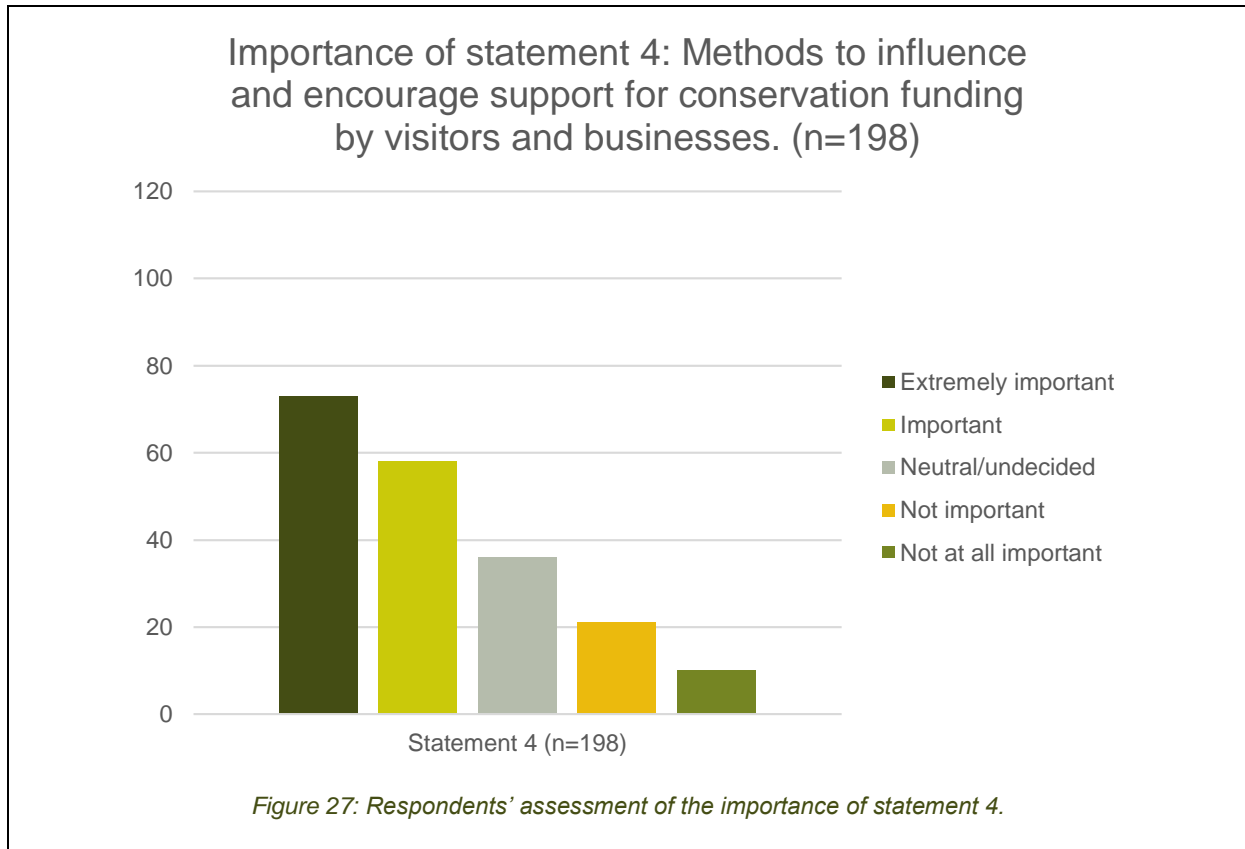
Respondents assessed the level of importance of tools and approaches to influence and regulate potentially damaging tourism developments (e.g. principles and processes of environmental impact assessment, best practices on influencing type, location and design of tourism-related infrastructure, etc) as extremely important (54.9%), followed by important (28.6%), neutral/undecided (7.5%), not important (6.6%) and not at all important (2.3%).

### 3. Tourism contributing to nature and heritage conservation



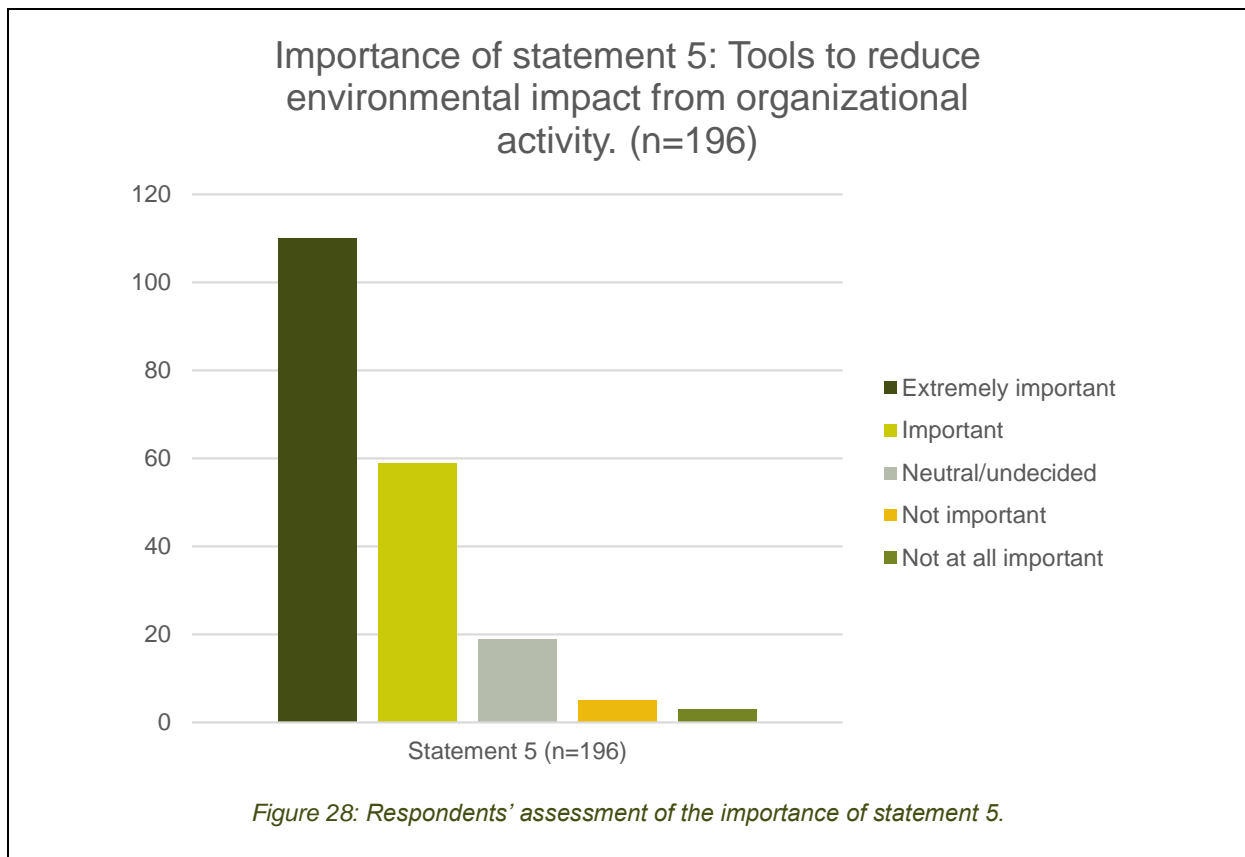
Respondents assessed the level of importance of knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer (e.g. volunteer tourism, best practices of conservation-focused visitor events, projects and activities, etc) as extremely important (44.9%), followed by important (29.5%), neutral/undecided (20.8%), not important (3.9%) and not at all important (1%).

#### 4. Support for conservation funding



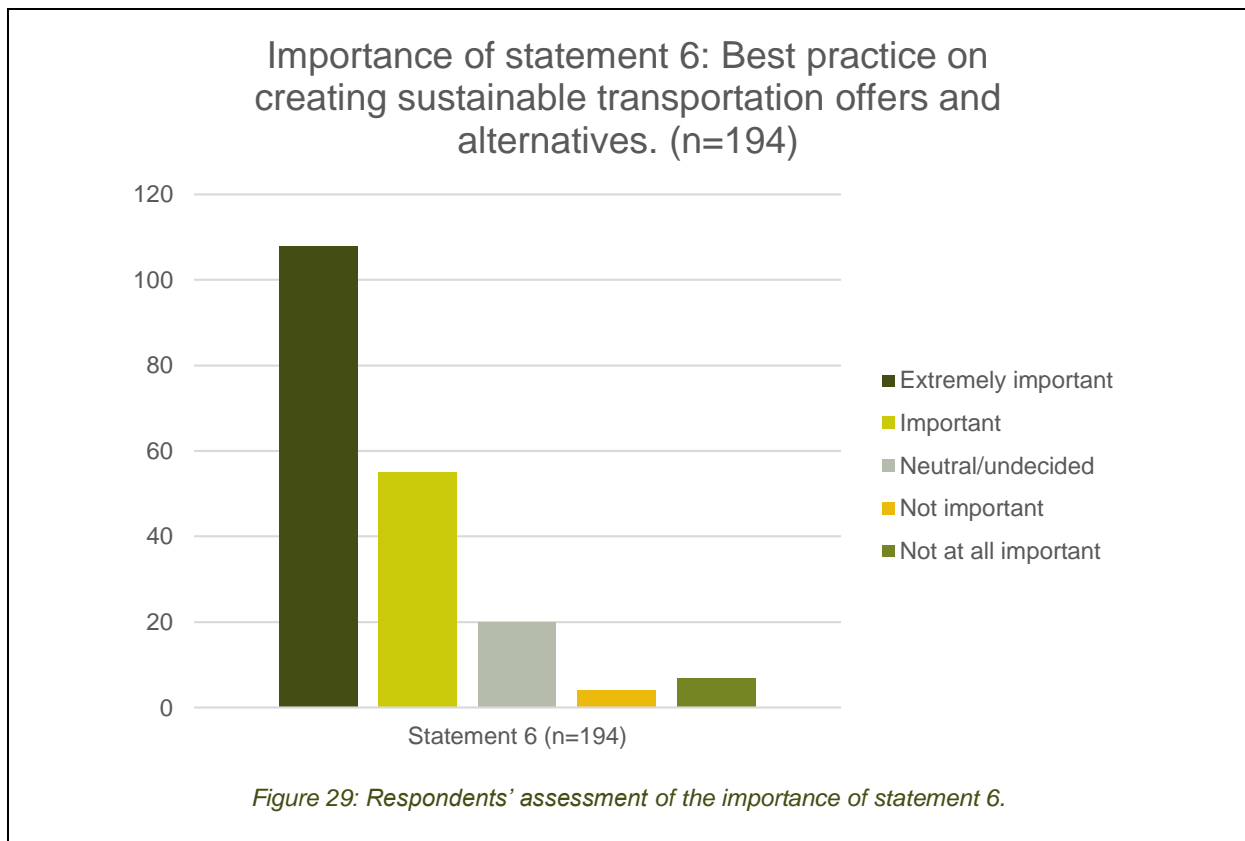
Respondents assessed the level of importance of methods to influence and encourage support for conservation funding by visitors and businesses (e.g. visitor payback schemes, payments for ecosystem services, using concessions and permits, alternative donation and revenue generating approaches, etc) as extremely important (36.9%), followed by important (29.3%), neutral/undecided (18.2%), not important (10.6%) and not at all important (5.1%).

## 5. Reducing environmental impact



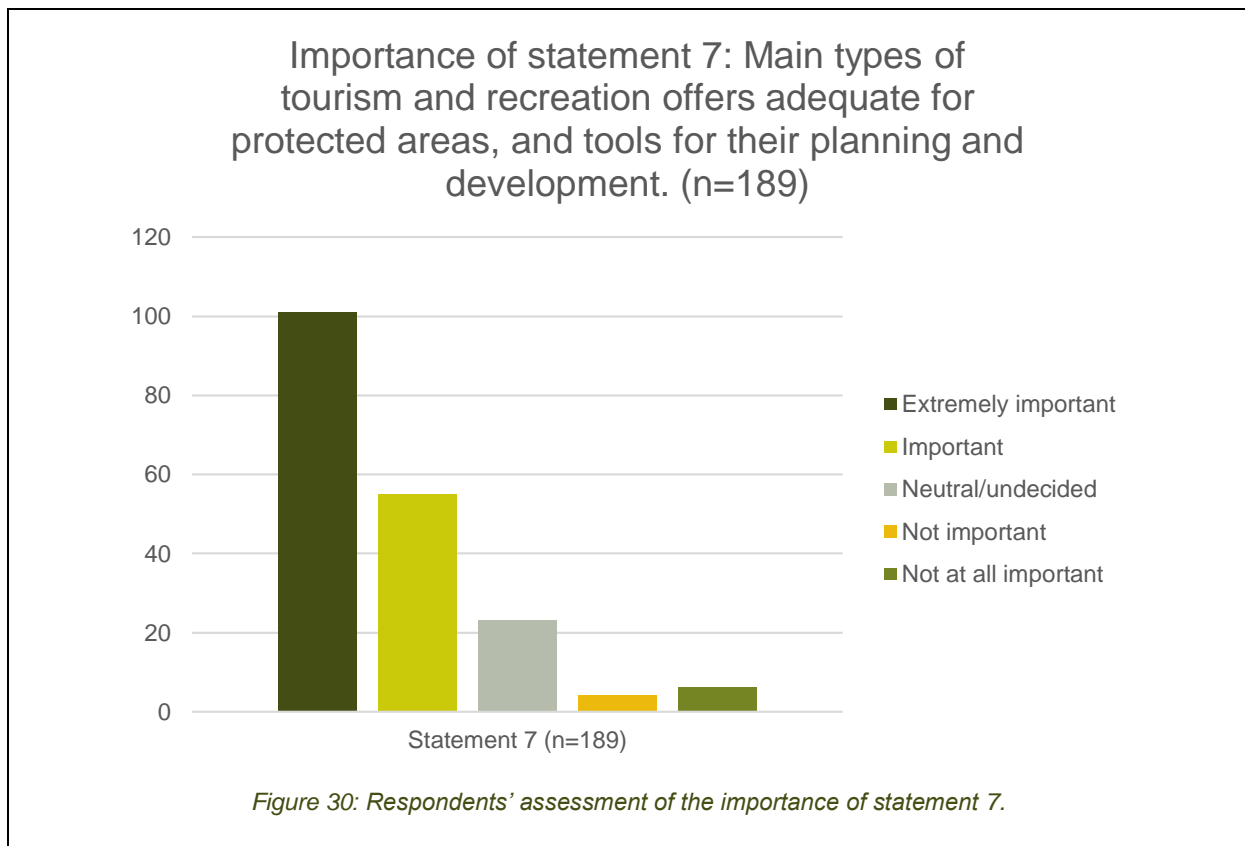
Respondents assessed the level of importance of tools to reduce environmental impact from organizational activity (e.g. pollution and waste management, water and energy savings, eco-certifications and environmental management systems, etc) as extremely important (56.1%), followed by important (30.1%), neutral/undecided (9.7%), not important (2.6%) and not at all important (1.5%).

## 6. Creating sustainable transport



Respondents assessed the level of importance of best practices on creating sustainable transportation offers and alternatives (e.g. public transport to and within the Protected Area, strategic offers and packaging of biking, hiking and/or other non-polluting transportation alternatives, etc) as extremely important (55.7%), followed by important (28.4%), neutral/undecided (10.3%), not at all important (3.6%) and not important (2.1%).

## 7. Adequate tourism offers



Respondents assessed the level of importance of main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development (e.g. product and destination development models, development of interpretation and experiences/products/services/packages, etc) as extremely important (53.4%), followed by important (29.1%), neutral/undecided (12.2%), not at all important (3.2%) and not important (2.1%).

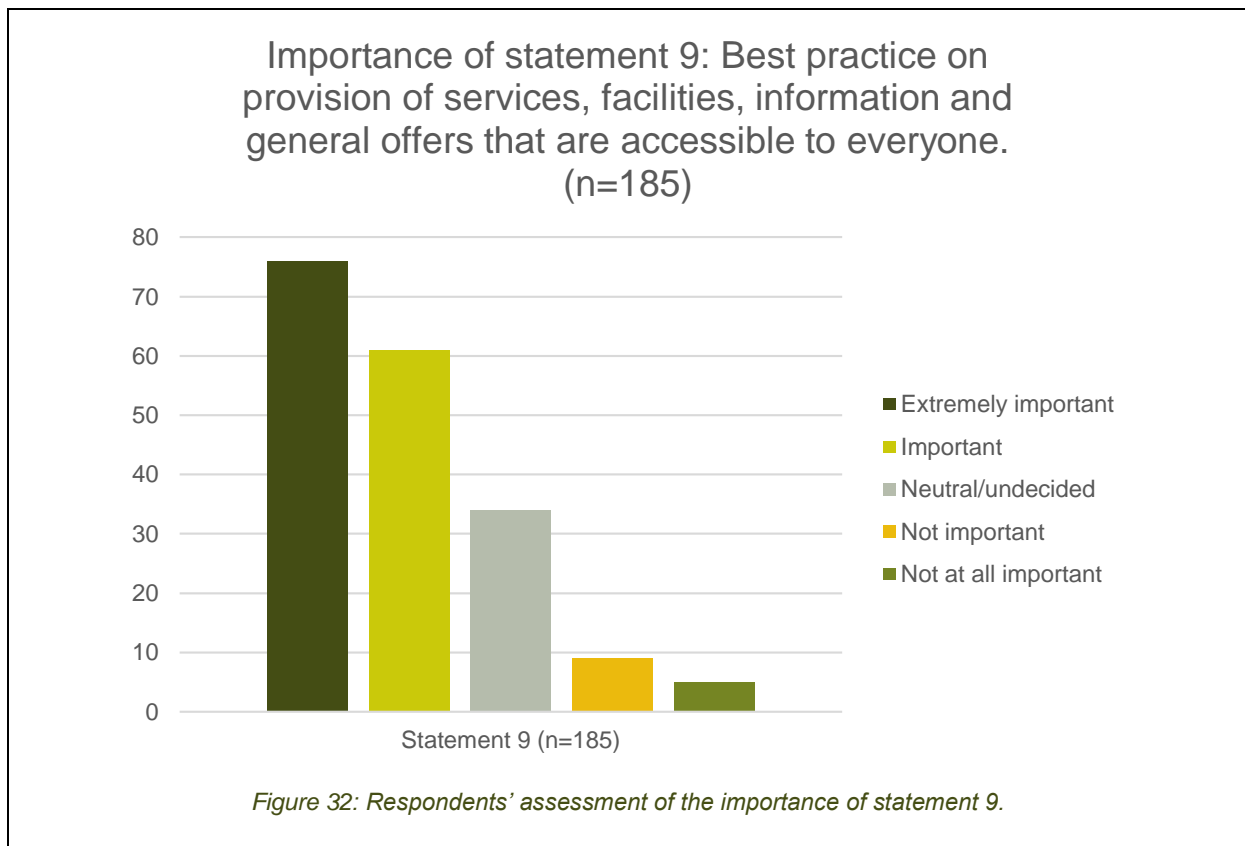
## 8. Safety and risk management



Respondents assessed the level of importance of safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities as extremely important (51.9%), followed by important (25.1%), neutral/undecided (15.5%), not important (4.8%) and not at all important (2.7%).

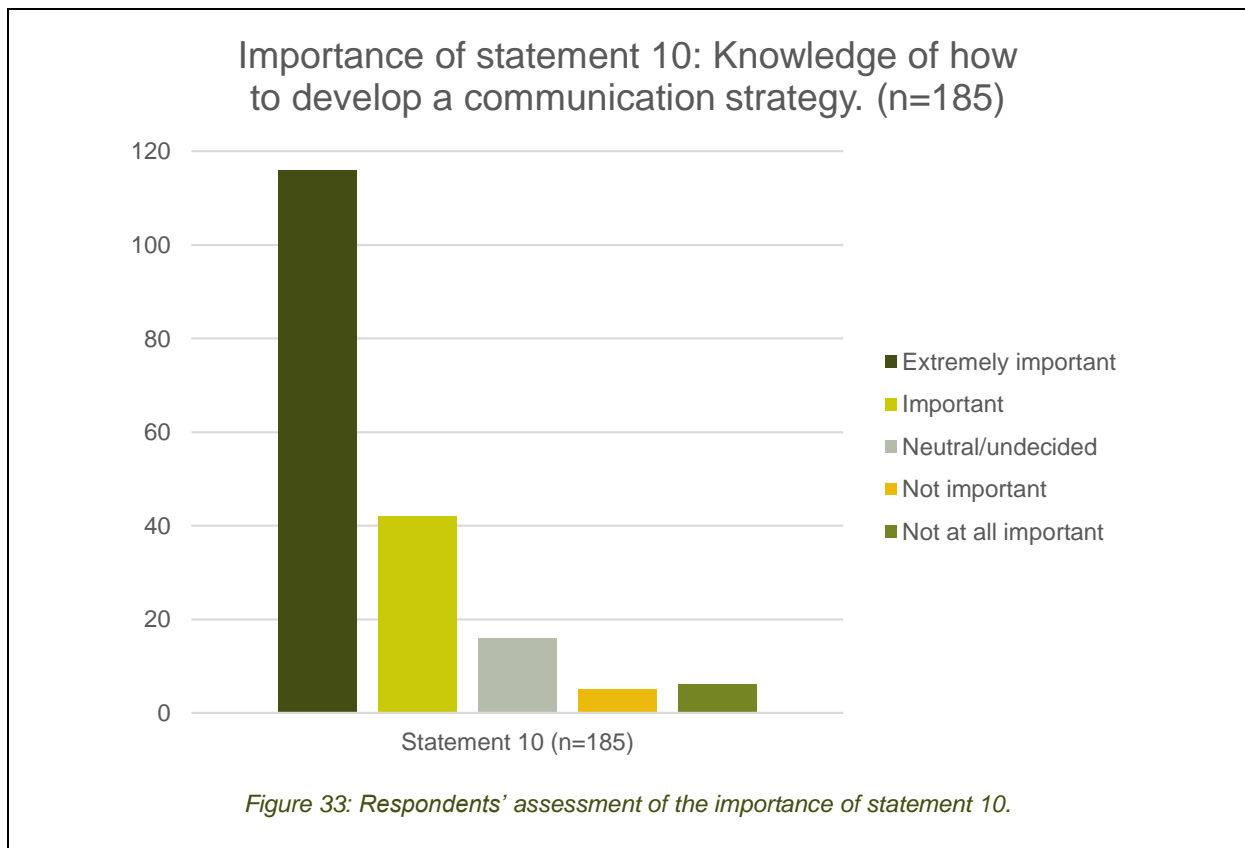


## 9. Accessible services



Respondents assessed the level of importance of best practice on provision of services, facilities, information and general offers that are accessible to everyone (e.g. visitors with special needs and demographic or socio-economic groups who don't normally visit protected area) as extremely important (41.1%), followed by important (33%), neutral/undecided (18.4%), not important (4.9%) and not at all important (2.7%).

## 10. Communication strategy



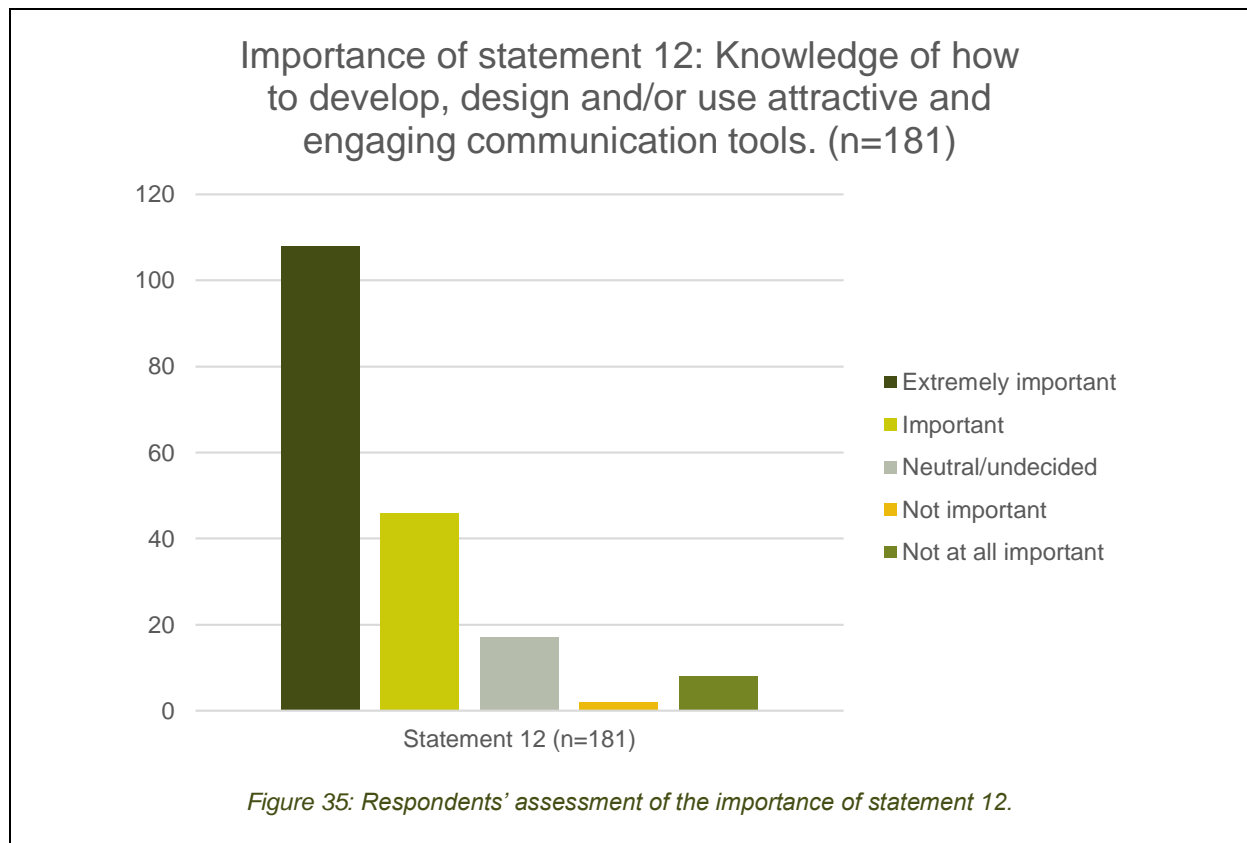
Respondents assessed the level of importance of knowledge of how to develop a communication strategy (e.g. ability to identify key messages and media for marketing and communication with visitors and other stakeholders, branding and relationship-building methods, designing programmes for visitor and community awareness, etc) as extremely important (62.7%), followed by important (22.7%), neutral/undecided (8.6%), not at all important (3.2%) and not important (2.7%).

## 11. Organizational commitment to sustainable tourism



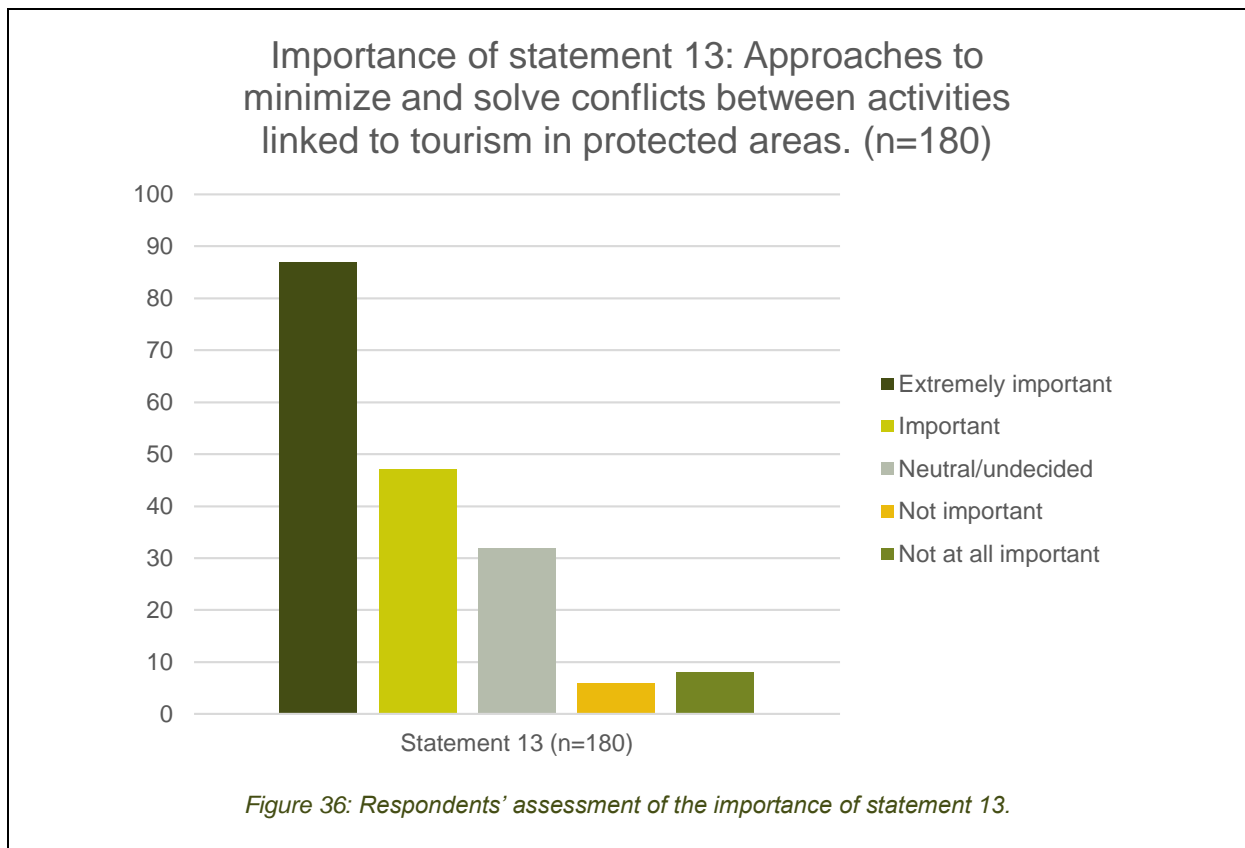
Respondents assessed the level of importance of knowledge of best practices on communicating organizational commitment to sustainable tourism (e.g. how to help businesses become ambassadors for the protected area, how to promote own efforts to become more sustainable, etc) as extremely important (60.4%), followed by important (20.9%), neutral/undecided (10.4%), not important (4.9%) and not at all important (3.3%).

## 12. Communication tools



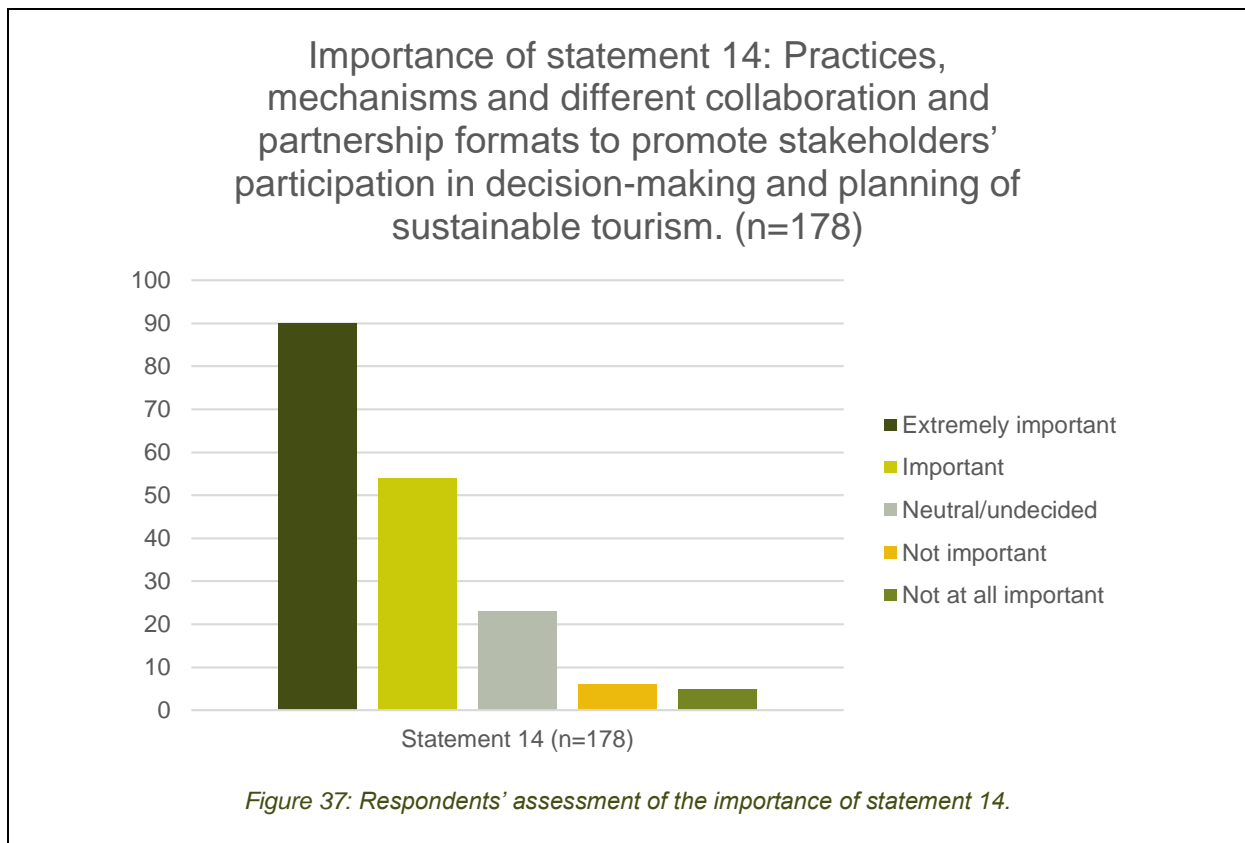
Respondents assessed the level of importance of knowledge of how to develop, design and/or use attractive and engaging communication tools (e.g. use of online and social marketing techniques, production of communication materials, campaigns, media relations etc to engage visitors and other stakeholders) as extremely important (59.7%), followed by important (25.4%), neutral/undecided (9.4%), not at all important (4.4%) and not important (1.1%).

### 13. Conflict minimization and solving



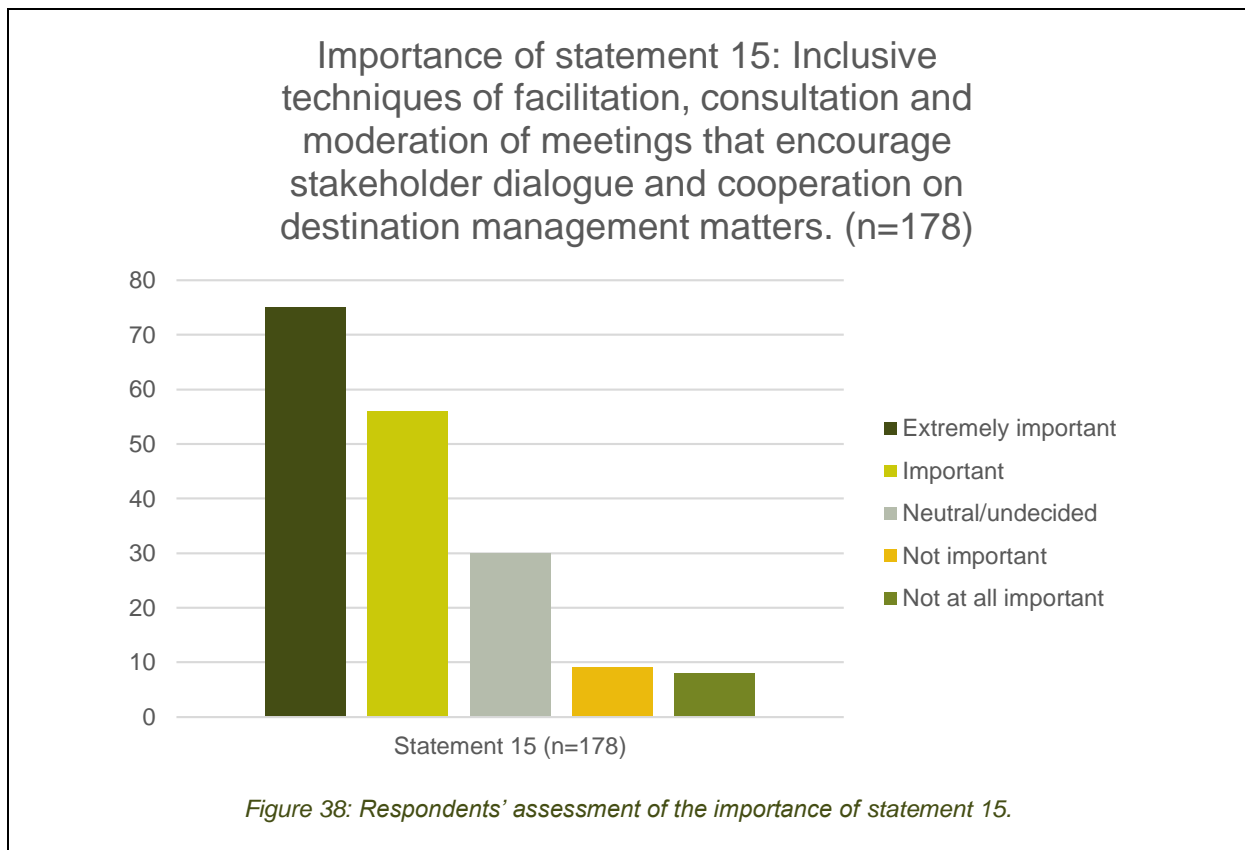
Respondents assessed the level of importance of approaches to minimize and solve conflicts between activities linked to tourism in protected areas (e.g. best practice on conflict resolution and negotiation, seeking compromise, win-win solutions, etc) as extremely important (48.3%), followed by important (26.1%), neutral/undecided (17.8%), not at all important (4.4%) and not important (3.3%).

## 14. Promoting stakeholders' participation



Respondents assessed the level of importance of practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism (including mechanisms for regular communication and consultation with local communities, businesses, visitors, protected area authorities and/or others) as extremely important (50.6%), followed by important (30.3%), neutral/undecided (12.9%), not important (3.4%) and not at all important (2.8%).

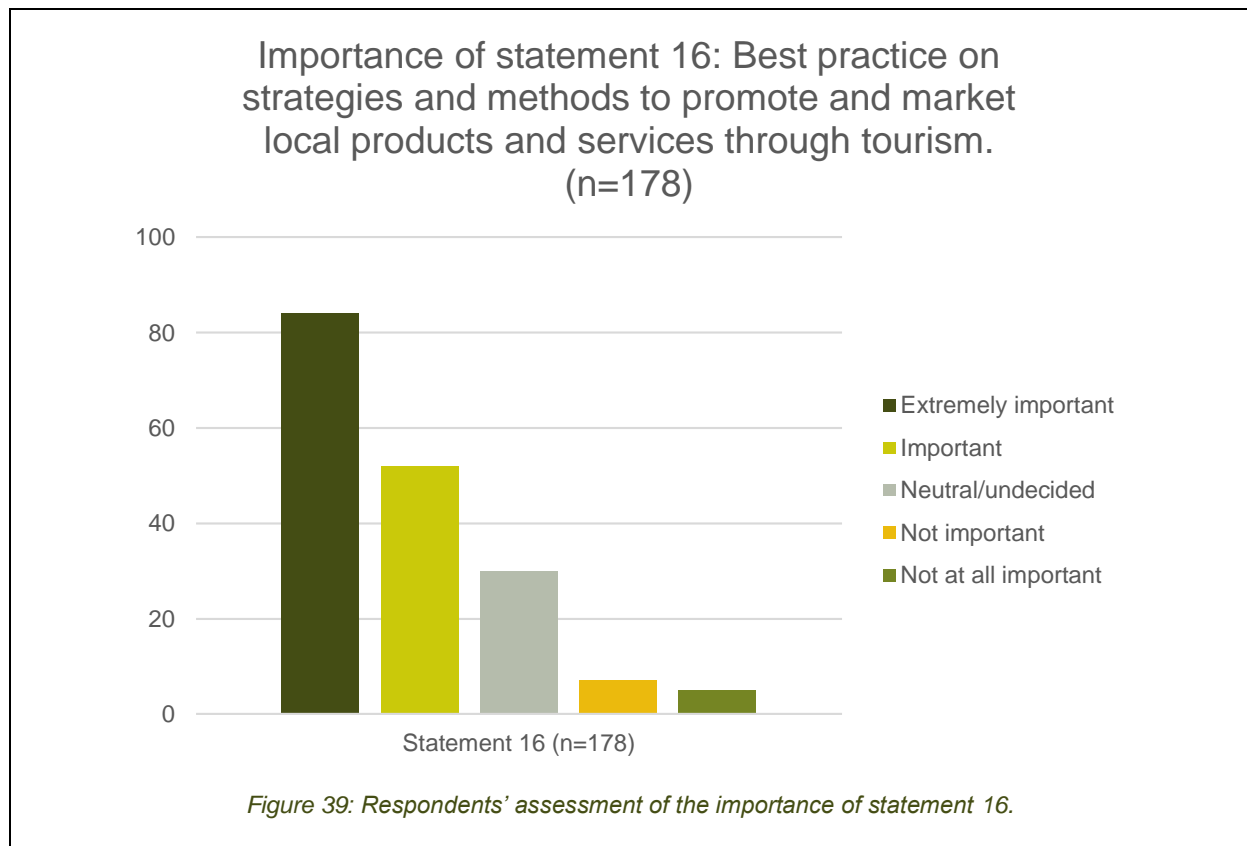
## 15. Encouraging stakeholder dialogue and cooperation



Respondents assessed the level of importance of inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters as extremely important (42.1%), followed by important (31.5%), neutral/undecided (16.9%), not important (5.1%) and not at all important (4.5%).



## 16. Promoting local products and services



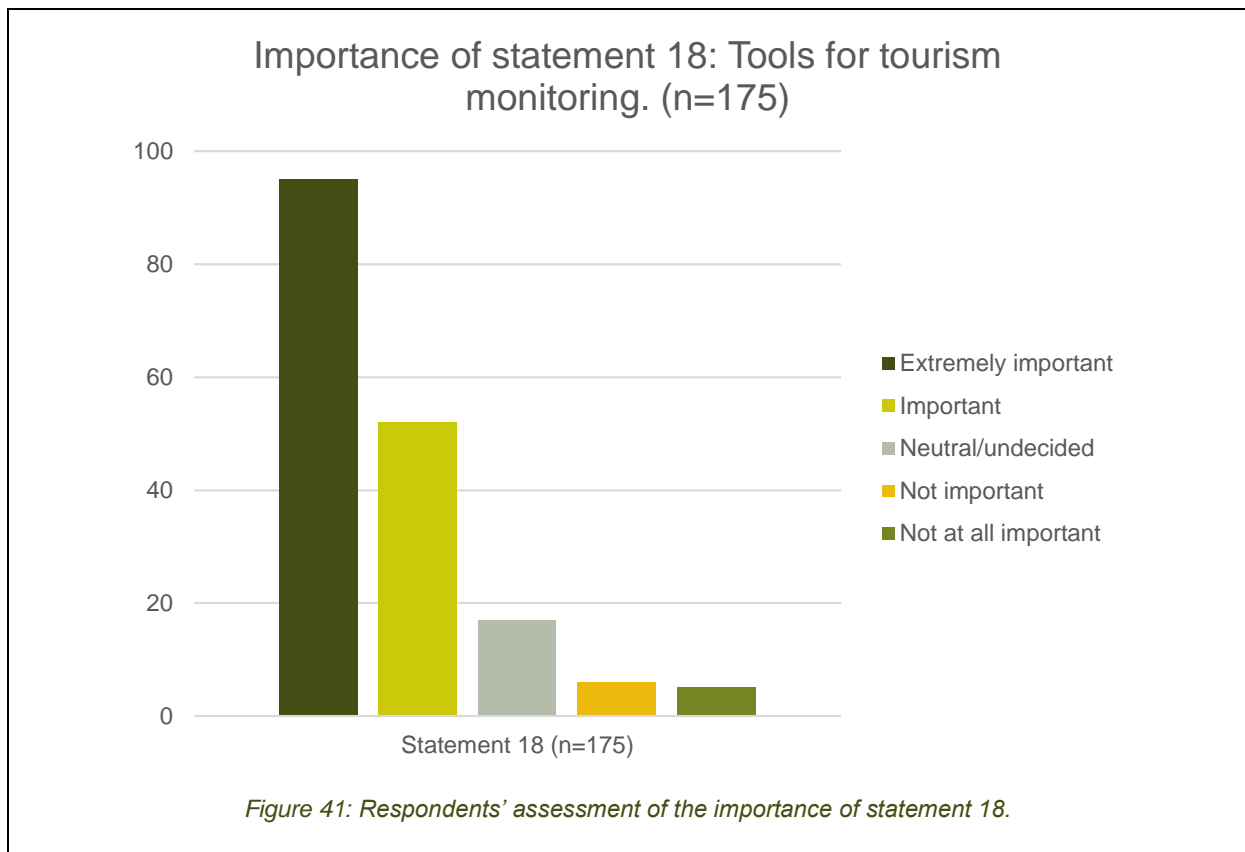
Respondents assessed the level of importance of best practices on strategies and methods to promote and market local products and services through tourism as extremely important (47.2%), followed by important (29.2%), neutral/undecided (16.9%), not important (3.9%) and not at all important (2.8%).

## 17. Partnerships to support businesses



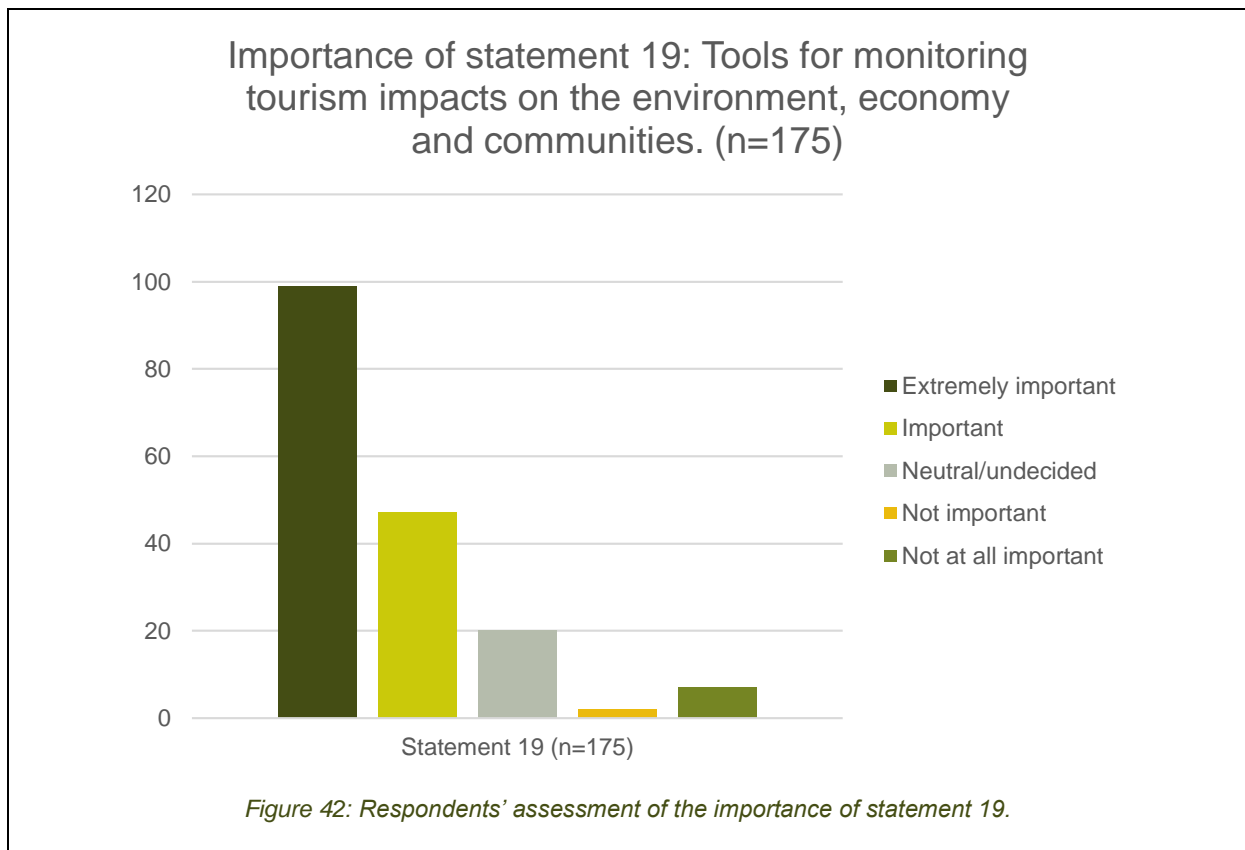
Respondents assessed the level of importance of best practices on partnerships/formal agreements that can support economically local tourism businesses, and related products and services (e.g. permit, licensing and concession schemes, business partnerships and commissions, use of procurement to promote supply of local goods and services, facilitating access to assistance, support and finance, etc) as extremely important (39.2%), followed by important (27.8%), neutral/undecided (21%), not at all important (6.8%) and not important (5.1%).

## 18. Tourism monitoring



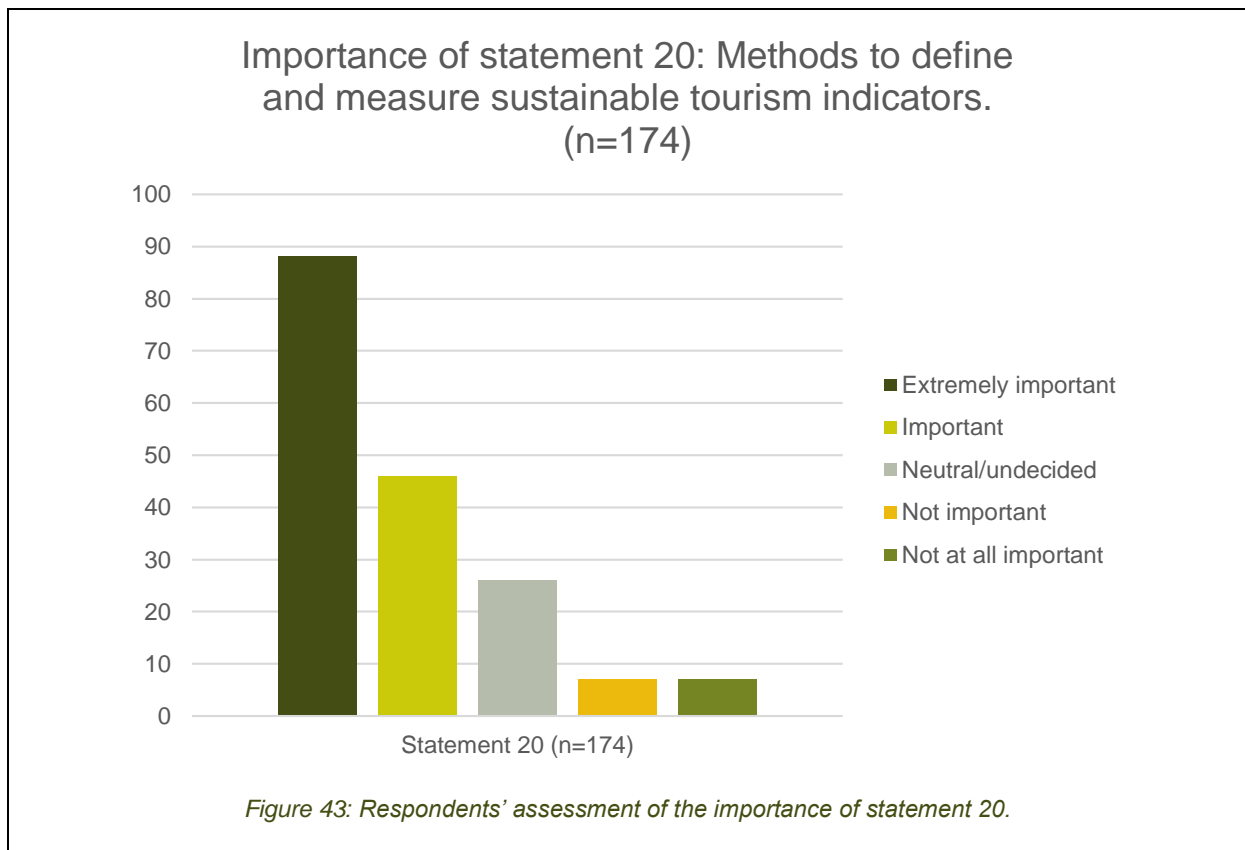
Respondents assessed the level of importance of tools for tourism monitoring (e.g. visitor volumes, demand, patterns and satisfaction, businesses performance and needs, etc) as extremely important (54.3%), followed by important (29.7%), neutral/undecided (9.7%), not important (3.4%) and not at all important (2.9%).

## 19. Monitoring tourism impacts



Respondents assessed the level of importance of tools for monitoring tourism impacts on the environment, economy and communities as extremely important (56.6%), followed by important (26.9%), neutral/undecided (11.4%), not at all important (4%) and not important (1.1%).

## 20. Defining and measuring tourism indicators



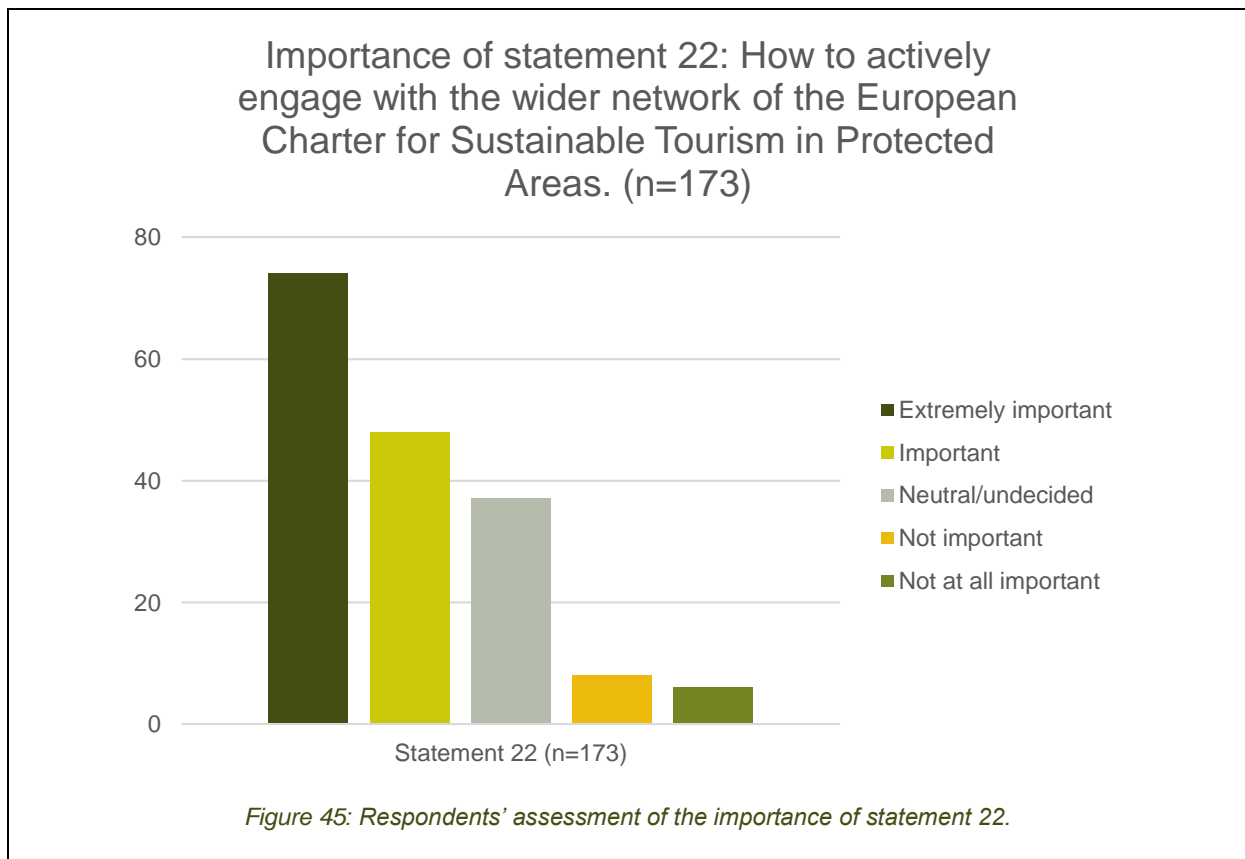
Respondents assessed the level of importance of methods to define and measure sustainable tourism indicators (including key tourism indicators systems, processes and techniques for collecting and analyzing information, etc) as extremely important (50.6%), followed by important (26.4%), neutral/undecided (14.9%), not important and not at all important (both 4%).

## 21. Supporting initiatives and networks



Respondents assessed the level of importance of knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas as extremely important (42.5%), followed by important (32.8%), neutral/undecided (17.2%), not at all important (4.6%) and not important (2.9%).

## 22. Active network engagement

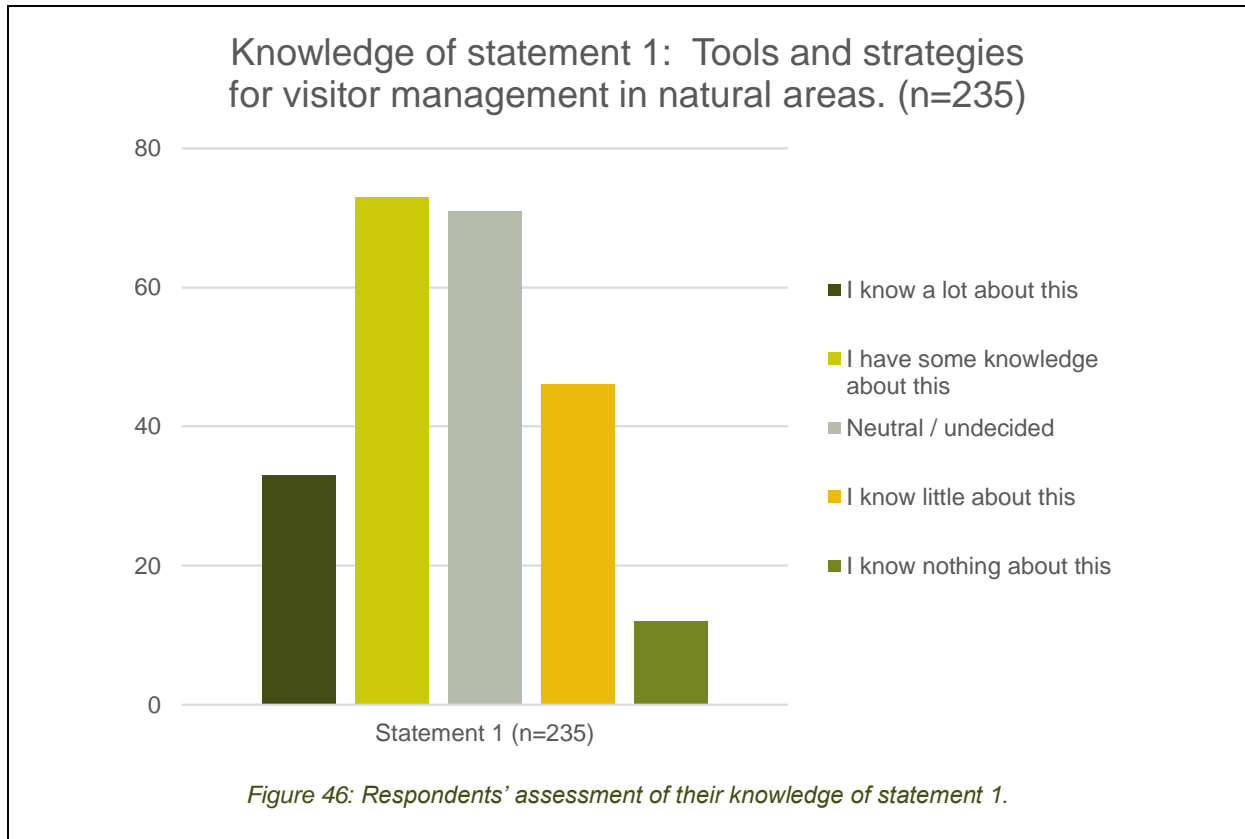


Respondents assessed the level of importance of how to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas (e.g. how to access best practice of other stakeholders, meet peers of other areas, share information on own work, etc) as extremely important (42.8%), followed by important (27.7%), neutral/undecided (21.4%), not important (4.6%) and not at all important (3.5%).



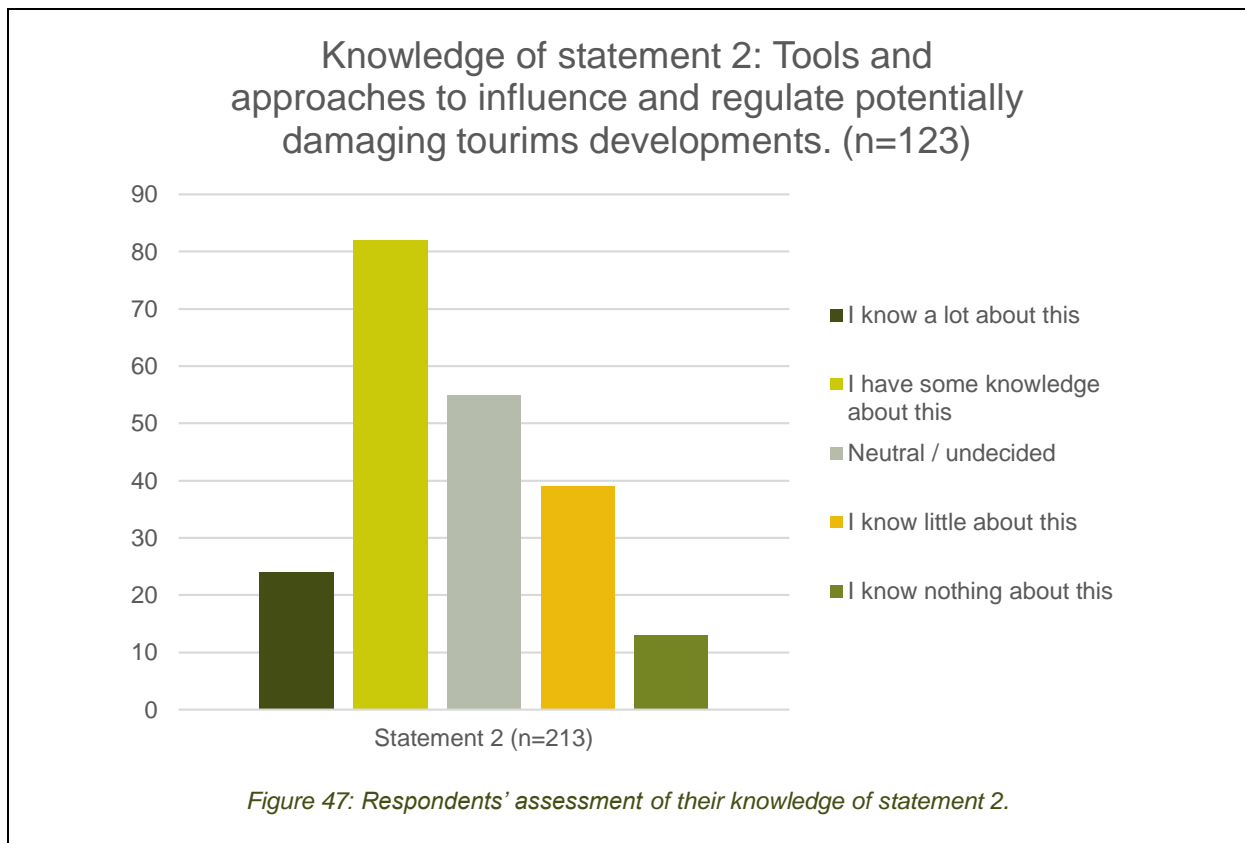
## Appendix F: Knowledge of skills – per statement

### 1. Visitor management



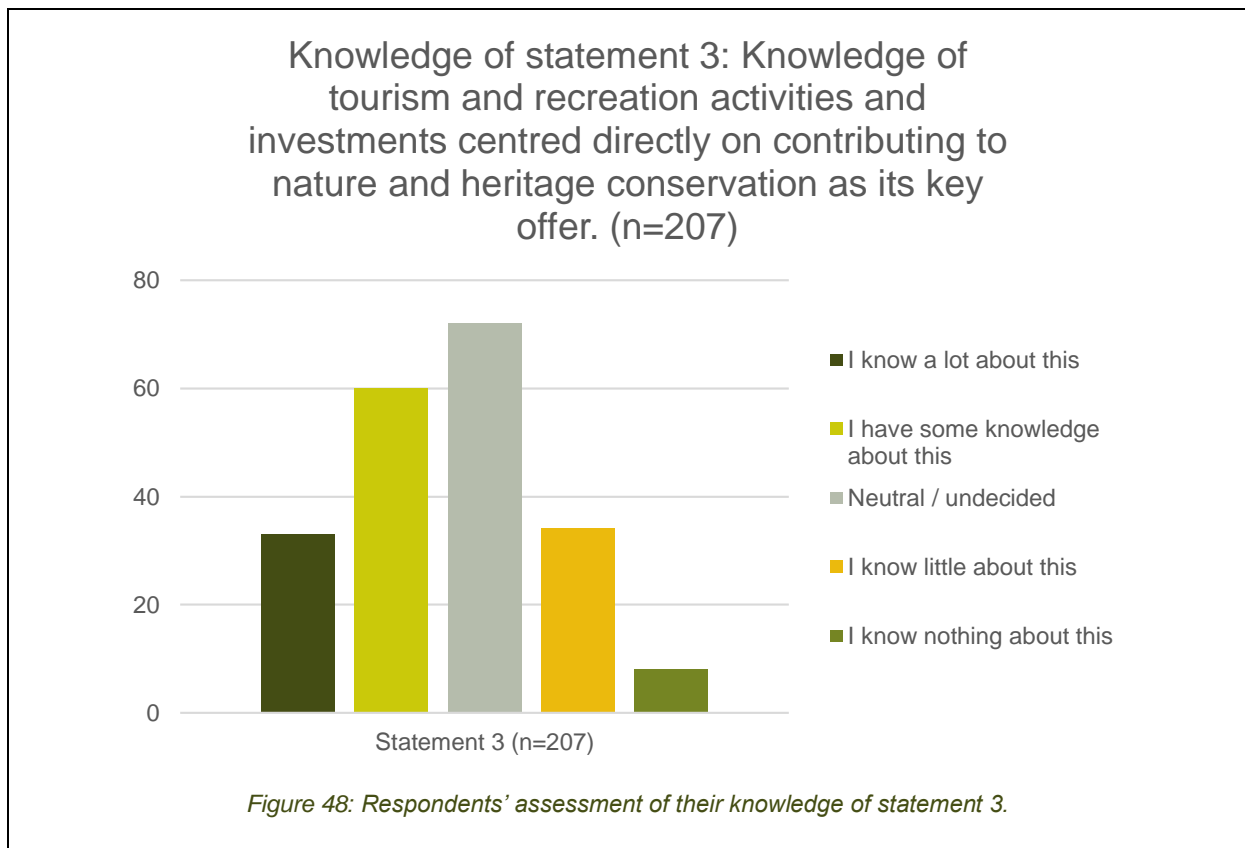
Respondents assessed their level of knowledge of tools and strategies for visitor management in natural areas (for example tools like zonation, carrying capacity, techniques to influence visitor behaviour, redistribute demand, etc) as some knowledge (31.1%), followed by neutral/undecided (30.2%), little knowledge (19.6%), a lot of knowledge (14%), and no knowledge about this (5.1%).

## 2. Dealing with potentially damaging tourism developments



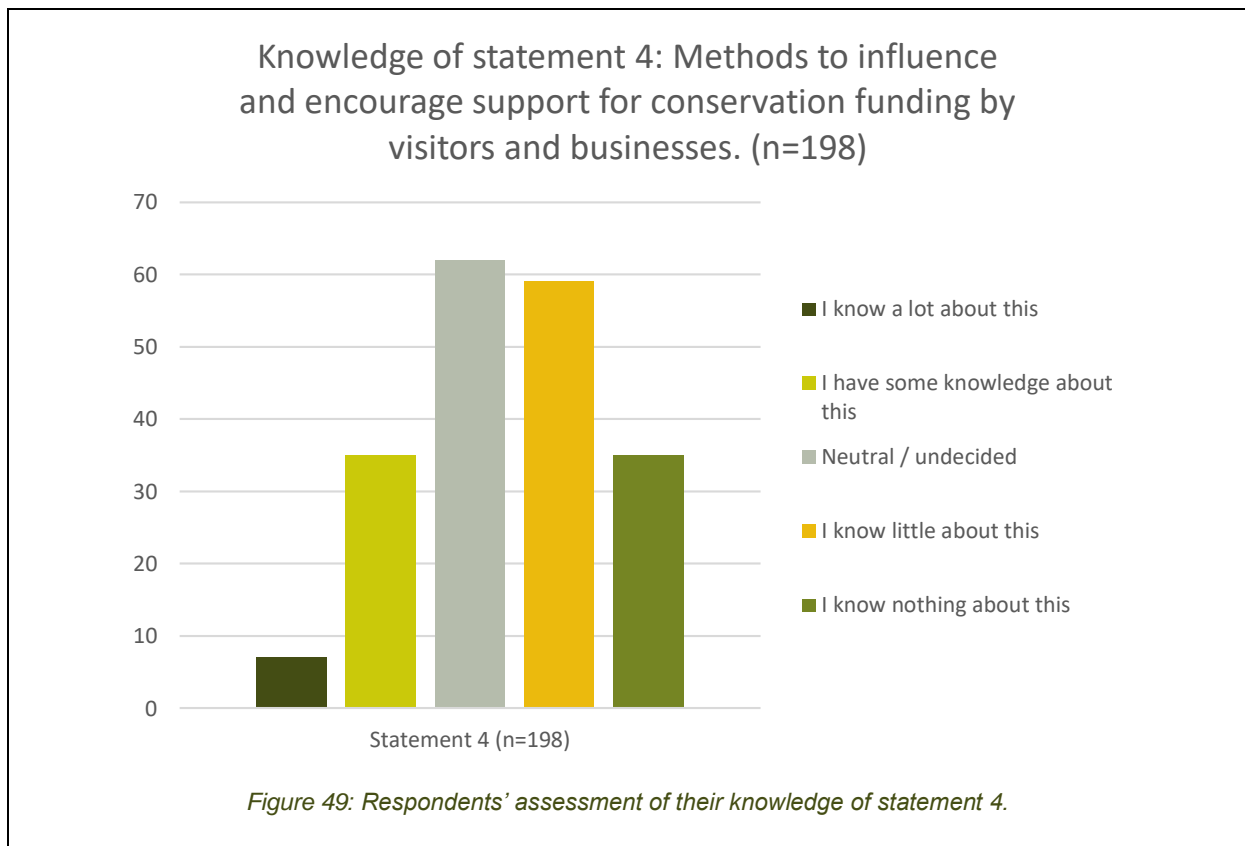
Respondents assessed their level of knowledge of tools and approaches to influence and regulate potentially damaging tourism developments (e.g. principles and processes of environmental impact assessment, best practices on influencing type, location and design of tourism-related infrastructure, etc) as some knowledge (38.5%), followed by neutral/undecided (25.8%), little knowledge (18.3%), a lot of knowledge (11.3%), and no knowledge about this (6.1%).

### 3. Tourism contributing to nature and heritage conservation



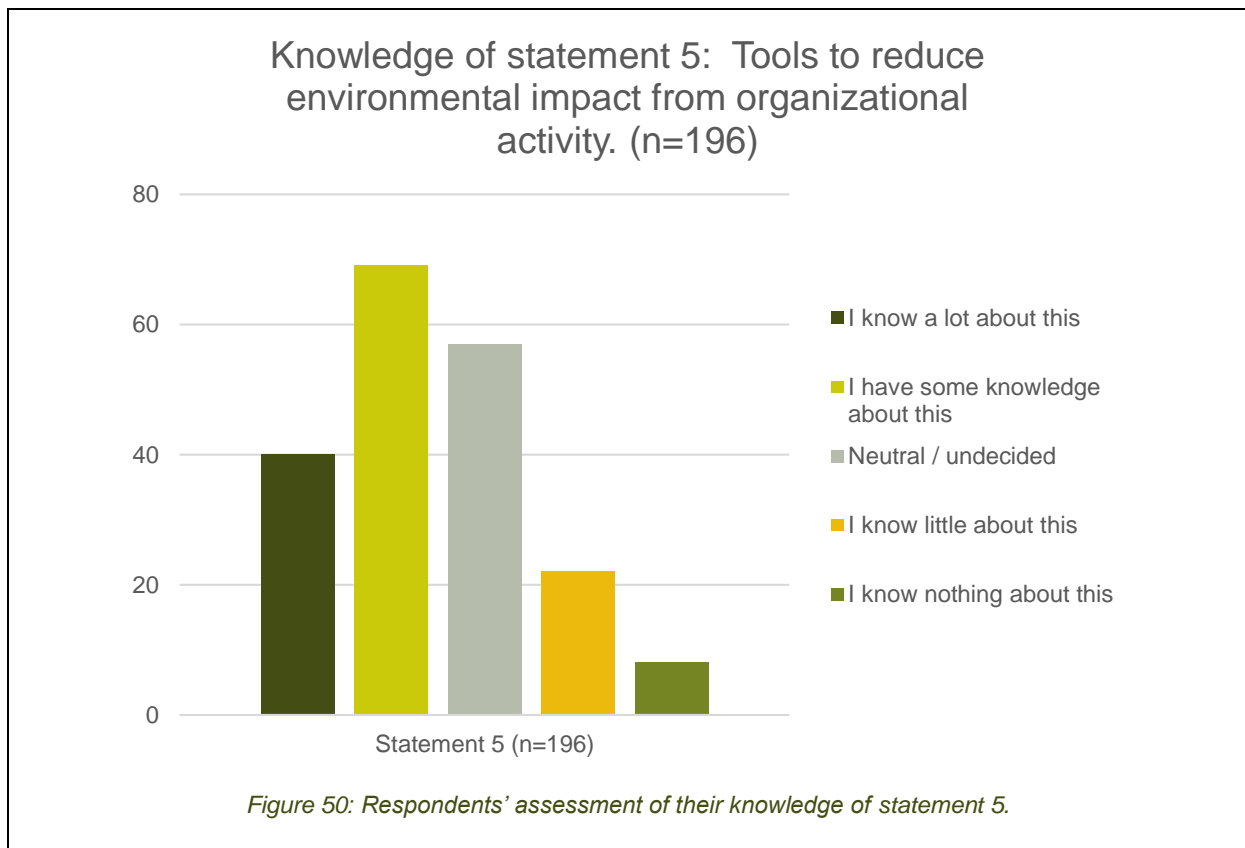
Respondents assessed their level of knowledge of tourism and recreation activities and investments centred directly on contributing to nature and heritage conservation as its key offer (e.g. volunteer tourism, best practices of conservation-focused visitor events, projects and activities, etc) as neutral/undecided (34.8%), followed by some knowledge (29%), little knowledge (16.4%), a lot of knowledge (15.9%), and no knowledge about this (3.9%).

#### 4. Support for conservation funding



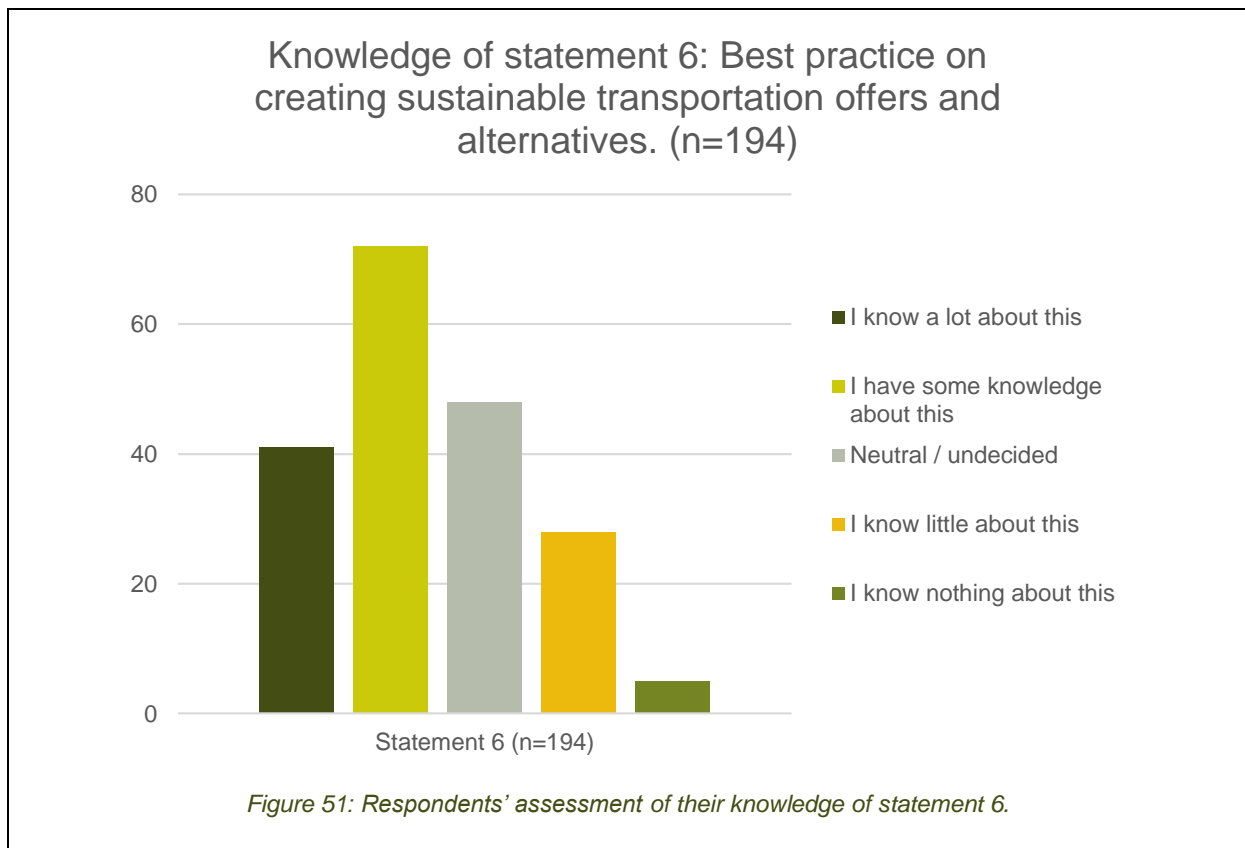
Respondents assessed their level of knowledge of methods to influence and encourage support for conservation funding by visitors and businesses (e.g. visitor payback schemes, payments for ecosystem services, using concessions and permits, alternative donation and revenue generating approaches, etc) as neutral/undecided (31.3%), followed by little knowledge (29.8%), some knowledge, and no knowledge (both 17.7%) and a lot of knowledge about this (3.5%).

## 5. Reducing environmental impact



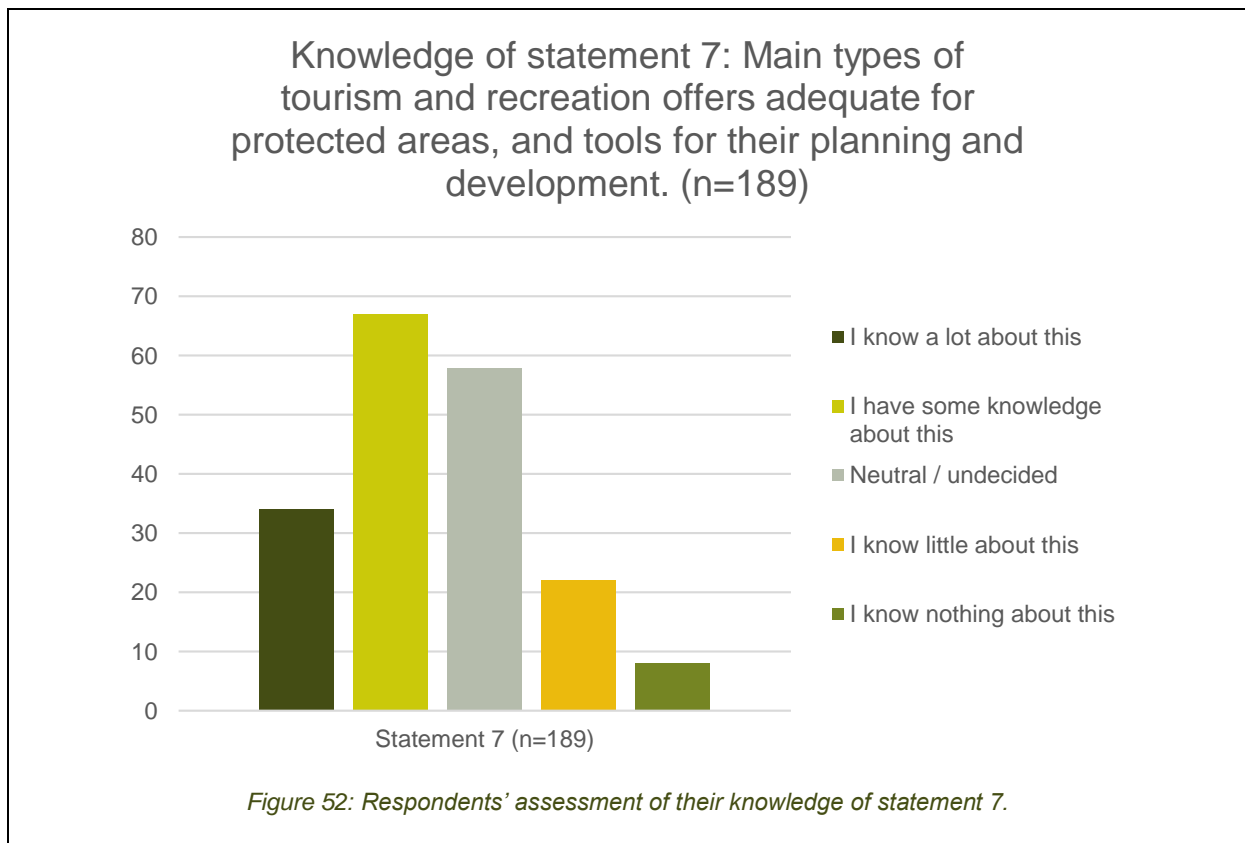
Respondents assessed their level of knowledge of tools to reduce environmental impact from organizational activity (e.g. pollution and waste management, water and energy savings, eco-certifications and environmental management systems, etc) as some knowledge (35.2%), followed by neutral/undecided (29.1%), a lot of knowledge (20.4%), little knowledge (11.2%) and no knowledge about this (4.1%).

## 6. Creating sustainable transport



Respondents assessed their level of knowledge of best practice on creating sustainable transportation offers and alternatives (e.g. public transport to and within the Protected Area, strategic offers and packaging of biking, hiking and/or other non-polluting transportation alternatives, etc) as some knowledge (37.1%), followed by neutral/undecided (24.7%), a lot of knowledge (21.1%), little knowledge (14.4%) and no knowledge about this (2.6%).

## 7. Adequate tourism offers



Respondents assessed their level of knowledge of main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development (e.g. product and destination development models, development of interpretation and experiences/products/services/packages, etc) as some knowledge (35.4%), followed by neutral/undecided (30.7%), a lot of knowledge (18%), little knowledge (11.6%) and no knowledge about this (4.1%).

## 8. Safety and risk management



Respondents assessed their level of knowledge of safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities as neutral/undecided (31,6%), followed by some knowledge (26.7%), little knowledge (18.7%), a lot of knowledge (16.6%) and no knowledge about this (6.4%).

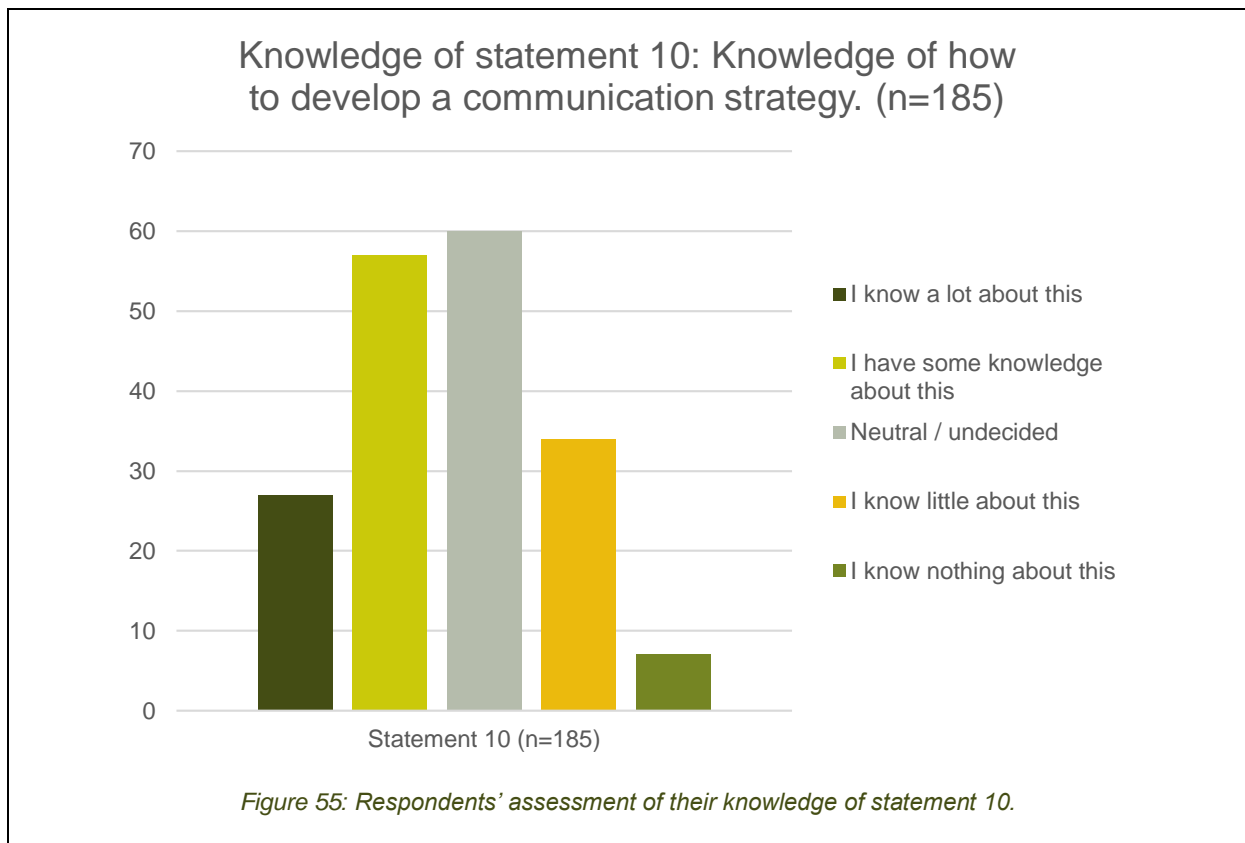


## 9. Accessible services



Respondents assessed their level of knowledge of best practice on provision of services, facilities, information and general offers that are accessible to everyone (e.g. visitors with special needs and demographic or socio-economic groups who don't normally visit protected areas) as neutral/undecided (33.5%), followed by some knowledge (25.4%), little knowledge (24.3%), a lot of knowledge (10.3%) and no knowledge about this (6.5%).

## 10. Communication strategy



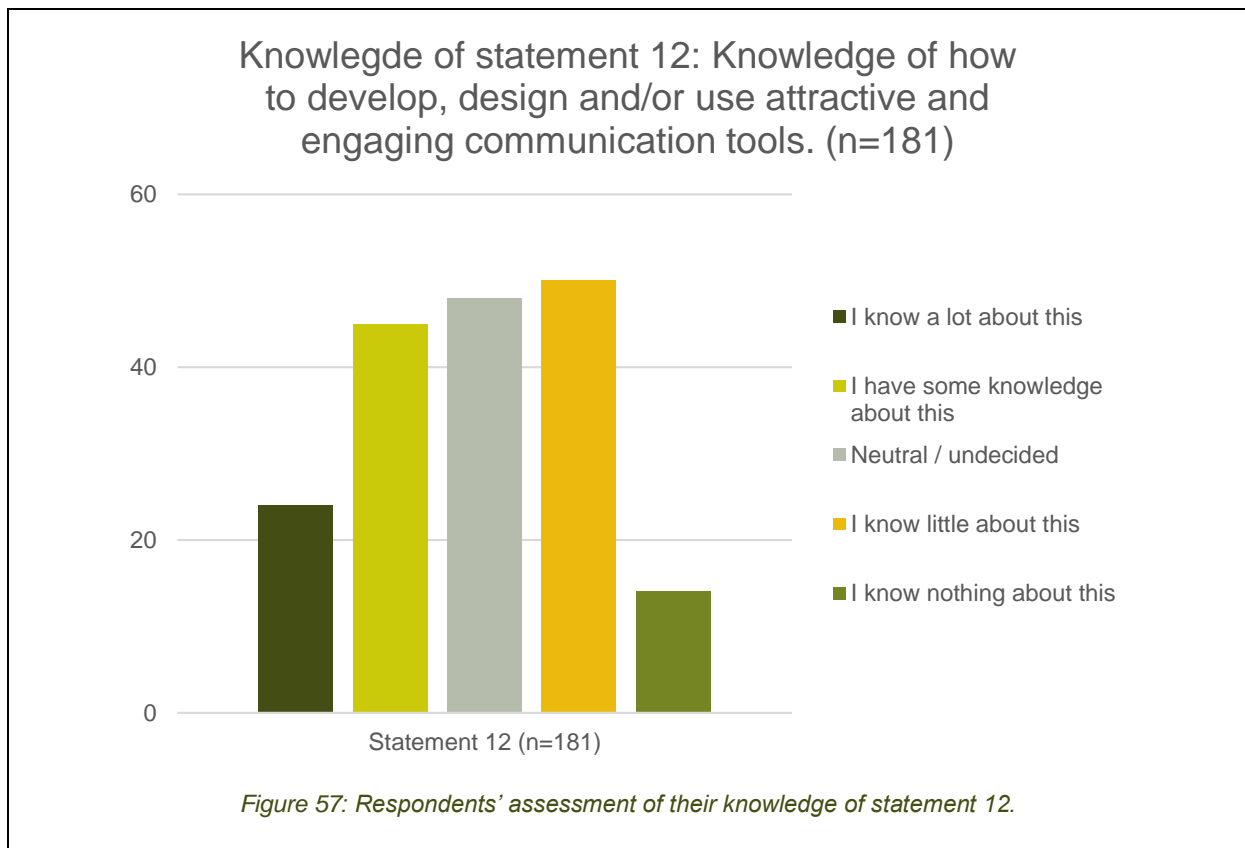
Respondents assessed their level of knowledge on how to develop a communication strategy (e.g. ability to identify key messages and media for marketing and communication with visitors and other stakeholders, branding and relationship-building methods, designing programmes for visitor and community awareness, etc) as neutral/undecided (32.4%), followed by some knowledge (30.8%), little knowledge (18.4%), a lot of knowledge (14.6%) and no knowledge about this (3.8%).

## 11. Organizational commitment to sustainable tourism



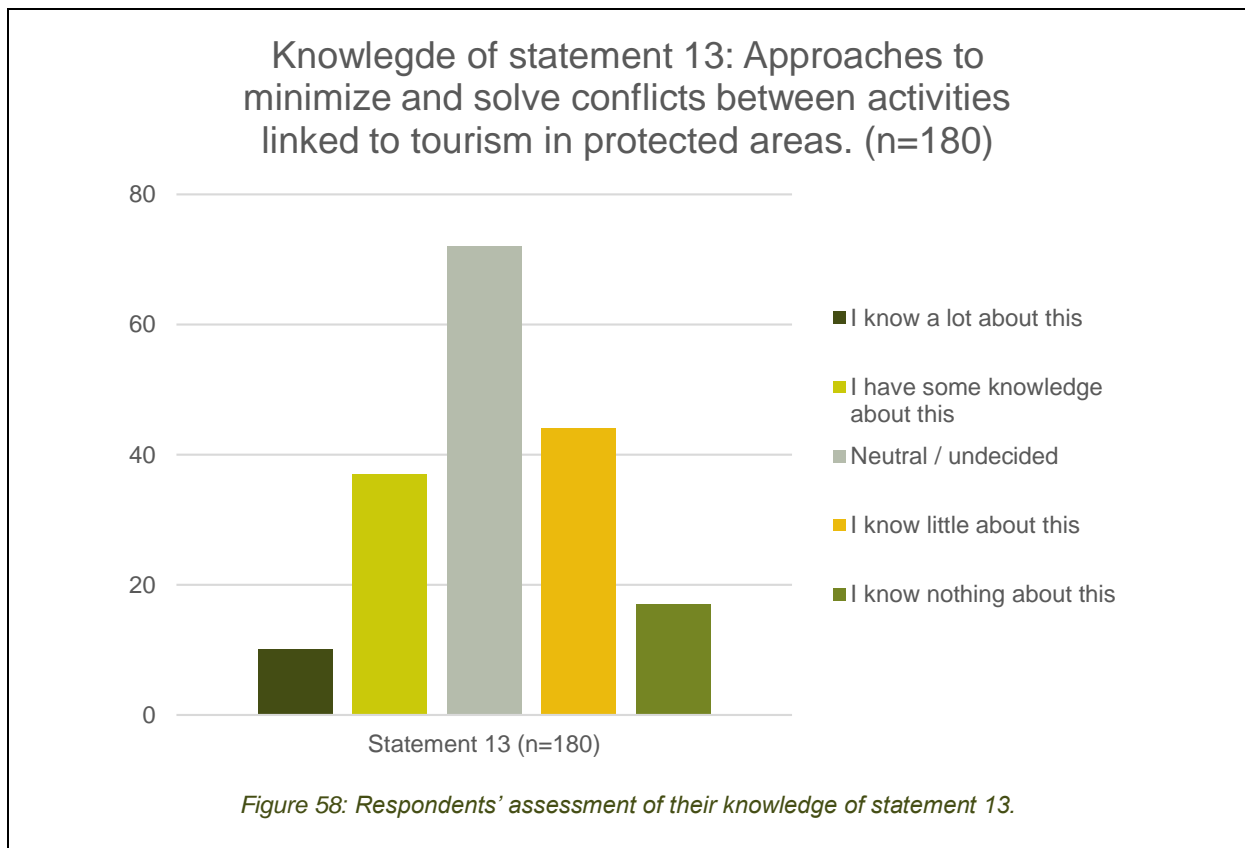
Respondents assessed their level of knowledge of best practices on communicating organizational commitment to sustainable tourism (e.g. how to help businesses become ambassadors for the protected area, how to promote own efforts to become more sustainable, etc) as neutral/undecided (33.5%), followed by some knowledge (25.8%), little knowledge (22.5%), a lot of knowledge (12.1%) and no knowledge about this (6%).

## 12. Communication tools



Respondents assessed their level of knowledge of how to develop, design and/or use attractive and engaging communication tools (e.g. use of online and social marketing techniques, production of communication materials, campaigns, media relations etc to engage visitors and other stakeholders) as little knowledge (27.6%), followed by neutral/undecided (26.5%), some knowledge (24.9), a lot of knowledge (13.3%), and no knowledge about this (7.7%).

### 13. Conflict minimization and solving



Respondents assessed their level of knowledge of approaches to minimize and solve conflicts between activities linked to tourism in protected areas (e.g. best practice on conflict resolution and negotiation, seeking compromise, win-win solutions, etc) as neutral/undecided (40%), followed by little knowledge (24.4%), some knowledge (20.6%), no knowledge (9.4%) and a lot of knowledge about this (5.6%).

## 14. Promoting stakeholders' participation



Respondents assessed their level of knowledge of practices, mechanisms and different collaboration and partnership formats to promote stakeholders' participation in decision-making and planning of sustainable tourism (including mechanisms for regular communication and consultation with local communities, businesses, visitors, protected area authorities and/or others) as neutral/undecided (37.6%), followed by some knowledge (27.5%), little knowledge (19.7%), a lot of knowledge (10.1%) and no knowledge about this (5.1%).

## 15. Encouraging stakeholder dialogue and cooperation



Respondents assessed their level of knowledge of inclusive techniques of facilitation, consultation and moderation of meetings that encourage stakeholder dialogue and cooperation on destination management matters as neutral/undecided (42.1%), followed by some knowledge (25.8%), little knowledge (18%), no knowledge (7.9%) and a lot of knowledge about this (6.2%).

## 16. Promoting local products and services



Respondents assessed their level of knowledge of best practice on strategies and methods to promote and market local products and services through tourism as neutral/undecided (36%), followed by some knowledge (25.8%), little knowledge (22.5%), a lot of knowledge (9%) and no knowledge about this (6.7%).

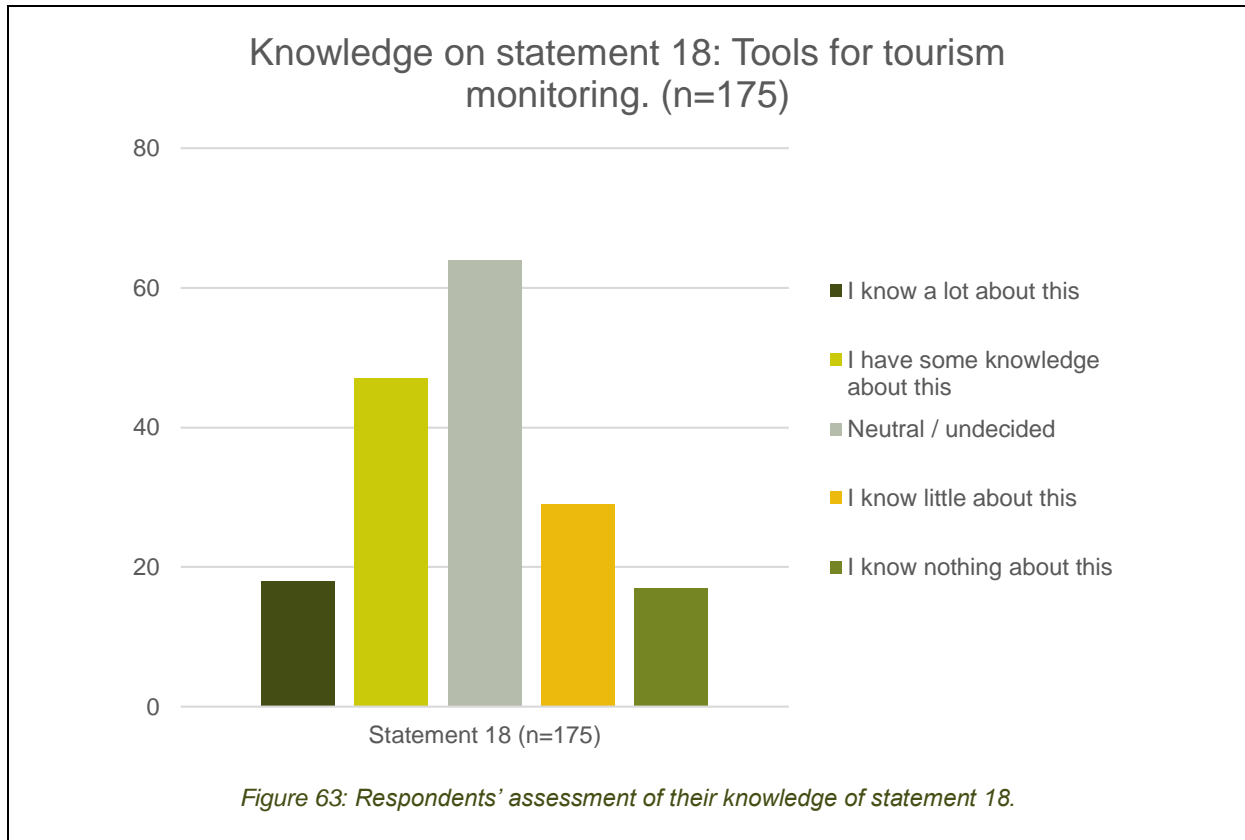


## 17. Partnerships to support businesses



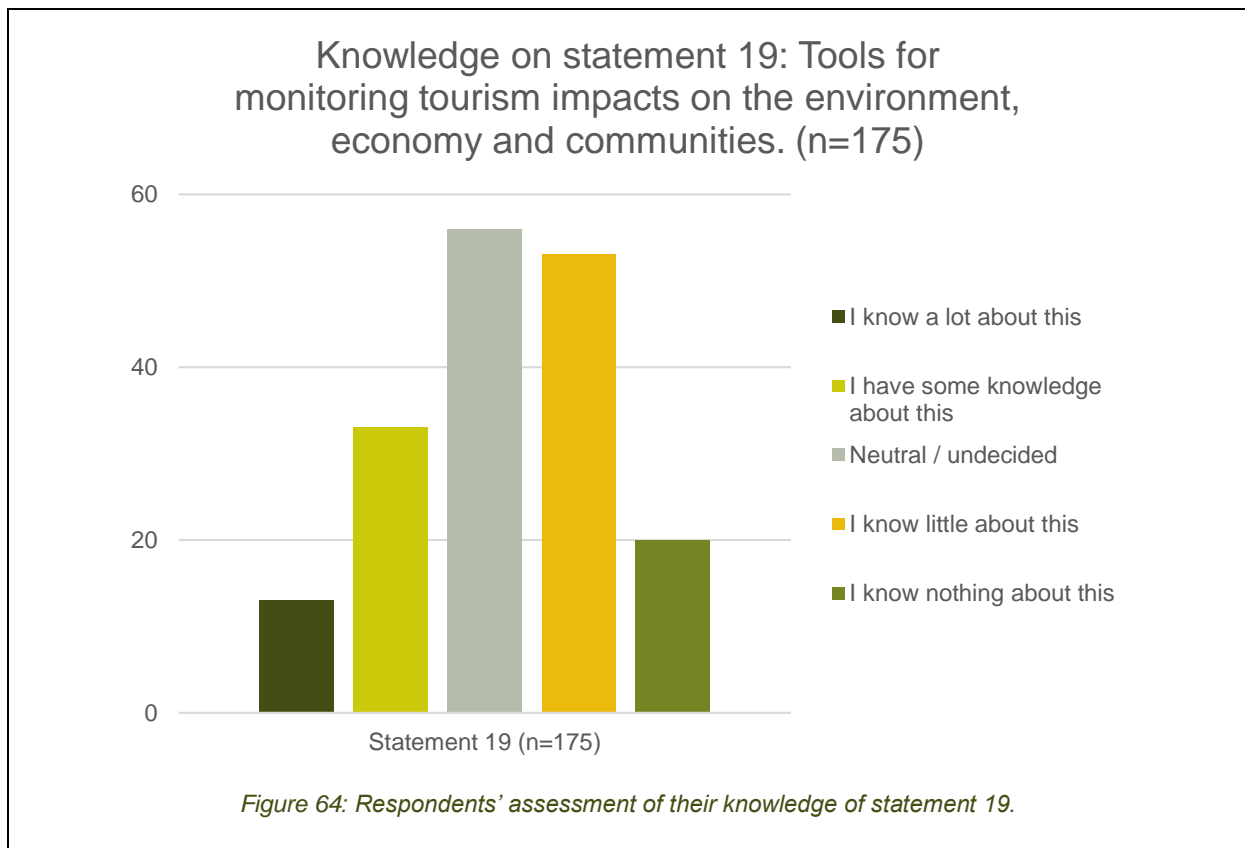
Respondents assessed their level of knowledge of best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services (e.g. permit, licensing and concession schemes, business partnerships and commissions, use of procurement to promote supply of local goods and services, facilitating access to assistance, support and finance, etc) as neutral/undecided (32.4 %), followed by little knowledge (26.7%), some knowledge (18.8%), no knowledge (15.9%) and a lot of knowledge about this (6.3%).

## 18. Tourism monitoring



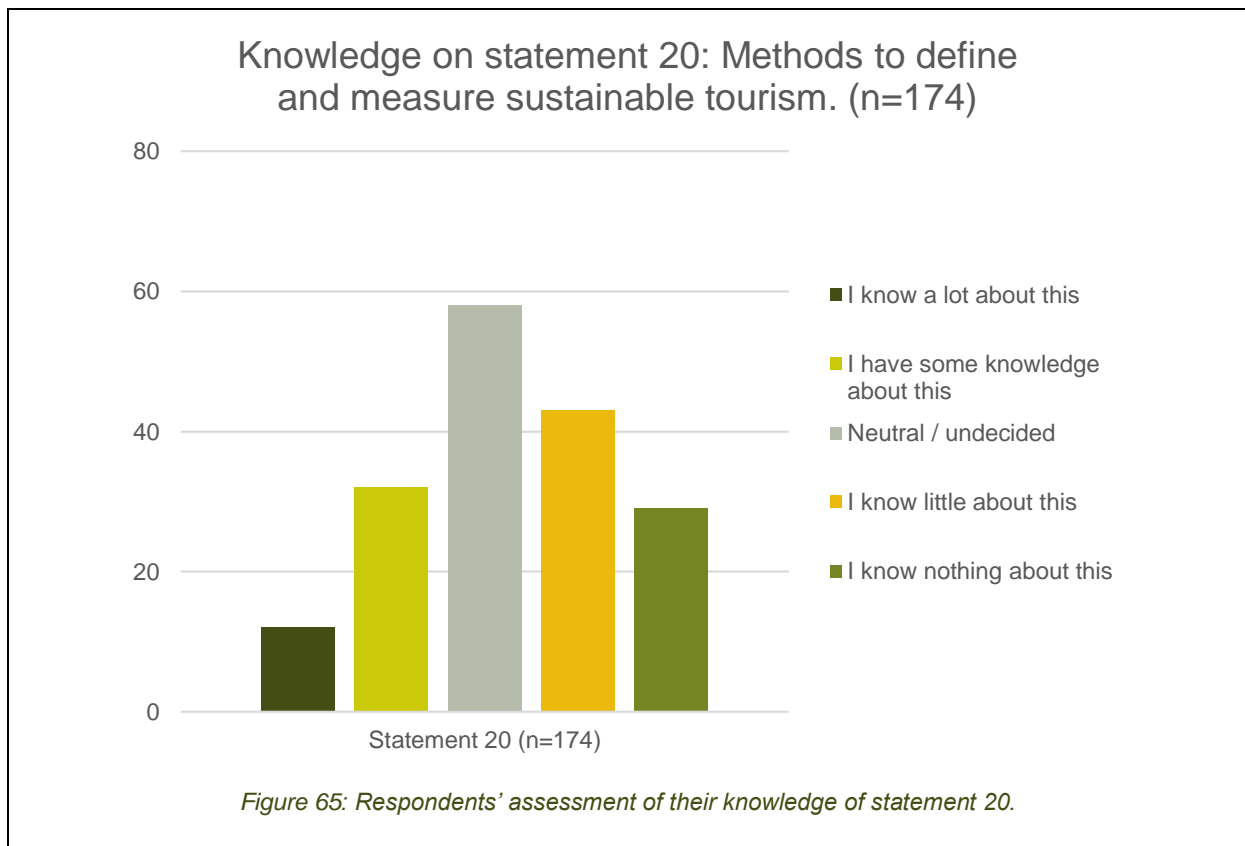
Respondents assessed their level of knowledge of tools for tourism monitoring (e.g. visitor volumes, demand, patterns and satisfaction, businesses performance and needs, etc) as neutral/undecided (36.6%), followed by some knowledge (26.9%), little knowledge (16.6%), a lot of knowledge (10.3%), and no knowledge about this (9.7%).

## 19. Monitoring tourism impacts



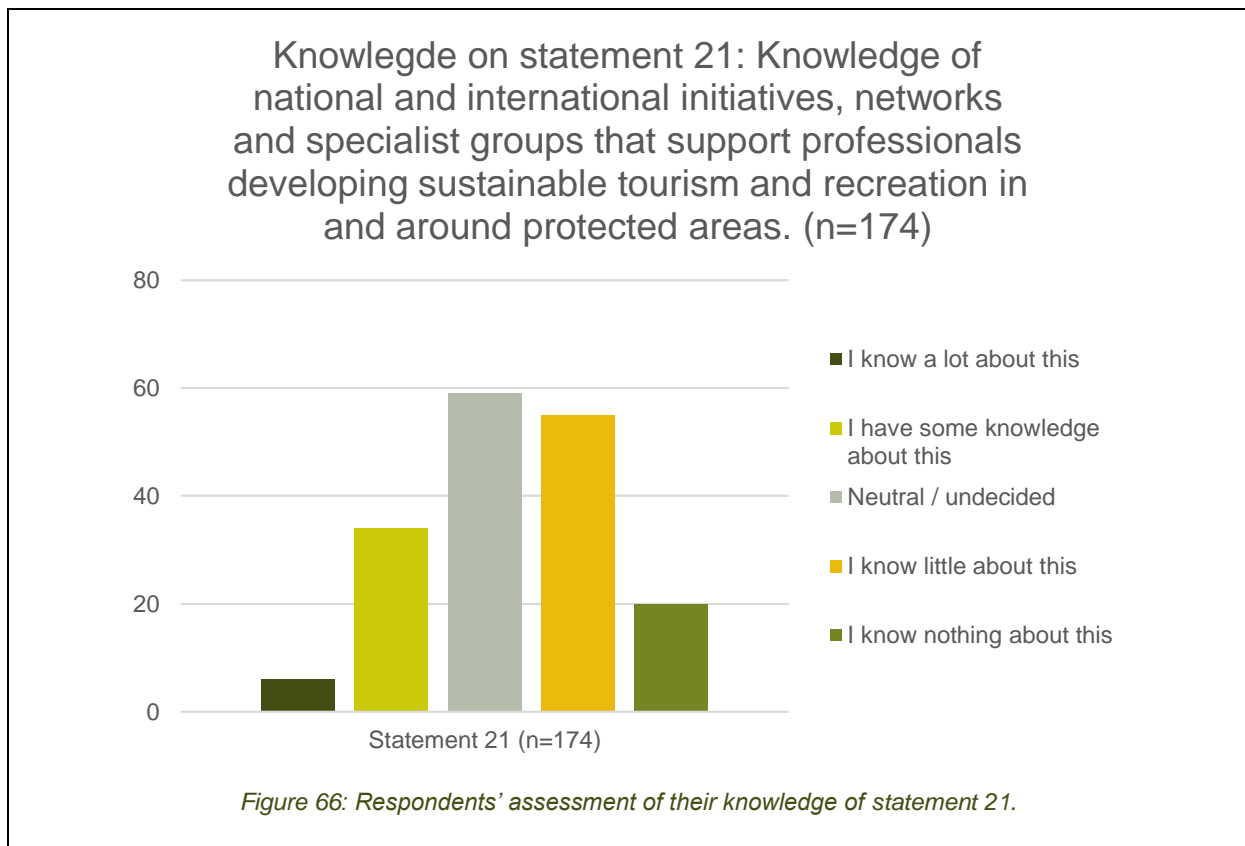
Respondents assessed their level of knowledge of tools for monitoring tourism impacts on the environment, economy and communities as neutral/undecided (32%), followed by little knowledge (30.3%), some knowledge (18.9%), no knowledge (11.4%) and a lot of knowledge about this (7.4%).

## 20. Defining and measuring tourism indicators



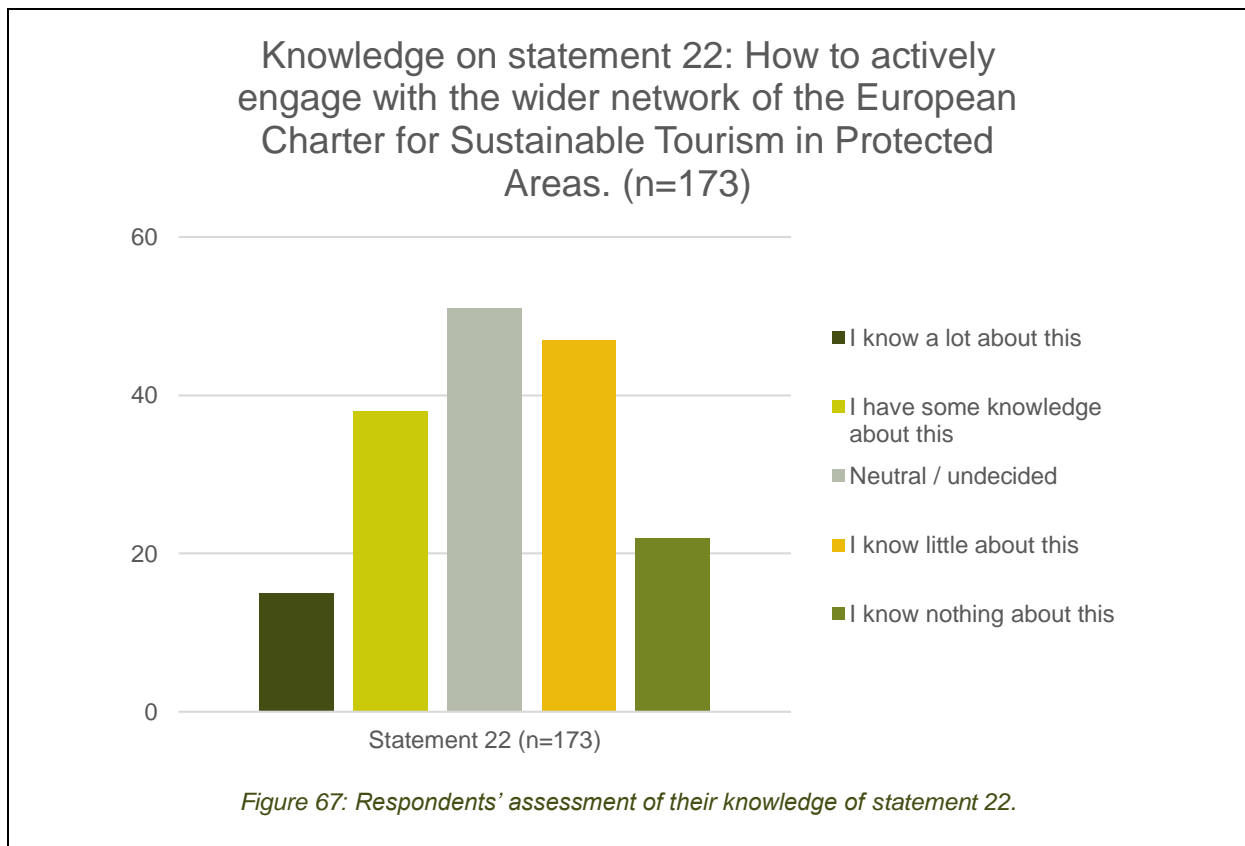
Respondents assessed their level of knowledge of methods to define and measure sustainable tourism indicators (including key tourism indicators systems, processes and techniques for collecting and analysing information, etc) as neutral/undecided (33.3%), followed by little knowledge (24.7%), some knowledge (18.4%), no knowledge (16.7%) and a lot of knowledge about this (6.9%).

## 21. Supporting initiatives and networks



Respondents assessed their level of knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas as neutral/undecided (33.9%), followed by little knowledge (31.6%), some knowledge (19.5%), no knowledge (11.5%) and a lot of knowledge about this (3.4%).

## 22. Active network engagement

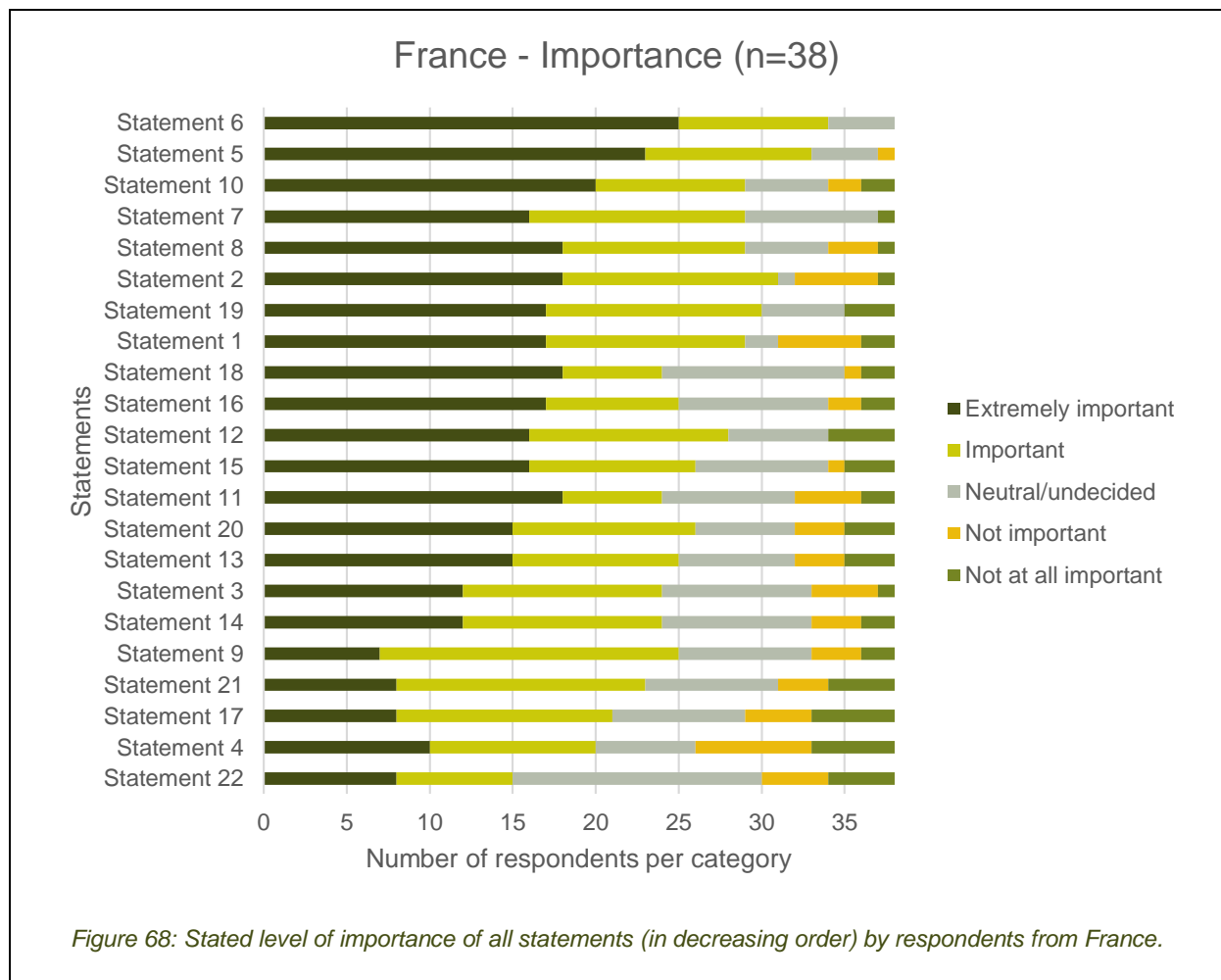


Respondents assessed their level of knowledge of how to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas (e.g. how to access best practice of other stakeholders, meet peers of other areas, share information on own work, etc) as neutral/undecided (29.5%), followed by little knowledge (27.2%), some knowledge (22%), no knowledge (12.7%) and a lot of knowledge about this (8.7%).

## Appendix G: Importance and knowledge of statements per country (France, Italy, Spain)

For each country, two overall graphs (respectively the level of importance of the skills and the level of knowledge of the skills), with the share of responses per statement are shown. In these graphs, the skills are ranked in decreasing order of relative importance (based on the calculated relative importance score), starting with the most important one, and in increasing order of relative knowledge (based on the calculated relative knowledge score), starting with the statement on which respondents of that country indicate to have the least knowledge.

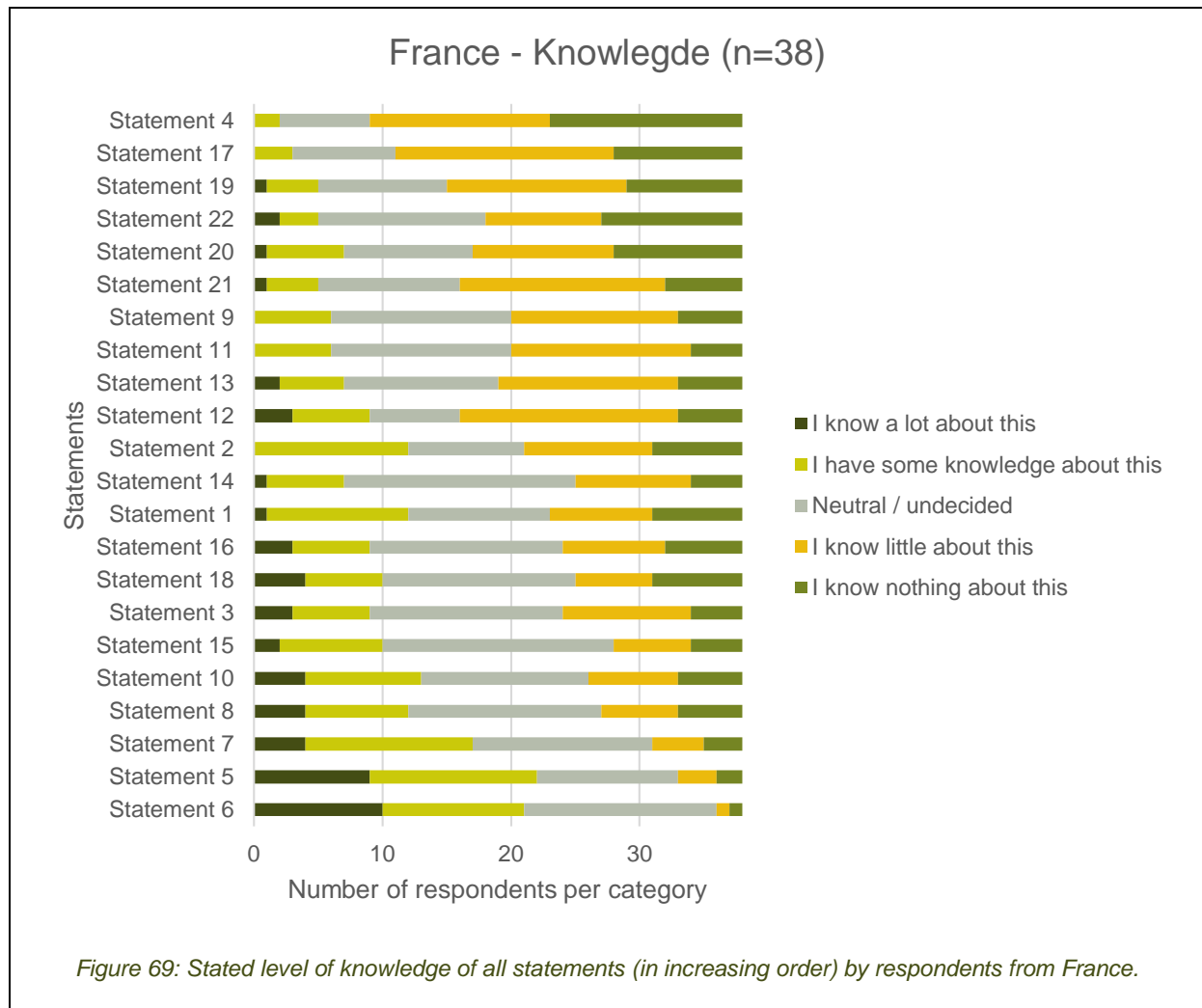
### 1. Importance and knowledge of skills in France



The top skills in terms of importance (based on the calculated importance score using the responses from 38 French respondents) are:

- “best practice on creating sustainable transportation offers and alternatives” (statement 6)
- “tools to reduce environmental impact from organizational activity” (statement 5)
- “knowledge of how to develop a communication strategy” (statement 10)

- “main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development” (statement 7) (statement 10 and 7 are equally important).

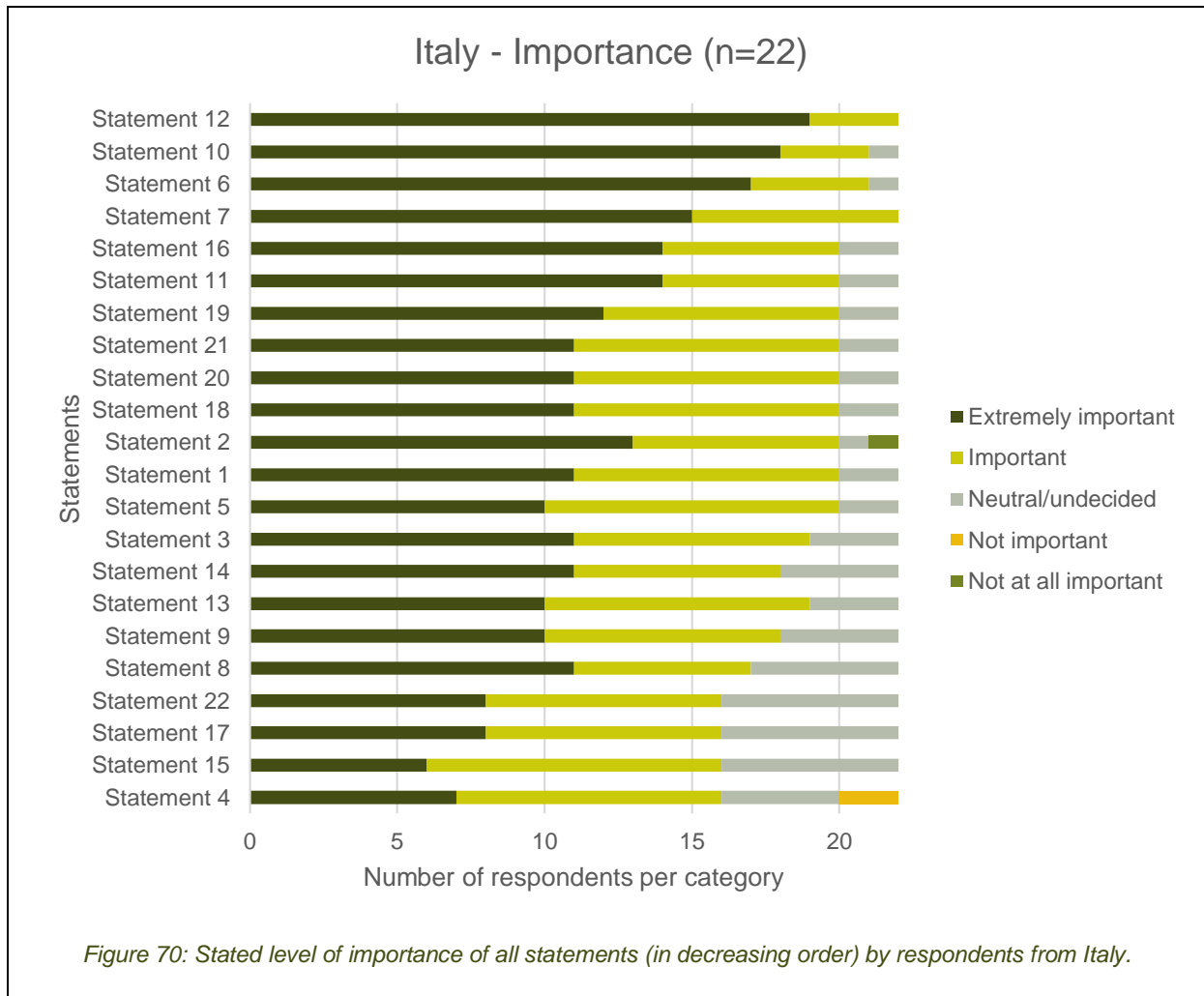


The top 3 skills for which the 38 French respondents indicate to have least knowledge about (based on the calculated knowledge score), consists of:

- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4)
- “best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services” (statement 17)
- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19).

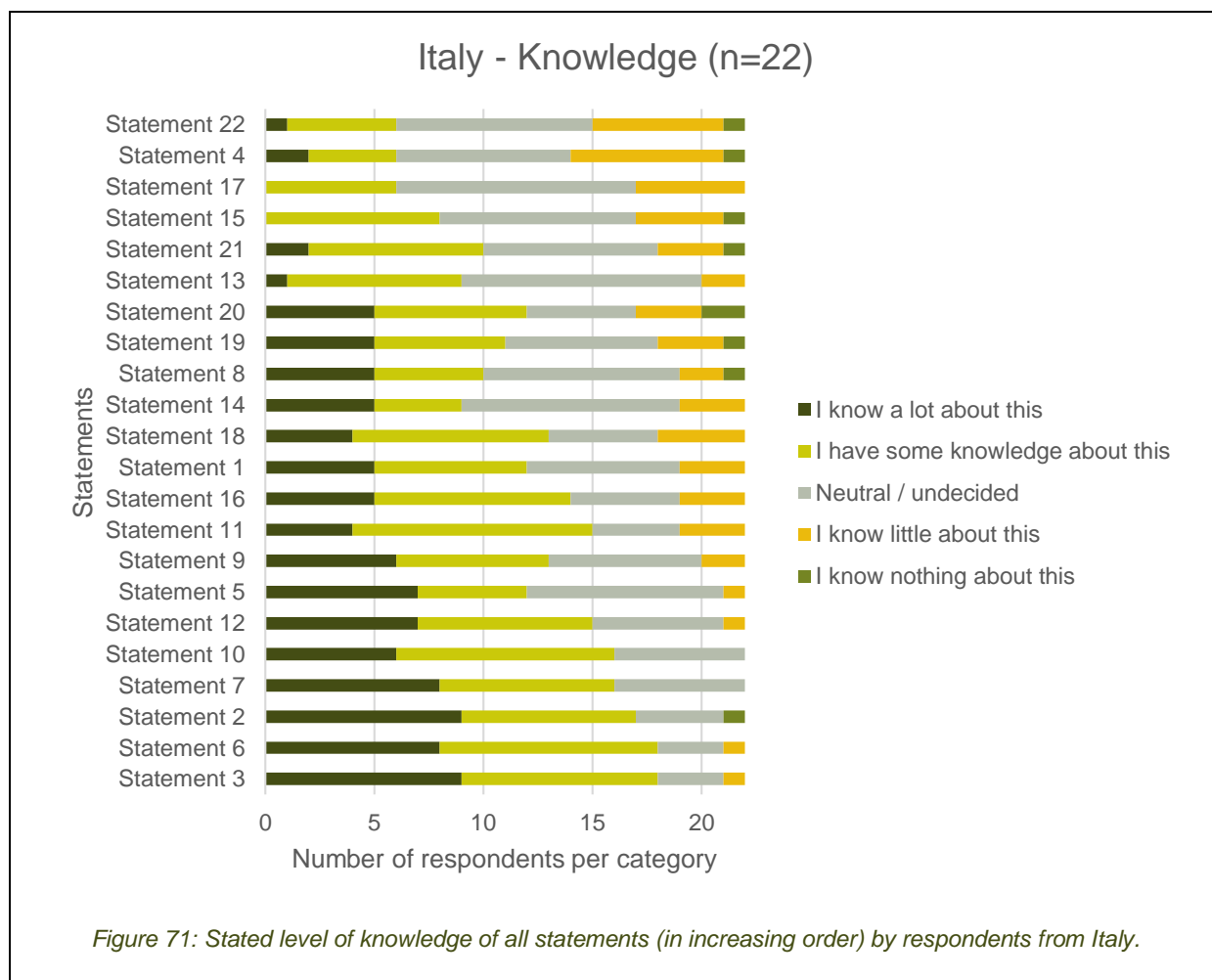


## 2. Importance and knowledge of skills in Italy



The top 3 skills in terms of importance (based on the calculated importance score using the responses from 22 Italian respondents) are:

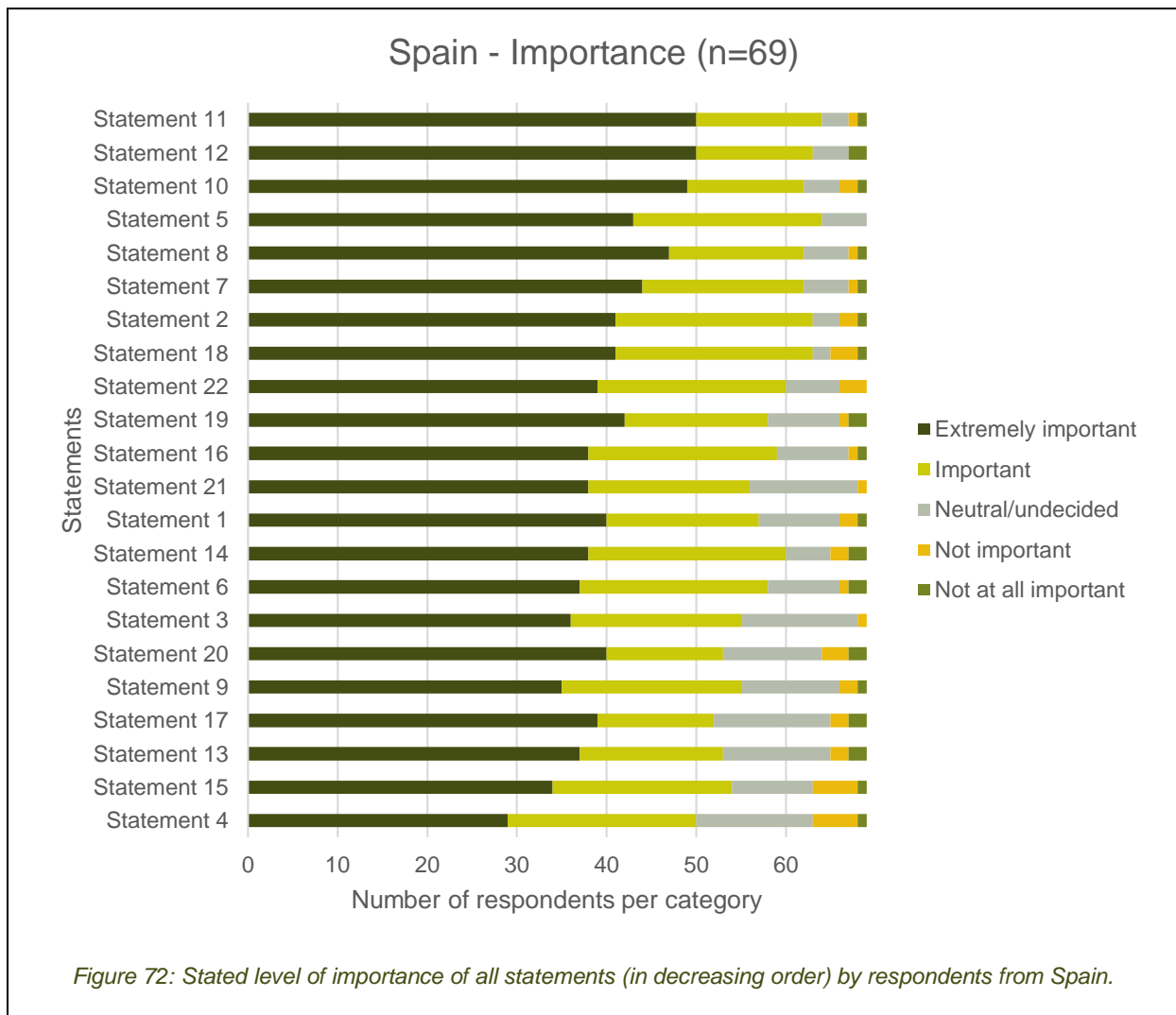
- “knowledge of how to develop, design and/or use attractive and engaging communication tools” (statement 12)
- “knowledge of how to develop a communication strategy” (statement 10)
- “best practice on creating sustainable transportation offers and alternatives” (statement 6) (statement 10 and 6 are equally important).



The top 3 skills for which the 22 Italian respondents indicate to have least knowledge about (based on the calculated knowledge score), consists of:

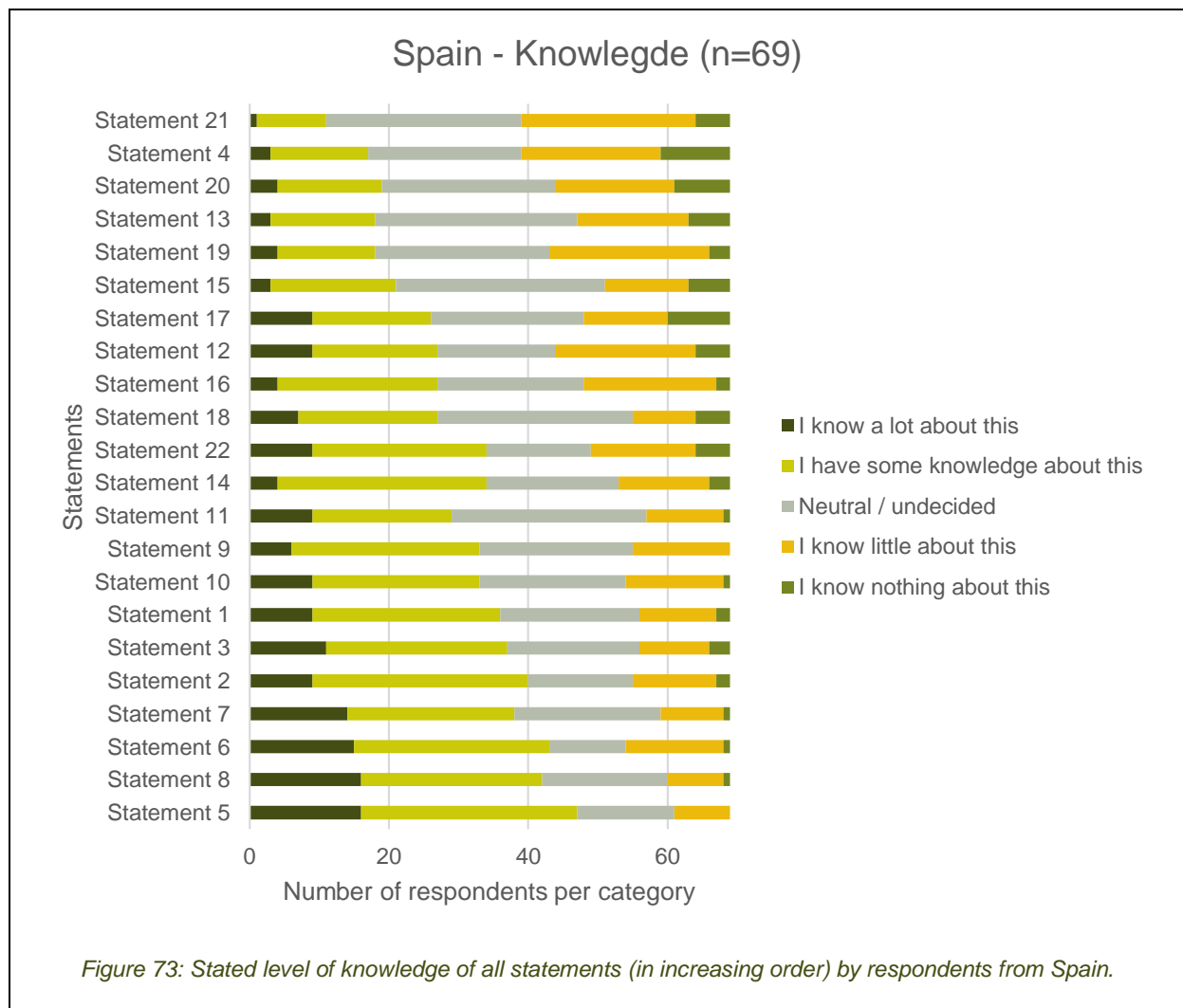
- “how to actively engage with the wider network of the European Charter for Sustainable Tourism in Protected Areas” (statement 22)
- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4) (statement 22 and 4 are equally important)
- “best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services” (statement 17).

### 3. Importance and knowledge of skills in Spain



The top skills in terms of importance (based on the calculated importance score using the responses from 69 Spanish respondents) are:

- “best practices on communicating organizational commitment to sustainable tourism” (statement 11)
- “knowledge of how to develop, design and/or use attractive and engaging communication tools” (statement 12)
- “knowledge of how to develop a communication strategy” (statement 10)
- “tools to reduce environmental impact from organizational activity “ (statement 5) (statement 10 and 5 are equally important).



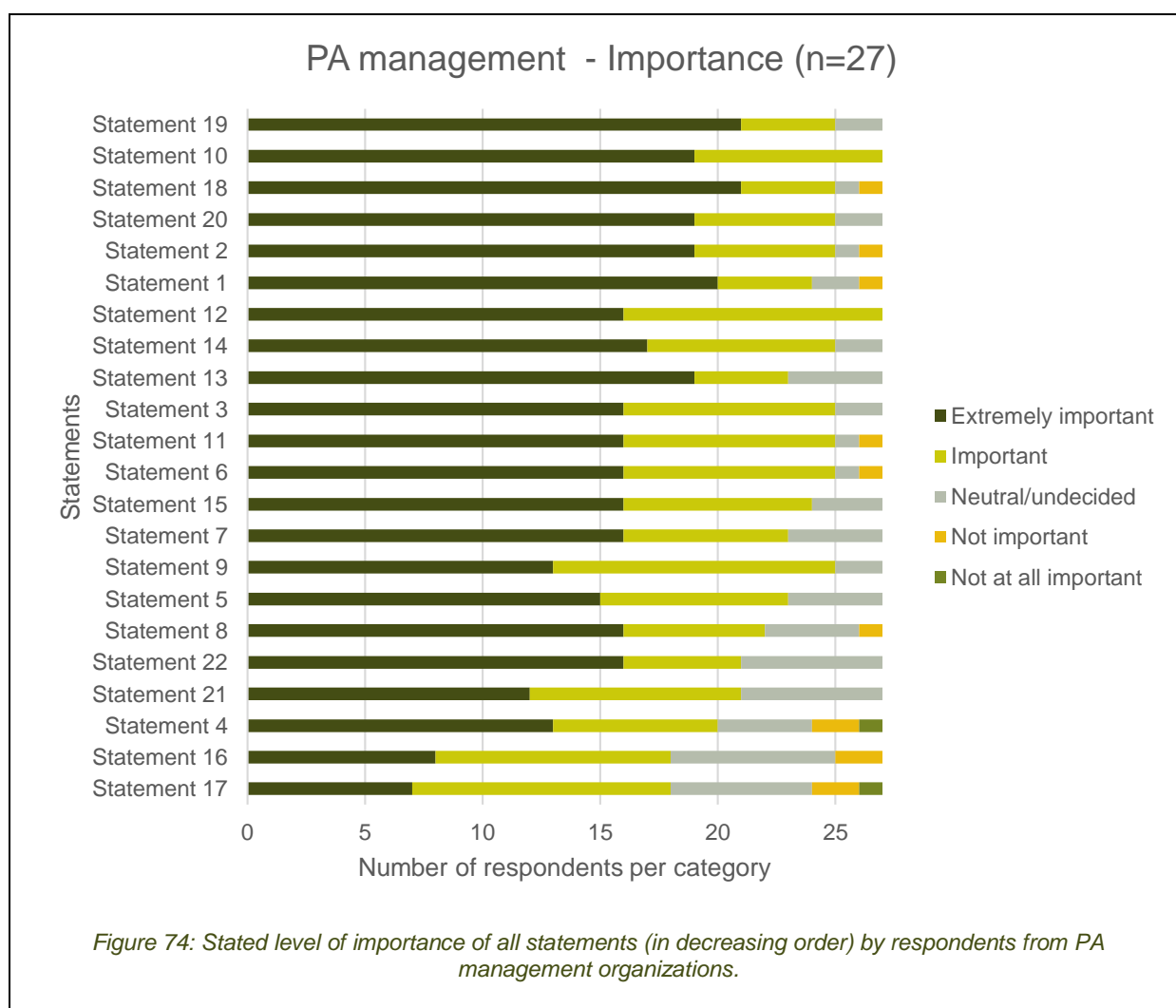
The top 3 skills for which the 69 Spanish respondents indicate to have least knowledge about (based on the calculated knowledge score), consists of:

- “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas” (statement 21)
- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4)
- “methods to define and measure sustainable tourism indicators” (statement 20).

## Appendix H: Importance and knowledge of statements per type of organization (PA management organization, business, public sector)

For each type of organization, two overall graphs (respectively the level of importance of the skills and the level of knowledge of the skills), with the share of responses per statement are shown. In these graphs, the skills are ranked in decreasing order of relative importance (based on the calculated relative importance score), starting with the most important one, and in increasing order of relative knowledge (based on the calculated relative knowledge score), starting with the statement on which respondents of that type of organization indicate to have the least knowledge.

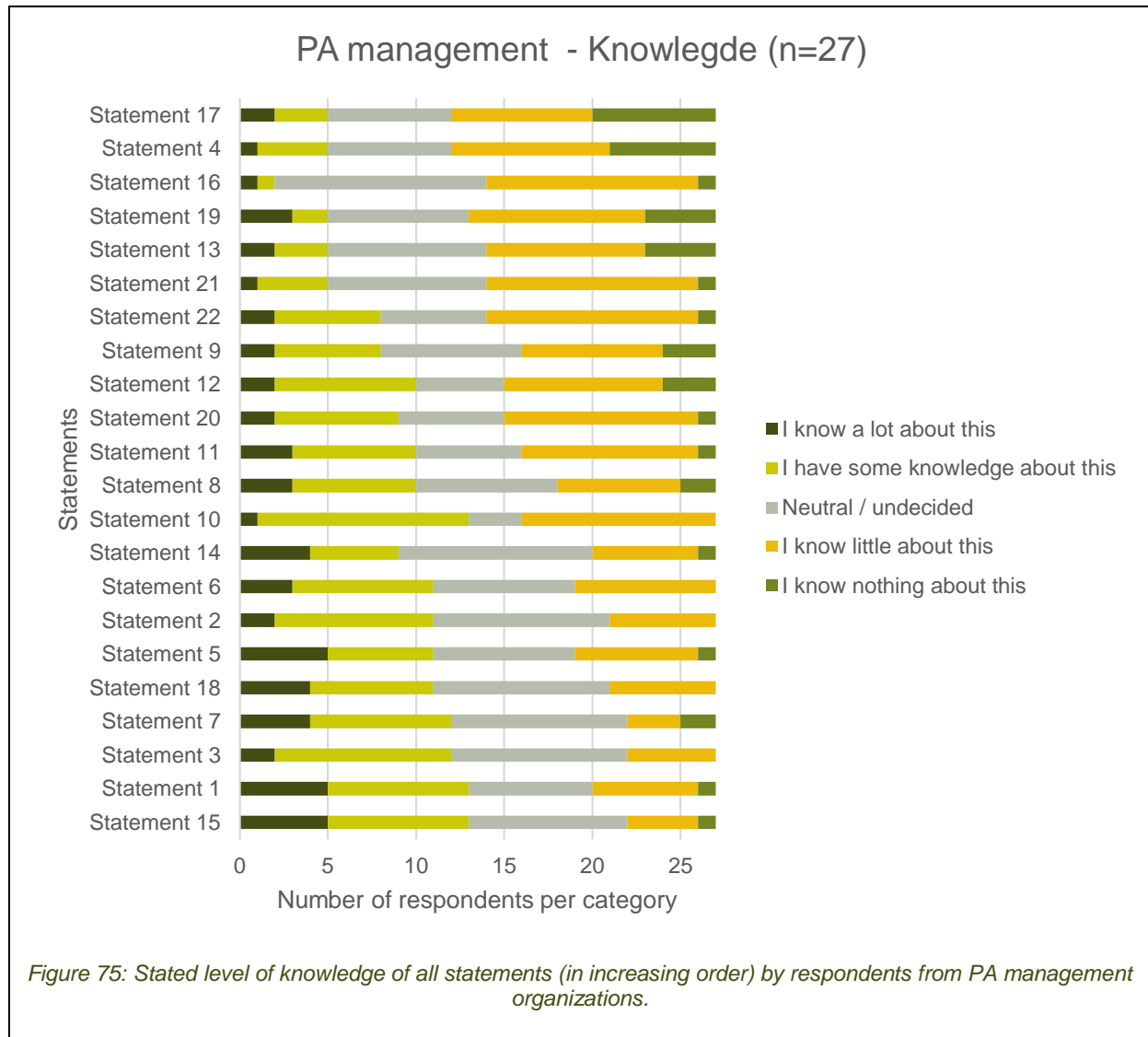
### 1. Importance and knowledge of skills of PA management organizations



The top 3 skills in terms of importance (based on the calculated importance score using all responses from the 27 respondents working in a PA management organization) are:

- “tools for monitoring tourism impacts on the environment, economy and communities” (statement 19)

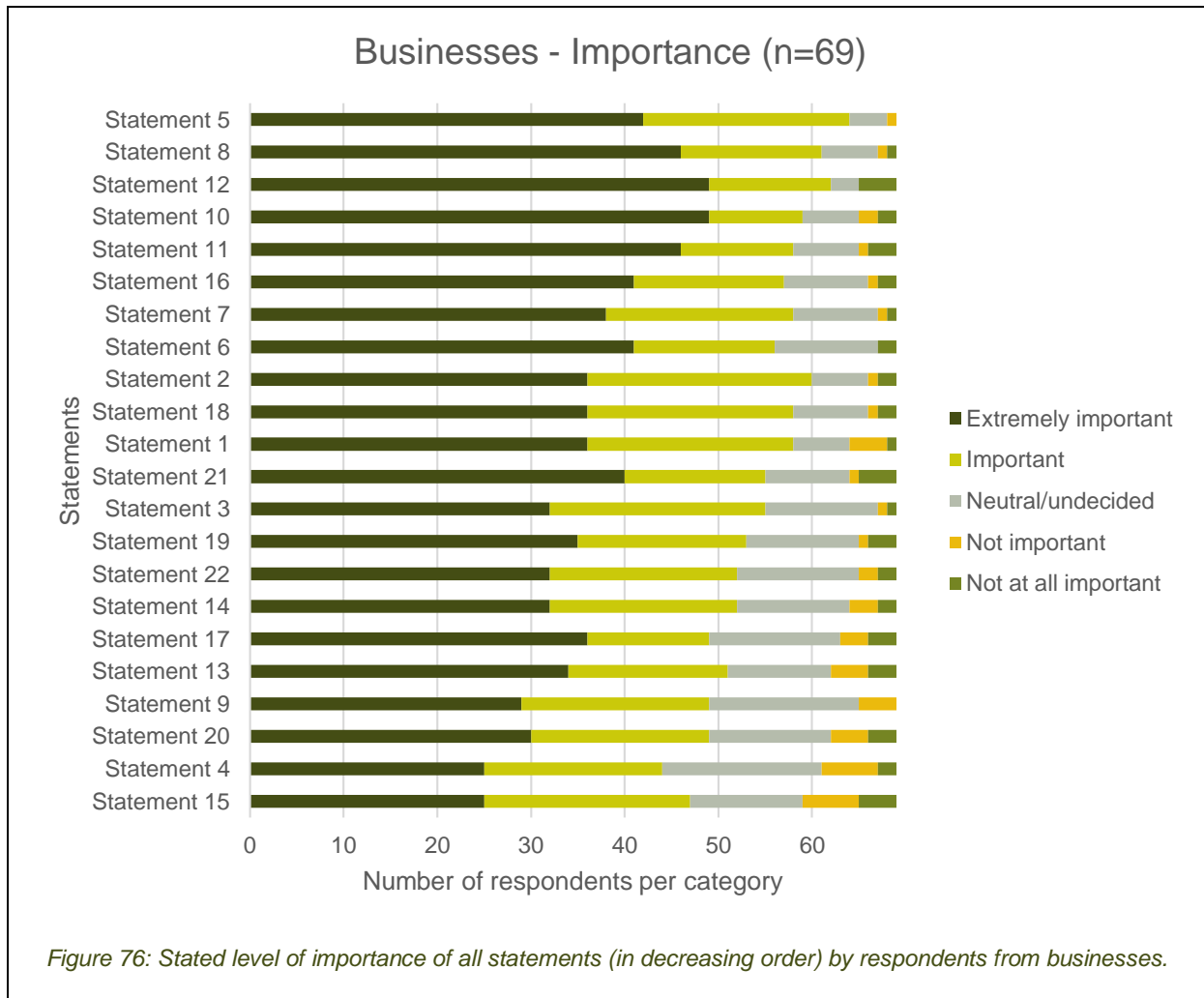
- “knowledge of how to develop a communication strategy” (statement 10) (statement 19 and 10 are equally important)
- “tools for tourism monitoring” (statement 18).



The top 3 skills for which the 27 respondents, working in a PA management organization, indicate to have least knowledge about (based on the calculated knowledge score), consists of:

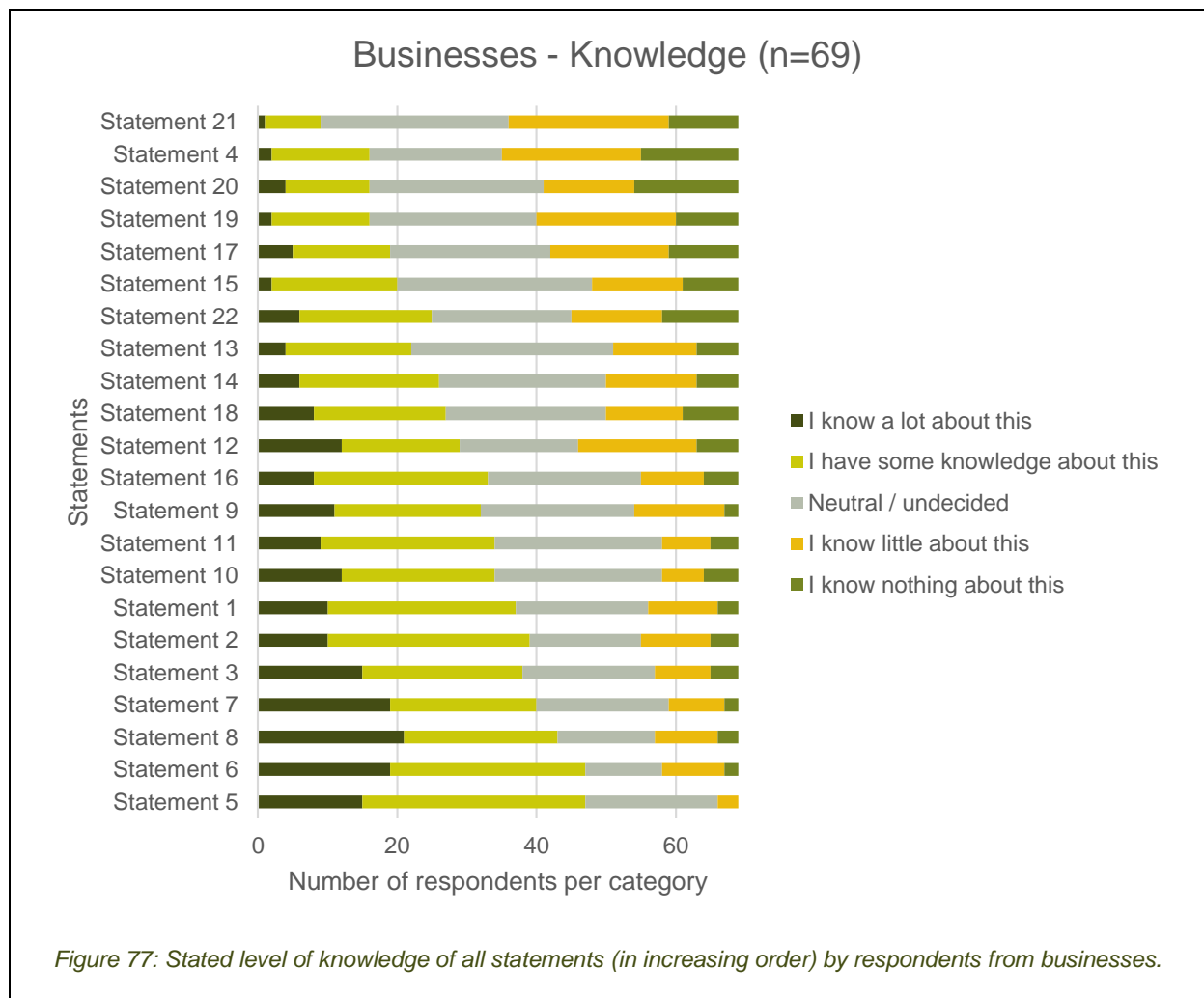
- “best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services” (statement 17)
- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4) (statement 17 and 4 are equally important)
- “best practice on strategies and methods to promote and market local products and services through tourism” (statement 16).

## 2. Importance and knowledge of skills of businesses



The top 3 skills in terms of importance (based on the calculated importance score using all responses of the 69 respondents working in a business organization) are:

- “tools to reduce environmental impact from organizational activity” (statement 5)
- “safety standards, codes of conduct and risk management approaches for visitors and providers of tourism and recreation activities” (statement 8)
- “knowledge of how to develop, design and/or use attractive and engaging communication tools” (statement 12).

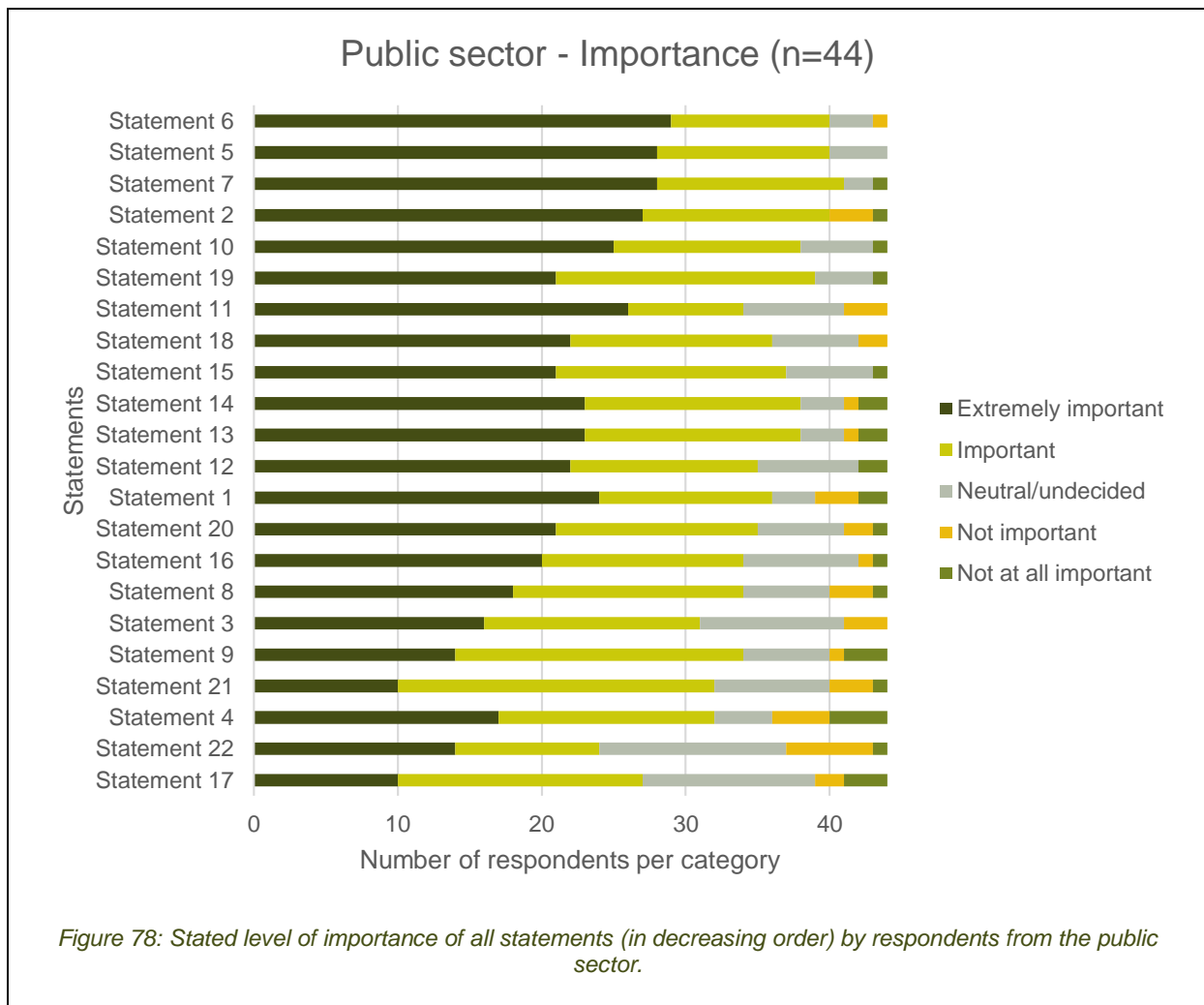


The top 3 skills for which the 69 respondents, working in a business organization, indicate to have least knowledge about (based on the calculated knowledge score), consists of:

- “knowledge of national and international initiatives, networks and specialist groups that support professionals developing sustainable tourism and recreation in and around protected areas” (statement 21)
- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4)
- “methods to define and measure sustainable tourism indicators” (statement 20).

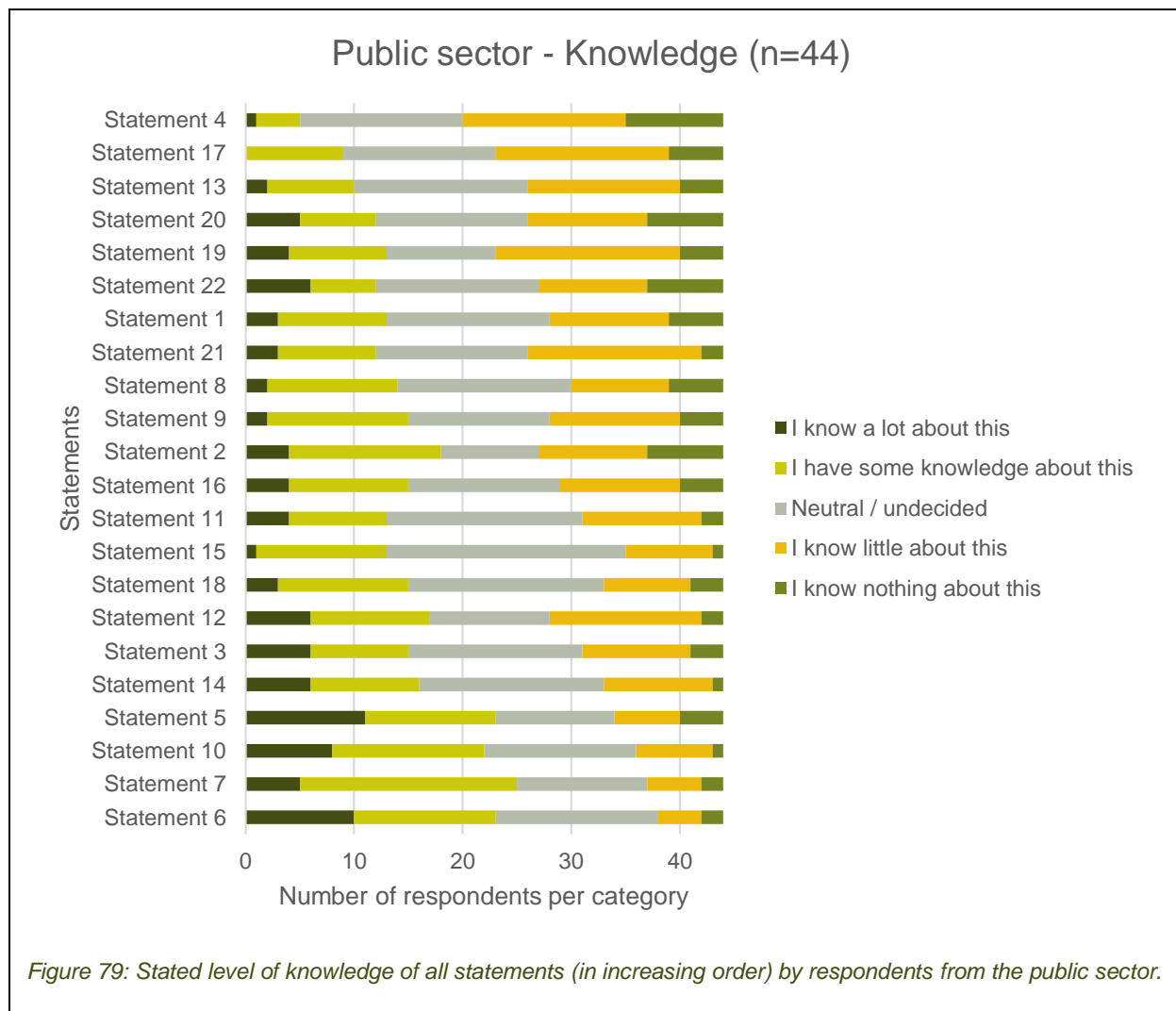


### 3. Importance and knowledge of skills of the public sector



The top 3 skills in terms of importance (based on the calculated importance score using all responses of the 44 respondents working in the public sector) are:

- “best practice on creating sustainable transportation offers and alternatives” (statement 6)
- “tools to reduce environmental impact from organizational activity” (statement 5) (statement 6 and 5 are equally important)
- “main types of tourism and recreation offers adequate for protected areas, and tools for their planning and development” (statement 7).



The top 3 skills for which the 44 respondents, working in the public sector, indicate to have least knowledge about (based on the calculated knowledge score), consists of:

- “methods to influence and encourage support for conservation funding by visitors and businesses” (statement 4)
- “best practice on partnerships/formal agreements that can support economically local tourism businesses, and related products and services” (statement 17)
- “approaches to minimize and solve conflicts between activities linked to tourism in protected areas” (statement 13).