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# A3 | TRAINING NEEDS ANALYSIS



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# A3 | Competence-based approach using the Natura 2000 Group CAT

## *Guidelines for Natura 2000 managers on how to use the Natura 2000 Group Competence Assessment Tool*

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### Acknowledgements:

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Natura 2000 site managers and coordination entities who tested the tool and provided constructive feedback.



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*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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## Terms and abbreviations used in the text

<b>Capacity Development / Capacity Building</b>	Capacity development commonly refers to the overall process of creating and building capacities and their (subsequent) use, management and retention. Capacity building more commonly refers to the specific processes and activities that create capacities (adapted from United Nations Development Programme).
<b>Case Study N2k</b>	Case Study Natura 2000 Group - This term is a generic one for groups which tested the online Natura 2000 Group Competence Assessment Tool. Results from these tests are used in the Guidelines, without indicating the country, Natura 2000 site or group of sites from which the test groups are coming.
<b>Competence/Competency<sup>1</sup></b>	The ability, encompassing knowledge, skills and attitudes, of an individual to perform adequately in a job (International Labour Organization).
<b>Competence Category Codes used in the Guidelines</b>	<p><b>FPC</b> - Foundation personal competences: Demonstrate fundamental personal skills and behaviours required for day-to-day PA work.</p> <p><b>APC</b> - Advanced Personal Competences: Demonstrate personal skills and behaviours required for effective performance and leadership.</p> <p><b>BIO</b> - Biodiversity conservation: Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use.</p> <p><b>LAR</b> - Upholding laws and regulations: Ensuring that laws, regulations, and rights affecting the PA are upheld.</p> <p><b>COM</b> - Local communities and cultures: Establishing systems of PA governance and management that address the needs and rights of local communities.</p> <p><b>TRP</b> - Tourism, recreation and public use: Providing environmentally and economically sustainable tourism and recreation in and around PAs.</p>

<sup>1</sup> **Note:** A more comprehensive glossary of terms related to competencies, education and training (upon which this glossary is largely based) can be found at <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=109>

	<p><b>AWA</b> - Awareness and education: Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas their purpose and values and how they are governed and managed.</p> <p><b>FLD</b> - Field/watercraft and site Maintenance: Conducting field work and site maintenance tasks correctly, safely and securely.</p> <p><b>TEC</b> - Technology Using of technology to support protected area management</p> <p><b>PPP</b> - Protected area policy, planning and projects: Providing a strategic and rationally planned framework for PA governance and management.</p> <p><b>ORG</b> - Organisational leadership and development: Establishing and sustaining well governed, managed and led organizations for PA management.</p> <p><b>HRM</b> - Human resource management: Establishing an adequate, competent, well managed and supported work force for PAs.</p> <p><b>FRM</b> - Financial and operational resource management: Ensuring that the PAs are adequately financed and resourced and that resources are effectively and efficiently deployed and used.</p> <p><b>ADR</b> - Administrative documentation and reporting: Establishing and implementing procedures for information management, documentation and reporting</p> <p><b>CAC</b> - Communication and collaboration: Building and using the skills required to communicate and collaborate effectively</p>
<b>Job level</b>	<p>Levels of personnel, based on the type of work they do and responsibilities they have (see Table 1). job levels need not only be associated with conventional management structures, or with conventional job titles such as 'director' or 'manager' or 'ranger'. The levels can equally be applied to local government officials, local communities, civil society organisations or private sector organisations (see Table 1).<sup>2</sup></p>

<sup>2</sup> Adapted from Appleton, M.R. (2016). *A Global Register of Competences for Protected Area Practitioners*. Gland, Switzerland: IUCN, Part 3 How to use the competence Register, Chapter 2.3.

<b>N2k</b>	Natura 2000
<i>The Natura 2000 Competence Report</i>	<a href="#"><u>"Identification and assessment of competencies for management of Natura 2000" Report</u></a>
<i>The N2k Competences</i>	<i>The N2k Competences based on the <a href="#"><u>"Identification and assessment of competencies for management of Natura 2000" Report</u></a></i>
<i>The N2k Group CAT</i>	<a href="#"><u>The Natura 2000 Group Competence Assessment Tool</u></a>

## Introduction and Summary

Effective management of Natura 2000 sites is highly dependent on staff competences. This is why the LIFE Programme supported the development of a competence list for Natura 2000 managers and of online tools to support the use of ***the Natura 2000 Competence List (The N2k Competences)***. This list is based on the [\*"Identification and assessment of competencies for management of Natura 2000" Report\*](#) (*The N2k Competence Report*), developed within the [\*"LIFE e-Natura2000.edu: Supporting e-learning and capacity building for Natura 2000 managers"\*](#) project and is presented in [Annex 4](#).

The competence list provides very important information for the management of human resources, for securing and developing professional capacity and performance of Natura 2000 management teams. Aiming to facilitate the use of *The N2k Competences*, Propark Foundation for Protected Areas in cooperation with project partners of two Life projects<sup>3</sup> developed two online competence assessment tools:

- a competence assessment tool designed for individuals, available here: <https://conservation-cat.com/individualtna/>
- a competence assessment tool for teams / groups of Natura 2000 managers, available here: <https://conservation-cat.com/natura2000groupassessments/>

These guidelines present recommendations for the uses of *The N2k Competences* for teams / groups of Natura 2000 managers. Those interested in individual competence assessment will find information on the dedicated online platform [here](#).

There are several possibilities to use *The N2k Competences* in support of improving the performances of Natura 2000 site managers:

- Assessing current skills and competences and identifying priority needs for capacity development.
- Developing capacity building plans and ensuring that projects investing in capacity development address the needs of Natura 2000 site managers and management teams.
- Developing training curricula and learning materials.
- Defining Natura 2000 related tasks for job descriptions and considering Natura 2000 competences for staff recruitment.

Compiling competence lists and conducting competence assessments for site management using directly *The N2k Competences* are not easy, straightforward operations. Hence, an online N2k Group CAT was developed with the aim to facilitate use of the competence list. ***The Natura 2000 Group Competence Assessment Tool (The N2k Group CAT)*** is instrumental for those interested in using *The N2k Competences* and can be accessed [here](#). It was developed within the [\*LIFE ENABLE: Creating the European Nature Academy for applied Blended Learning\*](#) project.

The *N2k Group CAT* was designed for:

- Competence assessments for one or several Natura 2000 teams or for groups of people from several entities managing Natura 2000 sites, groups that can be formed using various criteria (e.g., similar job profiles / responsibilities, N2k staff from several countries, staff of N2k coordination entities at the national / regional level etc.). The results can be easily used for various analysis of competence needs at group level.
- Tailored competence assessments, i.e. assessments conducted for a set of pre-selected competences, useful for example for developing curricula and learning materials for training events.

These guidelines provide information and suggestions for the uses of *The N2k Competences* with the help of *The N2k CAT* for the development of:

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<sup>3</sup> [\*LIFE e-Natura2000.edu: Supporting e-learning and capacity building for Natura 2000 managers\*](#) and [\*LIFE ENABLE: Creating the European Nature Academy for applied Blended Learning\*](#)

- Natura 2000 Capacity Development plans
- Training curricula and learning materials
- Job descriptions for Natura 2000 managers
- Developing criteria for job interviews and staff performance assessments.

## Acknowledgements

This document was developed using guidance provided by M.R. Appleton in *A Global Register of Competences for Protected Area Practitioners*.<sup>4</sup>

Developing The Natura 2000 competence Assessment Tool and these guidelines was possible due to the contribution of all the project partners who coordinated tests for The N2k CAT and provided valuable comments and recommendations, based on which the online tool was improved, and new functionalities added. We are also very grateful to all those Natura 2000 site managers and staff who tested the tool and provided constructive feedback.

## 1. Recommended uses of the Natura 2000 Competence Assessment Tool

If you are not familiar with The Natura 2000 Competence List, please go first to [Annex 1 About the Natura 2000 Competence Register briefly](#).

The N2k Competences provides the basis for:

1. Competence assessments,
2. Developing N2k Capacity Development Plans based on competence needs
3. Developing N2k Training Curricula, starting from the competence needs of the target group
4. Incorporating a competence approach in N2k related learning materials
5. Defining job descriptions, useful also for recruitment announcements and for performance assessments or designing job interviews.

The figure below summarises possible uses of the Natura 2000 Competence Register.

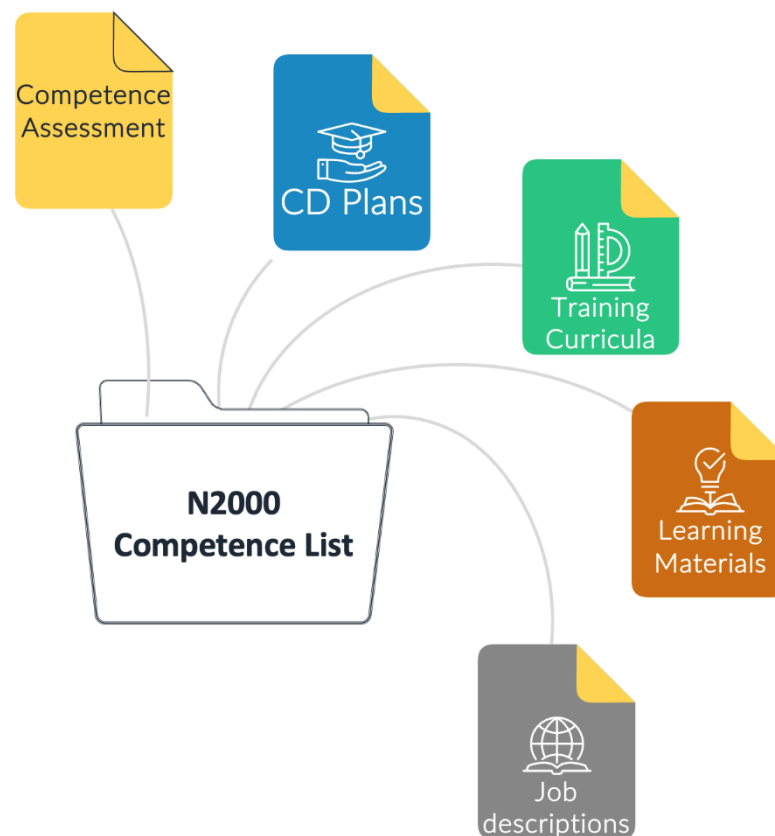
*Figure 1 Uses of the N2k Competences – a summary*

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<sup>4</sup> Appleton, M.R. (2016). [A Global Register of Competences for Protected Area Practitioners](#). Gland, Switzerland: IUCN

# The N2000 Competences – starting point for:

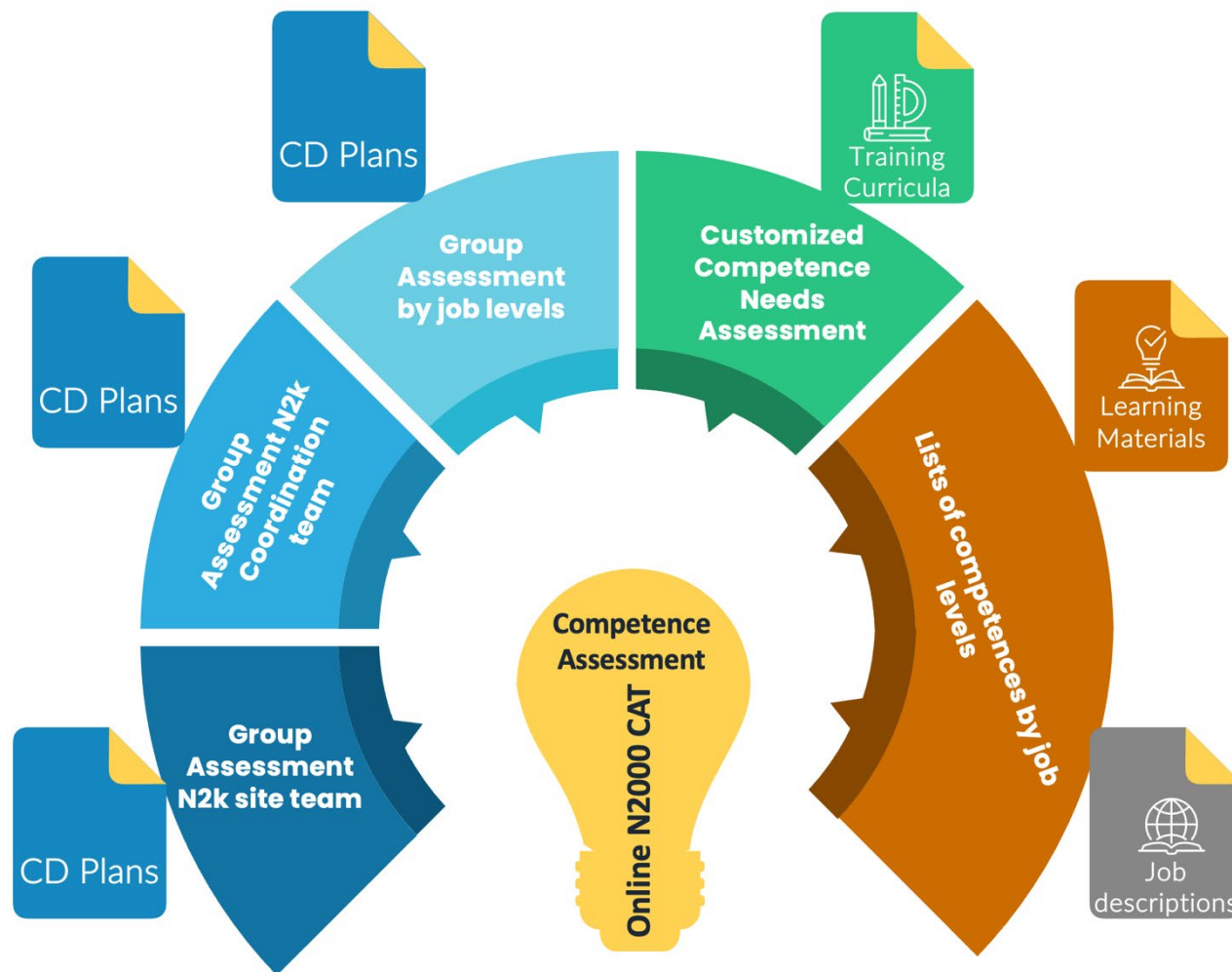
- ◆ **1. Competence Assessments**  
for Natura 2000 managers:
  - for teams involved in site management
  - for groups of managers at the national / regional level
- ◆ **2. Developing Capacity Development Plans**
- ◆ **3. Designing training curricula**
- ◆ **4. Developing learning materials**
- ◆ **5. Defining N2000 job descriptions**



Conducting a competence assessment is often the very first step for most of the other uses mentioned above. *The Natura 2000 Competence Assessment Tool (N2k CAT)* provides effective support for conducting competence assessments. The same tool also provides personalized lists of competences, for training purposes. Therefore, *The N2k CAT* is central to any of the uses presented in these guidelines. As shown in Figure 2, it provides:

- Information about competence needs for N2k teams or groups, useful for developing capacity building plans or training curricula and,
- Lists of competences for designing learning materials and job descriptions.

Figure 2 The N2k CAT



The following chapters offer guidance for the competence-based approach in developing capacity building plans, training curricula and learning materials and job descriptions.

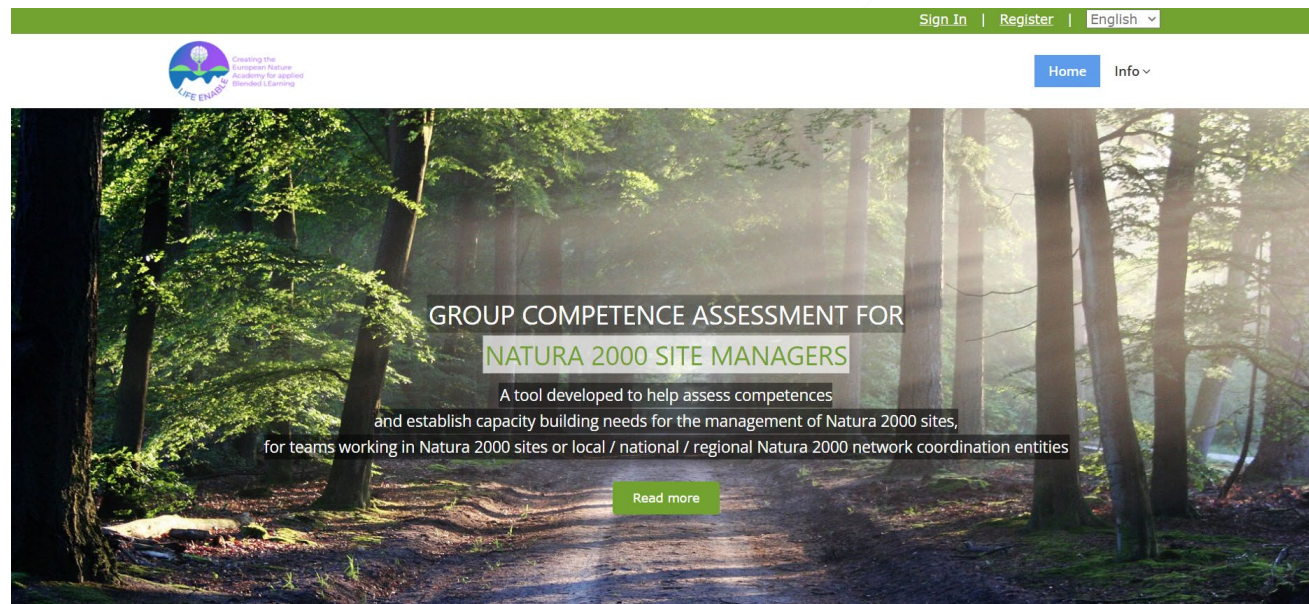
## 2. Competence assessments with The Group Competence Assessment Tool for Natura 2000 Site Managers (*The N2k CAT*)

*The N2k CAT* is at the heart of most uses of *The N2k Competences*. Hence, this chapter is dedicated to presenting briefly what results are provided by the online tool.

A very brief general overview of a competence assessment is presented in [Annex 2 About Competence Assessments – briefly](#). If you are not familiar with the competence and competence assessment concepts, this annex might help you to understand the information presented in this section of the Guidelines.

The N2k Group CAT is not for individual competence assessments, which means that individuals cannot register to conduct self-assessments on the N2k Group CAT platform. Individuals interested in assessing their competences should use the Individual Competence Assessment Tool for Natura 2000 Site Managers N2k (The Individual N2k CAT) at <https://conservation-cat.com/individualna/>

### 2.1. The Natura 2000 Group Competence Assessment Tool (N2k Group CAT)



The group assessment tool for Natura 2000 competences, *the N2k Group CAT*<sup>5</sup> is built using *The N2k Competences*<sup>6</sup> and compiles the results of assessments into lists of competences, graphics and tables with assessment results, useful for various analysis. This tool is built for group competence assessments. A group can be defined with people from:

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<sup>5</sup> <https://conservation-cat.com/groupcompetence/>

<sup>6</sup> See Annex 4.

- Management teams of one or several Natura 2000 sites,
- Natura 2000 teams coordinating Natura 2000 site management at regional level, or
- Combined groups i.e., with staff having similar Natura 2000 management roles / responsibilities from several sites.

A **detailed User Guide**<sup>7</sup> is presented on the N2k CAT platform, describing step by step the competence assessment process.

Examples of assessment results provided by *The N2k Group CAT* and of how to interpret them are briefly presented in Chapter 2.2.

## 2.2. Competence Assessment Results

The comprehensive list of competences defined for Natura 2000 management in *The N2k Competences* is a very useful tool for assessing the skills and knowledge of N2k manager teams / groups. It provides the answer to one of the key questions for a competence-based needs assessment<sup>8</sup> i.e., **"what competences are needed for people with various N2k roles for effective management of N2k sites?"**.

The online *N2k Group CAT* automatically generates the list of competences for Natura 2000 middle manager roles. This list includes some of the key senior manager and ranger competences covering most of the possible situations that occur across the EU in terms of management responsibilities. For a better understanding of the competence list, please consult the ["Identification and assessment of competencies for management of Natura 2000" Report](#).

Table 1 presents the standard job levels, typical in a protected area, as defined in *A Global Register of Competences for Protected Area Practitioners*.<sup>9</sup> *The N2k Group CAT* provides a combination of competences, covering mostly level 2 competences and some level 1 and level 3 ones. Thus, the tool can provide the answer to the following question: **"what competences should the manager of N2k site / middle manager or technical staff / field staff have to fulfil her/his N2k tasks effectively?"**.

Table 1 Staff levels in Protected Area / Natura 2000 management teams

Staff levels / Individual levels of responsibility		
Level	Typical title	Scope of work and responsibility
LEVEL 4	EXECUTIVE	Central direction and management of large organizations. National and regional policy development, spatial and strategic planning. Cross sectoral coordination. Direction of complex programmes and plans.

<sup>7</sup> <https://conservation-cat.com/natura2000groupassessments/files/CAT%20Group%20N2000%20User%20Guide%20for%20Assessors.pdf?v=2024-04-26>

<sup>8</sup> Appleton, M.R. (2016). *A Global Register of Competences for Protected Area Practitioners*. Gland, Switzerland: IUCN, Part 3 How to use the competence Register, Chapter 3.5.

<sup>9</sup> Appleton, M.R. (2016). [A Global Register of Competences for Protected Area Practitioners](#). Gland, Switzerland: IUCN

		Examples of positions: director or senior executive of national / regional Agencies or ministerial departments for PAs or resource management, Director of national/regional NGO, landowners.
LEVEL 3	SENIOR MANAGER	Direction and management of medium-sized organizations. Planning and management of projects and programmes within strategic frameworks. Conducting and leading complex and technical programmes (according to speciality) Examples of positions: PA director, local government / Agency official in charge with PAs, senior PA management team member, landowners.
LEVEL 2	MIDDLE MANAGER, TECHNICAL SPECIALIST	Management, organization and leadership of technical sections and teams implementing plans and projects. Completing specific and complex technical assignments (according to technical specialty) Examples of positions: head ranger, PA biologist, education/outreach/ tourism officer, landowners.
LEVEL 1	SKILLED WORKER	Completing specific and sometimes complex tasks and assignments under regular supervision (this can include field and administrative staff). Examples of positions: PA/tourism/community ranger, resource warden (forestry, fisheries, etc), administrative staff, technician, skilled volunteer
(LEVEL 0) Not used	UNSKILLED LABOURER	Completing practical tasks under continuous supervision (this often refers to also support staff). Examples of positions: labourer, unskilled volunteer, casual worker

The online tool also gives the possibility to answer the following question: **“to what extent do staff already possess these competences?”** – this can be answered by conducting the competence assessment.

The assessment can be conducted for:

- One or several N2k management teams,
- Coordination teams of N2k sites from a region,
- People with similar N2k roles from several N2k sites or even several countries.

Participants will conduct a self-assessment or they will be assessed by others, as briefly described in [Annex 2](#).

Self-assessments / assessments will be conducted using the pre-prepared list of competences associated to their role, as provided by the N2k CAT. They will assess their current capacity for each competence, using the scale shown in Table 2. In some cases all competences from the list generated by the online tool might be considered relevant by the Assessor. If this is the case, respondents should be instructed to ignore the option: “This competence is not relevant because in my work it is not requested”. This might be the case, for example, for small Natura 2000 management teams, with responsibilities scattered amongst staff members.

Table 2 Scores used for competence assessments

COMPETENCE	
Definition	Response
This competence is <u>not relevant</u> because in my work it is not requested	0
I have/the individual has <u>little or no</u> competence. Extensive training and development are required.	1
I have/the individual has a <u>basic level of competence</u> . Further training and development are required.	2
I have/the individual has <u>good</u> competence. Periodic updating only required.	3
I have/the individual has <u>high competence</u> and could train others to do it.	4

The N2k Group CAT summarises the responses in several graphics and tables, using the competence codes and the colours associated to the score scale (Table 2). LIFE ENABLE<sup>10</sup> project partners tested The N2k CAT. This chapter uses the results of these tests for the examples below.

### 2.2.1. Results by Natura 2000 site management teams

Examples of graphic results provided by the online tool are presented below for the management team of a N2k site, called hereafter *Case Study Natura 2000 Group (Case Study N2k)* for the entire management team and by staff levels.

<sup>10</sup> <https://www.europarc.org/about-us/europarc-projects/life-enable/>

Figure 3 Case Study N2k Team – Overall competences

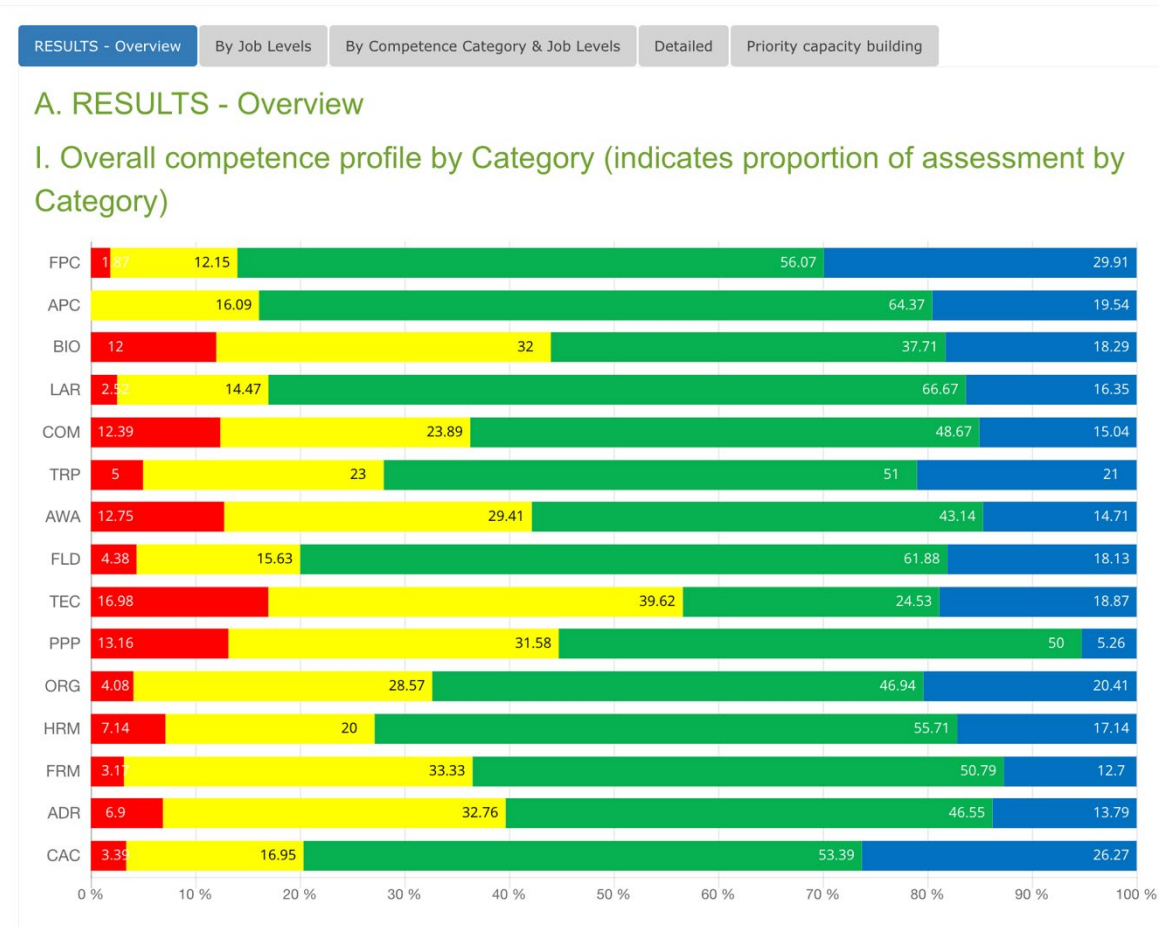


Figure 4 Case Study N2k Site Ranger Team – Overall competences

Besides the personal competences (i.e. FPC and APC), the Case Study N2k team has good / high competences related to:

- FLD - Fieldcraft and site Maintenance: Conducting field work and site maintenance tasks correctly, safely and securely;
- TRP - Tourism, recreation and public use: Providing environmentally and economically sustainable tourism and recreation in and around PAs;
- CAC - Communication and collaboration: Building and using the skills required to communicate and collaborate effectively.

Even though *The N2k CAT* is using the same competence list for all staff levels, it is important to conduct the assessments by staff levels, when relevant. The tool allows respondents to select only the competences relevant for their responsibility level and it provides an overall balance of assessment indicating the proportion of non-relevant responses. For example, the overall balance of assessment for Level 3 (Senior Manager) from Figure 5 shows a very small proportion of competences considered non-relevant, which seems to indicate quite an objective selection by the self-assessors.

*Figure 5 Case Study N2k Site - Competences considered not-relevant for level 3 staff in*

#### IV. Overall balance of assessment



The graphics by competence categories and staff levels (Figure 6 Case Study N2k – Overall competences by staff levels and competence categories) show significant differences in competence levels between staff from different staff levels, for example in the case of:

- BIO – Biodiversity conservation: Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use.
- AWA - Awareness and education: Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas their purpose and values and how they are governed and managed.
- COM - Local communities and cultures: Establishing systems of PA governance and management that address the needs and rights of local communities.

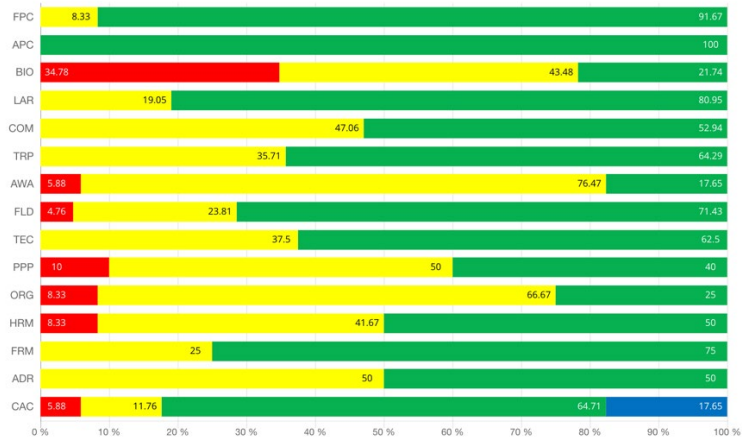
For all 3 competence categories mentioned above the situation is somewhat similar: the technical staff (Level 2) are highly confident regarding their competences in each of these competence categories, whilst the senior manager (Level 3) recognizes an obvious need to develop the competences needed at his/her level. Rangers are also indicating a need to develop competences from this category.

Whilst it is easy to “read” the graphics in this way, one should carefully observe results by staff levels and take the analysis further by considering specific competence needs for each level.

*Figure 6 Case Study N2k – Overall competences by staff levels and competence categories*

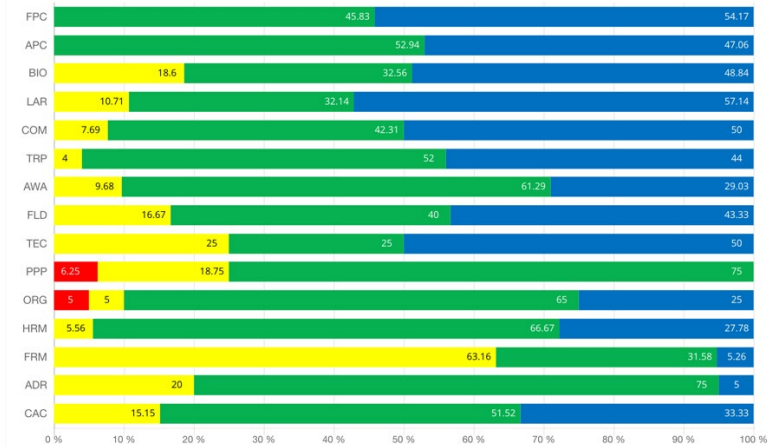
### Level 3 - Senior Manager

I. Overall competence profile by Category (indicates proportion of assessment by Category)



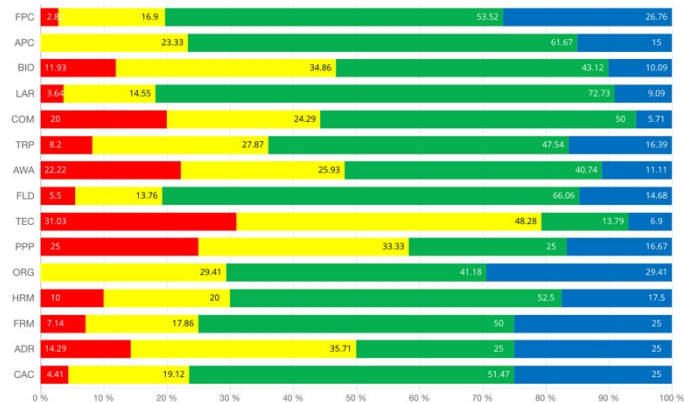
### Level 2 - Middle manager / Technical staff

I. Overall competence profile by Category (indicates proportion of assessment by Category)



### Level 1 - Ranger / Field staff

I. Overall competence profile by Category (indicates proportion of assessment by Category)



Information on capacity development needs are provided also through the "capacity needs index" (CNI)<sup>11</sup> by each Competence Category. See Table 3 with an example for the CNI for the TEC category. The closer the CNI to 1,00, the higher the need for capacity development.

Table 3 Case Study N2k - Capacity Needs Index for the TEC competence category

TEC - Technology

TEC	Not Relevant	Scores					Median	Average	%3-4	%1-2	CNI*
	0	1	2	3	4						
Level 3	0	0	3	5	0	1.5	2,63	62,50	37,50	0,38	
Level 2	0	0	4	4	8	4	3,25	75,00	25,00	0,25	
Level 1	19	9	14	4	2	6.5	1,19	12,50	47,92	0,79	
All	19	9	21	13	10	11.5	1,81	31,94	41,67	0,57	



For the Ranger team associated to this case study, the TEC category (Technology - use of technology to support protected area management) has the highest CNI. This is obvious when consulting the detailed results for Level2 staff (Ranger team) under the, "By competence level & Job levels" tab. By combining this information with the ones from Table 4, it is possible to generate a list of competences for priority capacity building in the TEC competence category. For our case study ranger team, learning how to operate and maintain computers for basic offline functions (TEC 1.1) is a top priority.

<sup>11</sup> CAPACITY NEEDS INDEX (CNI) – see Appleton, M.R. (2016). A Global Register of Competences for Protected Area Practitioners. Gland, Switzerland: IUCN

This is an indicator of the overall need for capacity development in a particular competence category. It ranges from 0 (lowest need) to 1 (highest need). The CNI is the proportion of competence assessments that are in the weakest two bands: either 1 (little or no competence) or 2 (some competence). It ignores assessments that are 0 (not relevant).

Table 4 Case Study N2k – Areas recommended for advanced capacity building, Ranger team

TEC - Technology		
Code	Score	Competence Statement
TEC 1.1	1.33	Operate and maintain computers for basic offline functions (word processing, data entry, file management).
TEC 2.2	1.33	Use online technology for advanced functions.
TEC 2.6	1.33	Use advanced technology to support Natura 2000 site management.
TEC 2.1	2	Operate and maintain computers for advanced functions.
TEC 2.5	2	Operate Geographic Information Systems (GIS) and related applications.
TEC 1.3	2.2	Operate and maintain audio visual equipment.
TEC 2.4	2.33	Manage and maintain digital data and information resources.
TEC 1.2	2.5	Use online and other connected communication equipment and media.

The Case Study CA Team needs extensive capacity building for the competences presented in Table 5, whilst for the ranger team specific priorities are presented in Table 6.

Table 5 Case Study N2k Team: List of competences prioritized by The N2k CAP for capacity building

## E. Priority capacity building

### Areas to consider for extensive capacity building and development:

The list below presents the competences for which the assessed group will need extensive capacity building.

Code	Score	Competence Statement
<b>FLD 1.12</b>	<b>1.5</b>	Operate and conduct basic maintenance for motor powered boats.
<b>FLD 1.14</b>	<b>1.5</b>	Work safely in aquatic environments.
<b>FPC 12</b>	<b>2</b>	Communicate in other languages and/or dialects.
<b>BIO 3.8</b>	<b>2</b>	Direct the curation and management of specimens and collections.
<b>COM 2.7</b>	<b>2</b>	Plan lead and report on measures to safeguard intangible cultural heritage.
<b>COM 3.2</b>	<b>2</b>	Direct development of a strategy and plan for engagement by a Natura 2000 site with local communities.
<b>AWA 3.6</b>	<b>2</b>	Direct the design and implementation of local issue-based/advocacy campaigns.
<b>PPP 3.4</b>	<b>2</b>	Direct development of project proposals and plans for a Natura 2000 site using recognised formats and processes.
<b>FRM 2.4</b>	<b>2</b>	Conduct procurement and purchasing according to prescribed procedures.
<b>FRM 3.1</b>	<b>2</b>	Ensure compliance with legislation and required procedures for financial management and use and allocation of resources.

*Table 6 Case Study N2k Ranger Team: List of competences prioritized by The N2k CAP for capacity building*

## E. Priority capacity building

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The list below presents the competences for which the assessed group will need extensive capacity building.

Code	Score	Competence Statement
<b>FLD 1.12</b>	<b>1</b>	Operate and conduct basic maintenance for motor powered boats.
<b>PPP 3.1</b>	<b>1</b>	Direct the participatory development of a Natura 2000 site management plan using a recognised format and process.
<b>FRM 2.4</b>	<b>1</b>	Conduct procurement and purchasing according to prescribed procedures.
<b>FRM 3.1</b>	<b>1</b>	Ensure compliance with legislation and required procedures for financial management and use and allocation of resources.
<b>ADR 3.4</b>	<b>1</b>	Implement measures for comprehensive monitoring and reporting on organisational performance.
<b>TEC 1.1</b>	<b>1.33</b>	Operate and maintain computers for basic offline functions (word processing, data entry, file management).
<b>TEC 2.2</b>	<b>1.33</b>	Use online technology for advanced functions.
<b>TEC 2.6</b>	<b>1.33</b>	Use advanced technology to support Natura 2000 site management.
<b>COM 3.2</b>	<b>1.5</b>	Direct development of a strategy and plan for engagement by a Natura 2000 site with local communities.
<b>FLD 1.14</b>	<b>1.5</b>	Work safely in aquatic environments.

*The N2k Competences* is a comprehensive list of competences, not differentiated by staff levels (see explanations in the *Natura 2000 Competence Report*). Therefore, this competence list should be adapted to the specific situation of each N2k team. Table 6 shows that for the Case Study N2k team some of the ranger team members

selected Level 3 and Level 2 competences. These merit careful consideration from the Assessor and/or the site manager and should be considered only if those level 2 and 3 competences are part of the job description of one or several rangers.

Detailed guidelines for the use of SMART CAT online tool are available [here](#).

One should not feel intimidated or reluctant to learn how to use yet another online tool. Be assured, the SMART CAT design makes it easy and straightforward to conduct competence assessments. The main barrier one might encounter is the language barrier: **a good translation of the competences is a must if the assessments are conducted in countries where English is not mastered by the target group.** The User Guide for Assessors provide information on how to conduct assessments in other languages than English.

### 2.2.2. Results for several Natura 2000 management groups

The N2k CAT provides overall results for various combinations of N2k management teams and staff groups for competence assessments conducted using the online tool. This section provides a brief overview of the possible combinations of groups for competence analysis based on assessments conducted on the online platform. Assessment results can be produce for:

- a. Several Natura 2000 teams;
- b. Several staff groups i.e., groups set up with Natura 2000 site management staff with similar job profile / responsibilities / staff level.

Each of the above combinations can be further combined by:

- i. Teams / staff groups from one country;
- ii. Teams / staff groups at biogeographical level;
- iii. Teams / staff groups at the EU level.

**The flexibility of use of the Tool at various scales of operation is a significant and powerful feature.** Results of these groups / combinations of groups are provided by the tool using the assessments of all the people registered in all of the teams / groups for which competence assessments were conducted in the last 5 years.

When requesting group results on the platform, one will know the list of management teams included in the analysis: however, to preserve confidentiality, only the Assessors who registered the management team or group can see the results of his/her team/group.

For meaningful analysis, each of the combinations should respect the following recommendation: only groups with similar profiles should be combined, i.e. management teams should not be mixed with job profile / staff level groups to avoid distortion in analysis. For example, results from several or, ideally, all the N2k site management teams in a country can provide very valuable information for country level priorities in terms of capacity building. Mixing the N2k site management teams with staff groups might distort the results.

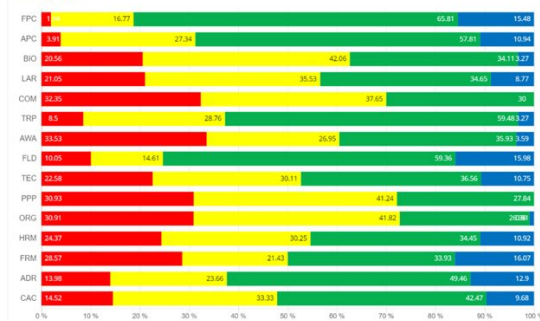
For any of the groups / combinations presented above, The N2k CAT provides all the graphic and table types presented in Chapter 2.2.1.

Figure 8 below show some examples of results for each possible combination of management teams / staff groups.

*Figure 7 Overall and middle managers (level 2 staff) competence profile for one N2k management team and at country level*

## N2k Site management team from Case Study Country

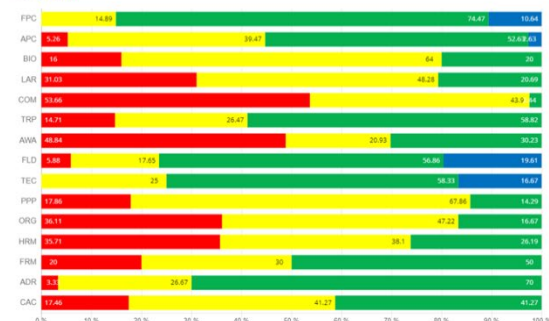
I. Overall competence profile by Category (indicates proportion of assessment by Category)



## N2k Site management team from Case Study Country

Level 2 - Middle manager / Technical staff

I. Overall competence profile by Category (indicates proportion of assessment by Category)



## Case Study Country results

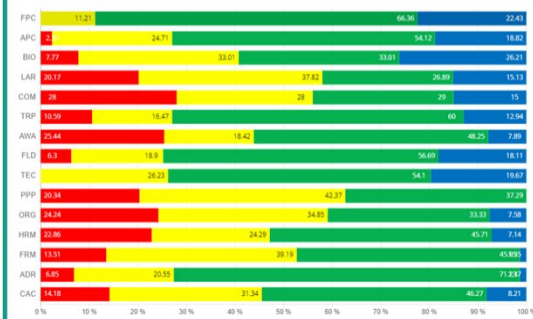
I. Overall competence profile by Category (indicates proportion of assessment by Category)



## Case Study Country results

Level 2 - Middle manager / Technical staff

I. Overall competence profile by Category (indicates proportion of assessment by Category)

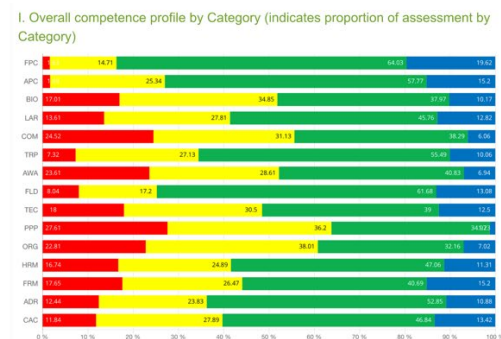


For relevant country level results, central authorities or national bodies responsible for capacity building should conduct competence assessments with the N2k CAT for all site management teams.

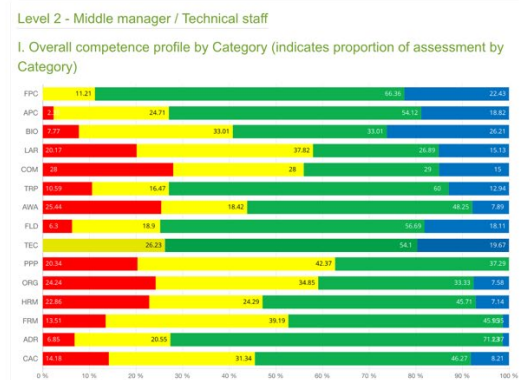
The N2k CAT allows for biogeographical level analysis, by combining results of management team assessments from the same biogeographical region.

Figure 8 Overall and middle managers (level 2 staff) competence profile for two biogeographical regions

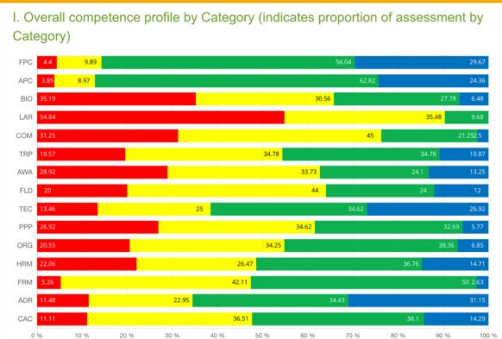
## Alpine Biogeographical Region



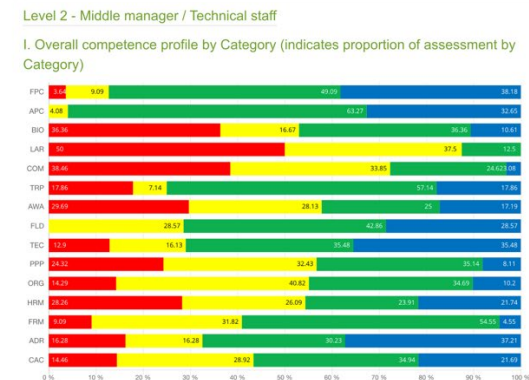
## Alpine Biogeographical Region



## Mediterranean Biogeographical Region



## Mediterranean Biogeographical Region



### 3. Natura 2000 Capacity Building Plans

Capacity Building Plans provide a useful frame for planning meaningful, effective and efficient capacity development actions. Designed for one N2k site management team or for groups of N2k management teams these can be very useful for:

- Conducting a systematic and structured approach to internal / external capacity building,
- Directing / targeting use of financial and internal human resources towards priority N2k capacity needs and for justifying budget requests for capacity development.

**These plans should incorporate the competence-based approach. Competence assessments conducted as described in [Chapter 1.1](#), provide a set of specific, competence-based capacity development recommendations, very important for designing capacity building plans.**

Even if some of the N2k competences are developed through formal education or some of the needs might be addressed through capacity building programmes designed for overall protected area management related skills and knowledge, N2k specific capacity building plans should be built using the full range of N2k competences as in *The Natura 2000 Competences*. **Continuous capacity building is important to fill gaps in knowledge and develop skills.** Furthermore, trainings give an opportunity to N2k staff to meet their colleagues, discuss problems and share experience, and even to boost motivation.

The **Goal** for these plans should be to provide a framework for continuous, competence-based capacity building support to N2k staff for effective and efficient N2k site management. **Internal and external capacity building** perspectives and possibilities should be considered, as well as **resource planning and monitoring activities**. These plans can cover a one year or multiple year period. For National Capacity Building plans, a medium term (5 years) strategic plan is recommended, to allow for a strategic approach and resource planning.

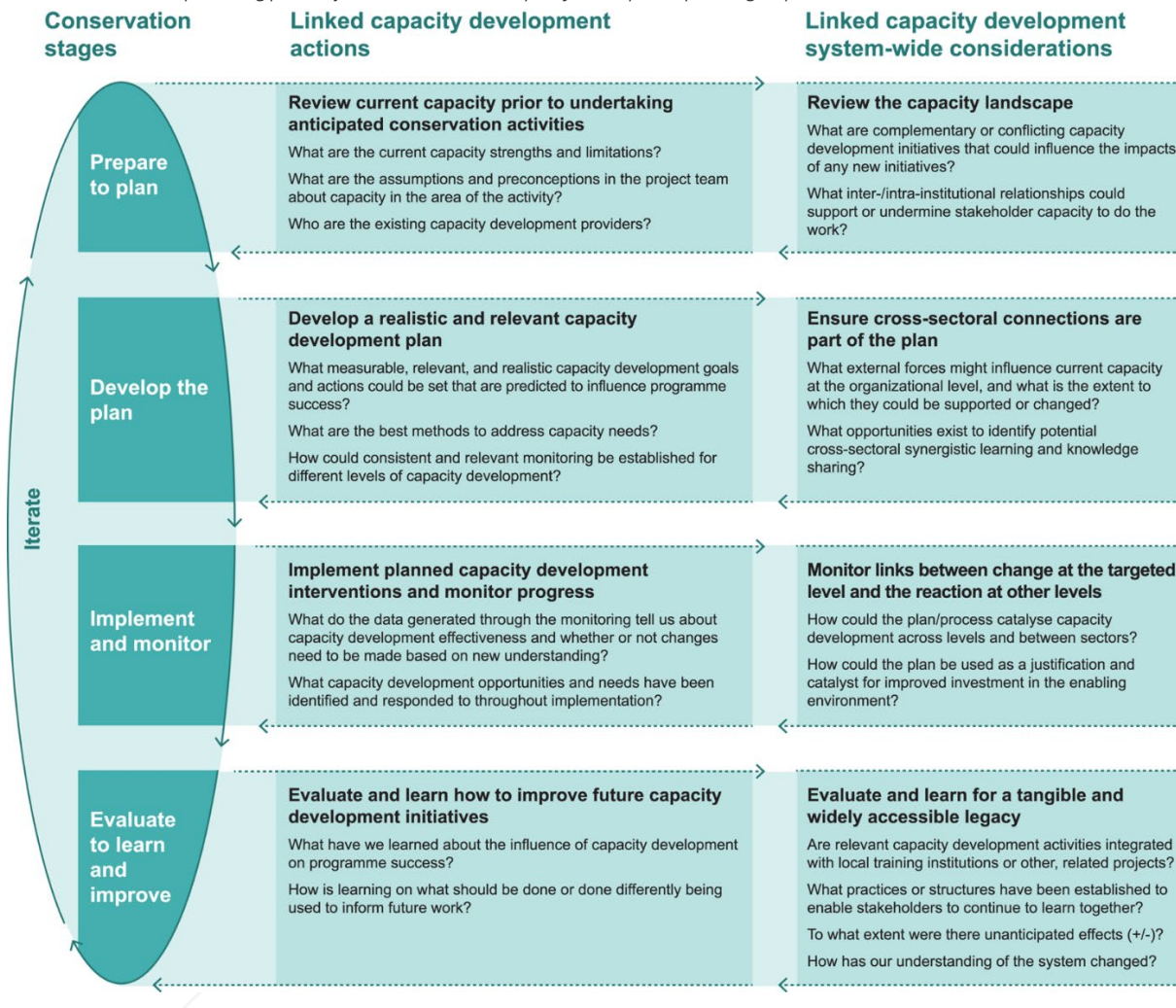
These capacity building plans can be developed for various **target groups**: N2k site management team or for staff involved in N2k management in a country (national level capacity building plan). These plans might include a section for key stakeholders e.g., for landowners and natural resource managers.

This Guideline does not provide detailed instructions on how to develop N2k Capacity Building Plans: frameworks and guidance are provided in various publications about capacity building for conservation. This document provides recommendations for the plan content, based on the conceptual framework presented in *A systems framework for planning and evaluating capacity development in conservation: recommendations for practitioners*<sup>12</sup>.

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<sup>12</sup> Porzecanski AL, Sterling EJ, Copsey JA, et al. A systems framework for planning and evaluating capacity development in conservation: recommendations for practitioners. *Oryx*. 2022;56(5):671-680. doi:10.1017/S003060532100154X,

Figure 9: A conceptual framework for an iterative, multi-loop learning process for conservation and capacity development planning, implementation and evaluation<sup>13</sup>



Recommendations for the SMART Capacity Building Plan content are presented in Box 1.

<sup>13</sup> Ibid.- Fig. 6A conceptual framework for an iterative, multi-loop learning process for conservation and capacity development planning, implementation and evaluation. The framework lays out guiding questions that can help connect conservation actions at different stages to capacity development actions and cross-level, cross-sectoral considerations, to catalyse learning at multiple levels during the capacity development process. For our purposes we view a stakeholder as being an individual or an organization that has a vested interest in or power over the plan to be implemented.

## Box 1 Capacity Building Plan – recommended content

Capacity building plan for a N2k team of a National Coordination Entity or for groups defined by N2k Roles	
1	<b>Summary</b>
2	<b>Introduction and background</b>
3	<b>Analysis of the current situation</b> <i>Provides an analysis of the context related to the N2k management, current staff and its characteristics, mechanisms in place and the opportunities for individual professional development in previous years.</i>
3.1	<b>Overview of current capacity for the N2k staff</b>
3.2	<b>Staffing</b> <i>Current situation of staff and relevant characteristics (e.g. competence levels of new staff, staff turnover) should be described.</i>
3.3	<b>Capacity building activities</b> <i>A summary of the relevant capacity building activities from the past 2-3 years should be presented here.</i>
3.4	<b>Competence levels and Capacity Needs</b> <i>Overview of results of the competence assessments conducted with the N2k Group CAT. Additionally, it can include an overview of the N2k competence needs from the perspective of the N2k Head Manager or by heads of relevant departments.</i>
3.5	<b>Existing capacity building activities / programmes</b> <i>An inventory of existing N2k related or other capacity building activities / programmes should be presented. This information is important for a realistic action plan.</i>
4	<b>The CAPACITY DEVELOPMENT PLAN</b>
4.1	<b>Goal and Specific Objectives</b> <b><i>Component 1: Internal capacity building programme</i></b> <i>Includes internal training and mentoring activities / programmes. Individual learning and in-house mentoring should be initiated and supported. This component should build on internal capacity i.e. on the highly competent staff. Information sharing and other similar on-the-job training alternatives can be encouraged using a planned / structured approach.</i> <b><i>Component 2: External capacity building</i></b> <i>This component should include actions in support capacity building, based on the capacity needs identified with the help of the N2k CAT, for the existing N2k staff by:</i> <ul style="list-style-type: none"> <li>o <i>considering existing / training events / programmes and allocating resources for participation,</i></li> <li>o <i>planning for training events conducted with external experts.</i></li> <li>o <i>possibilities to develop trainer/mentor competences internally, for example by supporting participation in Train of Trainer programmes for staff members with high competences.</i></li> </ul> <b><i>Component 3: Monitoring and resources for capacity development</i></b> <i>Clear processes and indicators should be developed to monitor progress and impact of capacity building and to support resource allocation that enables the constant functioning of the capacity building programme.</i>
4.2	<b>Action plan by components</b>
	<b>References</b>
	<b>Annexes</b>

An example of a multi-country capacity building plan built using a competence based approach is the one developed for the protected area system in North Africa:

[https://www.iucn.org/sites/default/files/content/documents/2018/pa\\_capacity\\_development\\_strategy\\_2018\\_-\\_en\\_1.pdf](https://www.iucn.org/sites/default/files/content/documents/2018/pa_capacity_development_strategy_2018_-_en_1.pdf)

## 4. Uses of customized competence lists

The N2k Group CAT allows for **generating customised competence lists**, i.e. for selecting a specific set of competences for the following purposes:

- Conducting competence assessments for training events designed for the development of these competences and/or designing training curricula;
- Designing learning materials;
- Compiling job descriptions and recruitment announcements;
- Conducting performance assessments.

These lists can be generated using the Customised Group function on the online platform - see detailed description in the [User Guide for Assessors, Section 18](#).

Table 7 shows an example for a customized competence list.

*Table 7 Customized list of competences developed with the N2k CAT.*

Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.
BIO 1.2	Recognise threats and problems affecting biodiversity in the field.	<ul style="list-style-type: none"><li>• Identifying the threats (current and potential) posed by invasive alien species (IAS) to a protected area.</li><li>• Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species in a protected area.</li><li>• Identifying the main measures required to prevent/reduce impact.</li><li>• Monitoring and reporting on the results of management measures.</li><li>• Incorporating the measures into the overall management strategy/plan for a protected area.</li></ul>
BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	<ul style="list-style-type: none"><li>• Identifying resources suitable for sustainable use.</li><li>• Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users.</li><li>• Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact).</li><li>• Specifying different approaches for subsistence, local and commercial harvesting.</li><li>• Monitoring and reporting on the results and impacts of harvesting.</li><li>• Incorporating the measures into the overall management strategy/plan for a protected area.</li></ul>
COM 2.1	Maintain productive and equitable working relationships with local communities and indigenous peoples.	<ul style="list-style-type: none"><li>• Maintaining regular formal and informal contact with communities.</li><li>• Building and maintaining constructive working relationships with local leaders and influential people.</li><li>• Understanding and addressing differences of opinion and potential conflicts.</li><li>• Participating actively and constructively in meetings, workshops and community events.</li><li>• Coordinating and facilitating community engagement activities and events.</li></ul>

## 4.1. Designing Training Curricula

Course planners can select the **competence categories and competences most relevant to the learning programme** they are designing and adapted to the staff level of the course participants. Based on the selection made by the course planner, a list is provided by the *N2k Group CAT*, as presented in the example above – see Table 7.

This customised list can be used for a quick competence assessment of the participants to the future training event *using the SMART CAT*. It might also help with the design of a more detailed assessment if necessary, using the information from columns 2 and 3 as in Table 8. These customized competence assessment possibilities might help significantly to identify specific training needs of a group and create a needs-oriented training curricula and event.

The customized competence list generated by the N2k CAT provides the competence definition and the associated explanation (as in Table 8, columns 1 and 2). The associated knowledge requirements (column 3 Table 8) are available in the N2k Competence List (The N2k Competences) in Annex 3.

Table 8 List of competences for Training curricula

Information provided by the N2k CAT			To be decided by the Trainer, based on training needs		
Competence code and Competence Statement	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.	Knowledge	Skills	Attitude
1	2	3	4	5	6
BIO 1.2 Recognise threats and problems affecting biodiversity in the field.	<ul style="list-style-type: none"> <li>Identifying the threats (current and potential) posed by invasive alien species (IAS) to a protected area.</li> <li>Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species in a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the presence and signs of threats (e.g. invasive species, snares, animal remains, burned areas, etc.).</li> <li>Identifying changes or unusual factors that may indicate threats or problems (e.g. sick animals, dying vegetation).</li> <li>Noting when significant change is taking place.</li> </ul>	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific skills he/she wants to address</i>	<i>Trainer specifies if he/she has attitude related recommendation and decides the approaches to influence attitude</i>

	<ul style="list-style-type: none"> <li>Identifying the main measures required to prevent/reduce impact.</li> <li>Monitoring and reporting on the results of management measures.</li> <li>Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>				
BIO 2.3 Plan, lead and report on resource use surveys and monitoring programmes.	<ul style="list-style-type: none"> <li>Identifying resources suitable for sustainable use.</li> <li>Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users.</li> <li>Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact).</li> <li>Specifying different approaches for subsistence, local and commercial harvesting.</li> <li>Monitoring and reporting on the results and impacts of harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting assessments of the use of natural resources in a PA.</li> <li>Identifying survey/monitoring purpose, targets and methods.</li> <li>Identifying and mobilising personnel, equipment, and logistics.</li> <li>Collaborating with resource users to gather information.</li> <li>Collating, analysing and presenting results.</li> <li>Making practical recommendations for improving management practice.</li> </ul>	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific skills he/she wants to address</i>	<i>Trainer specifies if he/she has attitude related recommendation and decides the approaches to influence attitude</i>

	<ul style="list-style-type: none"> <li>• Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>				
COM 2.1 Maintain productive and equitable working relationships with local communities and indigenous peoples.	<ul style="list-style-type: none"> <li>• Maintaining regular formal and informal contact with communities.</li> <li>• Building and maintaining constructive working relationships with local leaders and influential people.</li> <li>• Understanding and addressing differences of opinion and potential conflicts.</li> <li>• Participating actively and constructively in meetings, workshops and community events.</li> <li>• Coordinating and facilitating community engagement activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Local communities and their cultures.</li> <li>• Issues that may be sensitive or subject to differing opinions.</li> <li>• Policies and regulations of the PA affecting local people.</li> <li>• Techniques for constructive communication and conflict avoidance (see CAC).</li> </ul>	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific skills he/she wants to address</i>	<i>Trainer specifies if he/she has attitude related recommendation and decides the approaches to influence attitude</i>

The training curricula should include references to these competences, by indicating:

- If the training event is going to address each of these competences entirely (knowledge, skills and attitude), or partly (see Table 8); and,
- Relevant competences by sessions /modules / lessons designed in the training programme i.e., by indicating to which of the competences is each session / module / lesson contributing. A curricula template incorporating the competence-based approach is recommended in [Annex 3](#).

For each competence, trainers will find recommendations on specific knowledge requirements for the competence in the detailed N2k Competences list presented in *Annex 4 The Natura 2000 Competences*.

## 4.2. Designing Learning Materials

A **competence-based approach for N2k learning materials** can provide more clarity and consistence to the documents and help users in associating the training content with their tasks.

Deciding at the very beginning of the design process which competences are being addressed by the manual or guidelines in question can help trainers to design and structure the content of the learning materials. Designers can use the customized list of competences targeted in the learning materials generated with the N2k CAT, and develop the content using the explanatory notes and knowledge requirements associated to each competence as in The N2k Competences (Annex 4 The Natura 2000 Competences).

Deciding the approach i.e., how to link the content of the learning material with the competences, is up to the designers / trainers. Some suggestions are provided below:

- a. Identify and indicate the target group by staff levels (see Table 1) and select the relevant competences for the learning material.
- b. Indicate in the introduction or under the objectives defined for the learning material, which competences are considered in the document.
- c. If the document has a mixed target group, structure the content by:
  - i. general knowledge, relevant for all roles / staff levels,
  - ii. role / staff level specific knowledge,
  - iii. competence categories, if relevant / possible.

If the learning material has a well-defined target group and a clear aim regarding the competences to be addressed, the designer can generate the customized competence list using the N2k CAT and easily identify the competences addressed partly or entirely.

### 4.3. Defining job descriptions

The list of competences can help compile a clear list of tasks associated to the specific roles of N2k staff to help **design job descriptions** for all staff members and for staff recruitment. The brief explanation associated to each competence can be of real help in this endeavour. The *N2k Group CAT* allows generating the list of competences associated to the tasks / role for a position by simply selecting the competences with the associated explanatory notes. A table will be generated by the online tool with the same content as in Table 7.

### 4.4. Preparing performance appraisals and criteria for job interviews

The customised list of competences generated for designing job descriptions by role / staff members is also useful for designing **job interview questionnaires or detailed performance appraisal criteria**, where needed. N2k managers or department heads can use the assessment examples provided in Table 9, using information from the Excel Workbook associated to [A Global Register of Competencies for Protected Area Practitioners](#).

Table 9 Assessment examples provided in the N2k Competence list

	Details, scope and variations.	Assessment example
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Competence code and Competence Statement	A brief explanation of the competence.	EXAMPLE PERFORMANCE CRITERIA	EXAMPLE MEANS OF ASSESSMENT
BIO 1.2 Recognise threats and problems affecting biodiversity in the field.	Identifying the threats (current and potential) posed by invasive alien species (IAS) to a protected area. Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species in a protected area. Identifying the main measures required to prevent/reduce impact. Monitoring and reporting on the results of management measures. Incorporating the measures into the overall management strategy/plan for a protected area.	<ul style="list-style-type: none"> <li>List 10 threats to biodiversity likely to be encountered in the field and identify their signs.</li> <li>Demonstrate supporting knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Practical test.</li> <li>Oral test of knowledge.</li> </ul>
BIO 2.3 Plan, lead and report on resource use surveys and monitoring programmes.	Identifying resources suitable for sustainable use. Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users. Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact). Specifying different approaches for subsistence, local and commercial harvesting. Monitoring and reporting on the results and impacts of harvesting. Incorporating the measures into the overall management strategy/plan for a protected area.	<ul style="list-style-type: none"> <li>Submit detailed reports from structured, participatory resource use survey.</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> <li>Test of knowledge.</li> </ul>
COM 2.1 Maintain productive and equitable working relationships with local communities and indigenous peoples.	<ul style="list-style-type: none"> <li>Maintaining regular formal and informal contact with communities.</li> <li>Building and maintaining constructive working relationships with local leaders and influential people.</li> <li>Understanding and addressing differences of opinion and potential conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Submit evidence of constructive and effective cooperation with protected area communities.</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> <li>Testimony from community members.</li> <li>Test of knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participating actively and constructively in meetings, workshops and community events.</li> <li>• Coordinating and facilitating community engagement activities and events.</li> </ul>		
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## 5. Conclusions and recommendations

These guidelines provide important information about the uses of the [Natura 2000 Competence List](#), which is covering a wide range of competences, relevant for area based coordination functions and for site based management functions for Natura 2000 site management (see ["Identification and assessment of competencies for management of Natura 2000" Report](#), page 17-19). For the use of this comprehensive list of competences, Natura 2000 site managers, network coordinators and/or human resource managers have now access to an online competence assessment tool for teams / groups of Natura 2000 managers, the *Natura 2000 Group Competence Assessment Tool (N2k Group CAT)*, available here: <https://conservation-cat.com/natura2000groupassessments/>.

The online competence assessment tool makes it very easy to:

1. Conduct competence assessments for:
  - o management teams of one or several Natura 2000 sites,
  - o Natura 2000 teams coordinating Natura 2000 site management at regional level, or
  - o combined groups i.e., with staff having similar Natura 2000 management roles / responsibilities from several sites.
2. Develop N2k Capacity Development Plans based on competence needs for individual sites, groups of sites, at the national or multi-national level.
3. Develop N2k Training Curricula, starting from the competence needs of the target group.
4. Incorporating a competence approach in N2k related learning materials.
5. Define job descriptions, recruitment announcements and performance assessments or design job interviews.

We strongly **recommend a competence-based approach in defining the human resources needs for the management of individual sites or groups of sites.**

With the comprehensive list of competences for Natura 2000 managers (Annex 4 The Natura 2000 Competences) and the online competence assessment tool (*The N2k Group CAT*), compiling job descriptions, planning capacity building and developing training curricula is now much easier, and allows for a consistent, effective approach in developing professional capacities for Natura 2000 teams.

**The N2k CAT provides competence assessments results for various combinations of Natura 2000 management teams and staff groups.** Assessment results can be produced for:

- c. Several Natura 2000 teams;
- d. Several staff groups i.e., groups set up with Natura 2000 site management staff with similar job profile / responsibilities / staff level.

Each of the above combinations can be further combined by:

- iv. Teams / staff groups from one country;
- v. Teams / staff groups at biogeographical level;
- vi. Teams / staff groups at the EU level.

**The flexibility of use of the Tool at various scales of operation is a significant and powerful feature.** Results of these groups / combinations of groups are provided by the tool using the assessments of all the people registered in all of the groups for which competence assessments were conducted in the last 5 years.

The N2k Group CAT allows for **generating customised competence lists**, i.e. for selecting a specific set of competences for the following purposes:

- Conducting competence assessments for training events designed for the development of these competences and/or designing training curricula;
- Designing learning materials;
- Compiling job descriptions and recruitment announcements;
- Conducting performance assessments.

Results of the competence assessments conducted with *The N2k CAT* provide a set of specific, competence-based capacity development recommendations, very important for **designing capacity building plans**.

The EU Biodiversity Strategy for 2030 highlights the need to consider human resources as a priority for achieving Natura 2000 management objectives across EU countries: “***All environmental legislation relies on proper implementation and enforcement.*** Over the last 30 years, the EU has put in place a solid legislative framework to protect and restore its natural capital. However, recent evaluations show that although legislation is fit for purpose, ***implementation on the ground is lagging behind.*** This is having dramatic consequences on biodiversity and comes with a substantial economic cost. ***The full implementation and enforcement of EU environmental legislation is therefore at the heart of this strategy, for which political support and financial and human resources will need to be prioritised.***”<sup>14</sup>

Using the competence-based approach for Natura 2000 managers will contribute significantly to improving management effectiveness. ***The Natura 2000 Competence Assessment Tool*** is an essential instrument for competence-based approaches in developing human resources for Natura 2000 management. Hence we recommend the use of this tool at all levels: Natura 2000 sites, regional and national networks and at the EU level. It can provide very useful information about competence levels of Natura 2000 managers and guide the process of designing effective capacity building framework and processes.

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<sup>14</sup>EU Biodiversity Strategy for 2030, chapter 3.2. *Stepping up implementation and enforcement of EU environmental legislation* - <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0380>

## Annex 1 About the Natura 2000 Competence Register briefly

*The N2k Competences* and subsequently *The N2k CAT* were developed using a conceptual framework agreed internationally, and described in [A Global Register of Competencies for Protected Area Practitioners](#).

**Competence Assessment (CA)** or **Training Needs Assessment (TNA)**– an assessment of ‘competence needs’ or ‘competences’ related to a job or tasks. The results of the assessment should indicate which of the competences needed for a job or the tasks relevant for ones work should be improved through various learning modes.

### Competencies

Competence can be understood as the proven ability to do a job and is often defined in terms of the required combination of skills, knowledge and attitude<sup>15</sup>. A competent individual can clearly demonstrate that he/she has knowledge on the theoretical and technical aspects of a specific task, is able to perform that task reliably and consistently and complete it having a proper attitude.

Figure 10 The Skills-Knowledge-Attitude model for competence<sup>16</sup>



- **Skills** refer to the ability to perform tasks and solve problems.
- **Knowledge** is about the information assimilated through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

<sup>15</sup> Appleton, M.R. (2016). A Global Register of Competences for Protected Area Practitioners. Gland, Switzerland: IUCN

<sup>16</sup> Ibid.

- **Attitude** is about a stable, long-lasting, learnt predisposition to respond to certain situations in a certain way. Attitudes are formed on the basis of beliefs, feelings and intentions. Having the right attitude helps ensure that an individual completes the task positively, professionally, ethically and conscientiously.

The *competence-based approach* in building the capacity of N2k staff refers to providing learning opportunities that enable N2k staff to develop or acquire the skills, knowledge and attitude needed to effectively perform tasks for the effective management of N2k.

### Staff levels

The competence needs for a person working in a N2000 site are closely related to the level of responsibilities in the workplace. Therefore, before you start, you should understand what the classification is for staff (personnel) levels in this competence based approach of a competence assessment tool.

Staff levels refer to categories / groups of staff that have similar tasks, therefore should have similar combinations of competencies. The following table is adapted from the Global Register of Competencies for Protected Area Practitioners and help identify levels of individual responsibility. The numbers used for each level (0-4) do not indicate a hierarchy but a different level of responsibility (or complexity) corresponding to a job position. This should be usually correlated with the level of training and experience required to do that job successfully. Each of these levels can be found under different job titles/names at national, regional and local level, in all sectors (private, state, civil society). The exact 'job title' can vary considerably in each country, the table contains some examples.

Table 10 Staff Levels for Natura 2000 managers

Staff levels / Individual levels of responsibility		
Level	Typical title	Scope of work and responsibility
LEVEL 4	EXECUTIVE	Central direction and management of large organizations. National and regional policy development, spatial and strategic planning. Cross sectoral coordination. Direction of complex programmes and plans. Examples of positions: director or senior executive of national / regional Agencies or ministerial departments for PAs or resource management, Director of national/regional NGO, landowners.
LEVEL 3	SENIOR MANAGER	Direction and management of medium-sized organizations. Planning and management of projects and programmes within strategic frameworks. Conducting and leading complex and technical programmes (according to speciality) Examples of positions: PA director, local government / Agency official in charge with PAs, senior PA management team member, landowners.

LEVEL 2	MIDDLE MANAGER, TECHNICAL SPECIALIST	Management, organization and leadership of technical sections and teams implementing plans and projects. Completing specific and complex technical assignments (according to technical specialty) Examples of positions: head ranger, PA biologist, education/outreach/ tourism officer, landowners.
LEVEL 1	SKILLED WORKER	Completing specific and sometimes complex tasks and assignments under regular supervision (this can include field and administrative staff). Examples of positions: PA/tourism/community ranger, resource warden (forestry, fisheries, etc), administrative staff, technician, skilled volunteer
(LEVEL 0) Not used	UNSKILLED LABOURER	Completing practical tasks under continuous supervision (this often refers to also support staff). Examples of positions: labourer, unskilled volunteer, casual worker

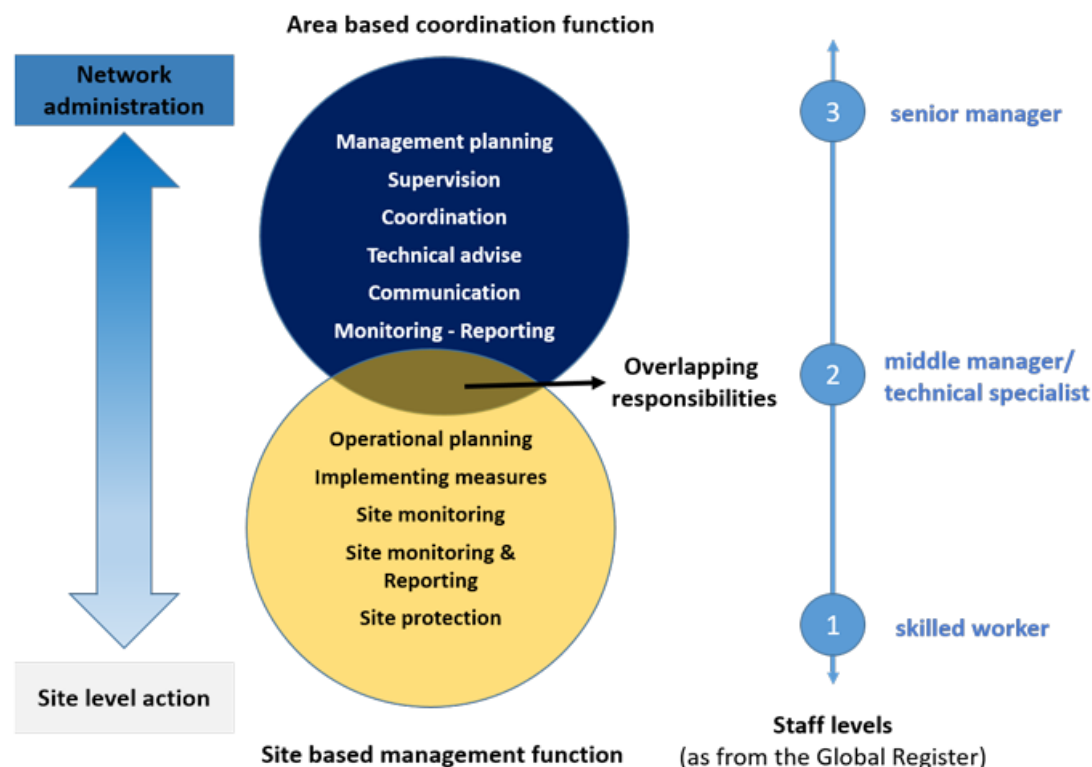
### *Function levels for N2k sites*

This tool is designed to reflect the complex function of individuals involved in Natura 2000 management, not by staff levels. Given the variety of governance and management arrangements for Natura 2000 sites across the EU, often individuals have responsibilities and tasks applicable to various staff levels. In some cases, like e.g. individuals working on their own or in very small teams (for a small or relatively small Natura 2000 site), might have responsibilities and tasks associated with levels 1, 2 and 3 i.e. performing field level activities and participating in the planning and decision-making process. If an individual is part of a larger team managing a complex Natura 2000 site, responsibilities and tasks might be clearly defined by staff levels, in which case quite a few of the 220 competences used here would be considered not relevant by each staff member, depending on their role in the team. There are also cases when PA management teams are responsible for several Natura 2000 sites, each of the team members covering similar tasks and responsibilities by being responsible for a certain geographic area. Therefore, common functional levels of operation for Natura 2000 site managers associated with different geographical scopes were identified through the Identification and assessment of competencies for management of Natura 2000 Technical Report, as follows:

- **National coordination function** - responsibilities for Natura 2000 coordination and monitoring usually at the national level (ministries, agencies). For this function, most of the competencies needed are those associated with Level 4.
- **Area based coordination function** - responsibilities for Natura 2000 linked to coordination, monitoring, strategic / management planning for individual sites or groups of sites, supervision, technical advice, reporting, site management usually found at regional and local levels or even at site level. For this function most of the competencies needed are those for Levels 3 and 2.
- **Site based management functions** - responsibilities for Natura 2000 related to operational planning and management at the local / site level, site monitoring, site protection, reporting etc usually found at local level for several sites or individual sites. For this function most of the competencies needed are those for Level 2.

Given that the primary target group of the LIFEedu Project is Natura 2000 site managers, the focus is on assessing the competencies required at the 'Area based coordination function' and the 'Site based management function' levels. Figure 5 Functional levels for N2k site staff and the corresponding staff levels presents these two functional levels and links them with individual levels of responsibility (or 'staff levels' as used in the Competence Register).

*Figure 11 Functional levels for N2k site staff and the corresponding staff levels*



**Area based coordination function** is applicable to Natura 2000 site managers having a strategic and coordination function at the regional / local level (usually across several sites, but also across large, complex single sites). These are generally managerial positions and require management capacities – typically, in terms of job types, this may be an Area Manager with responsibilities for several Natura 2000 sites, Park Chief Ranger or private landowner with responsibilities for a large Natura 2000 site.

**Site based management function** is applicable to Natura 2000 managers having a site focused function, some of whom are decision-makers/managers, some with responsibilities related mainly to operational management. In terms of job types, this corresponds most often to middle managers and technical specialists, i.e. staff dealing with operational work and having coordination responsibilities (e.g. – Chief Guard / Chief Ranger), with some competencies specific to Level 1. However, in some countries, Croatia for example, site-based Natura 2000 managers correspond with a higher level of responsibility and can include also senior managers (Level 3).

#### *Natura 2000 Competence Categories*

The N2k Competences are organized by the same competence categories as the ones presented in [A Global Register of Competencies for Protected Area Practitioners](#). – see Table 8

Table 11 Competence categories used in the Natura 2000 Competence Register

Category Code	Category Title	Category Description
FPC	Foundation personal competences	Demonstrate fundamental personal skills and behaviours required for day-to-day PA work.
APC	Advanced Personal Competences	Demonstrate personal skills and behaviours required for effective performance and leadership.
BIO	Biodiversity conservation	Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use.
LAR	Upholding laws and regulations	Ensuring that laws, regulations, and rights affecting the PA are upheld.
COM	Local communities and cultures	Establishing systems of PA governance and management that address the needs and rights of local communities.
TRP	Tourism, recreation and public use	Providing environmentally and economically sustainable tourism and recreation in and around PAs.
AWA	Awareness and education	Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas their purpose and values and how they are governed and managed.
FLD	Field/water craft and site Maintenance	Conducting field work and site maintenance tasks correctly, safely and securely.
TEC	Technology	Using of technology to support protected area management
PPP	Protected area policy, planning and projects	Providing a strategic and rationally planned framework for PA governance and management.

ORG	Organisational leadership and development	Establishing and sustaining well governed, managed and led organizations for PA management.
HRM	Human resource management	Establishing an adequate, competent, well managed and supported work force for PAs.
FRM	Financial and operational resource management	Ensuring that the PAs are adequately financed and resourced and that resources are effectively and efficiently deployed and used.
ADR	Administrative documentation and reporting	Establishing and implementing procedures for information management, documentation and reporting
CAC	Communication and collaboration	Building and using the skills required to communicate and collaborate effectively

You can see the full competence list used for this tool in the Annex 3.

For each of the 220 competences in you will find in the register:

- the Competence Statement, as in in column B of the table below
- the associated competence code (see column A), formed by the Category code and the number of the competence in its category
- a brief explanation of the competence (as in column C below).

*Table 12 Example of a competence as presented in The Natura 2000 Competence Register*

Code	Competence. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.
A	B	C
BIO 2.4	<b>Propose justified management measures for conservation of species.</b>	<ul style="list-style-type: none"> <li>• Using survey, monitoring and research results to prepare evidence-based recommendations for conservation of important species.</li> <li>• Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc.</li> <li>• Ensuring that recommendations are science- and evidence-based and/or based on established traditional knowledge and experience.</li> </ul>

- |  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>Recommended measures may vary greatly according to local conditions and need, but should be clearly justified and make use of accepted best practice.</li> </ul> |
|--|--|---|

## ANNEX 2 About Competence Assessments - briefly

With a comprehensive list of competences defined for Natura 2k managers, The N2k CAT is a very useful tool for assessing competences, as it provides immediate results for the assessments.

Competence-based needs assessments provide answers to the following questions<sup>17</sup>:

- “What competences are needed for the job?” – these are defined in The SMART Competence Register.
- “To what extent do staff already possess these competences?” – to be answered by conducting the competence assessment.

The online N2k CAT makes it easy to conduct competence assessment for groups of people. The tool is presented in [Chapter 1.1](#), with detail guidelines available on the assessment platform.

### *Lists of competences relevant for the staff or position being assessed*

The N2k CAT automatically generates the list of relevant competences.

### *The assessment approach*

The assessment can be conducted in a number of ways:

1. Self-assessment: the individual assesses her/himself, ideally with guidance from a trained assessor;
2. Manager assessment: an immediate supervisor conducts the assessment;
3. Peer assessment: the individual is assessed by his/her colleague;
4. Upward assessment: a supervisor or manager is assessed by his/her subordinates; or
5. Negotiated assessment: the individual works with colleagues or with his/her supervisor to complete and agree the assessment.

Approaches 2 to 5 are recommended over the self-assessment for determining competence levels as objectively as possible. If time allows, the negotiated approach would be ideal. However, self-assessments of group members (approach number 1 in the above list) will also generate valid results if individuals understand that the assessment provides important information for capacity building.

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<sup>17</sup> Based on Appleton, M.R. (2016). A Global Register of Competences for Protected Area Practitioners. Gland, Switzerland: IUCN

### Conduct the assessment

The process should be carefully explained to respondents. The following should be stressed:

- The importance of respondents being very honest in their responses, and not overestimating or underestimating their competence. If they are in doubt about which band to assess themselves in, they should be advised to select the lower of the two.
- How the results will be used. Respondents should be assured that the assessment is intended to help identify capacity development needs, it is not a test and the results will not be used against them. If necessary, the assessments might be anonymous.
- Respondents should complete a form with brief personal details (for example job title, age, gender) and, if they wish, their names.

Respondents should then be assessed or assess themselves using the pre-prepared list of relevant competences. They will assess their current capacity for each competence, using the scale shown in Table 10.

Table 13 Competence assessment scale

COMPETENCE	
Definition	Response
This competence is <u>not relevant</u> because in my work it is not requested	0
I have/the individual has <u>little or no competence</u> . Extensive training and development are required.	1
I have/the individual has has <u>a basic level of competence</u> . Further training and development are required.	2
I have/the individual has has <u>good competence</u> . Periodic updating only required.	3
I have/the individual has has <u>high competence</u> and could train others to do it.	4

## Annex 3 Training curricula incorporating the competence-based approach

List of competences to address (generated with the SMART CAT, based on a competence assessment of Participants (See Chapter 4.1)).						
Information provided by the SMART CAT			To be decided by the Trainer, based on training needs			Addressed partly or entirely on Day ..., Lesson ...
Competence	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence	Knowledge	Skills	Attitude	
<b>BIO 1.2 Recognise threats and problems affecting biodiversity in the field.</b>	Identifying the threats (current and potential) posed by invasive alien species (IAS) to a protected area.	Main threats to the biodiversity of the PA, their signs and impacts.	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific skills he/she wants to address</i>	<i>Trainer specifies if he/she has attitude related recommendation</i>	Day 1 Lessons 1-4 and Field work
	Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species in a protected area.					
	Identifying the main measures required to prevent/reduce impact.					
	Monitoring and reporting on the results of management measures.					
<b>BIO 2.3 Plan, lead and report on resource use surveys and monitoring programmes.</b>	Incorporating the measures into the overall management strategy/plan for a protected area.	Principles and theory of surveying. A wide range of relevant survey techniques and their uses. Working with local communities (see COM). Analytical and statistical techniques. Research, analysis and reporting skills (see ADR and CAC). Fieldwork skills (see FLD).	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific skills he/she wants to address</i>	<i>Trainer specifies if he/she has attitude related recommendation</i>	Day 2 Lessons 1-3 and Field Work Day 3 Lesson 4
	Identifying resources suitable for sustainable use.					
	Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users.					
	Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact).					
	Specifying different approaches for subsistence, local and commercial harvesting.					
<b>COM 2.1 Maintain productive and equitable working relationships with local communities and indigenous peoples.</b>	Monitoring and reporting on the results and impacts of harvesting.	Local communities and their cultures. Issues that may be sensitive or subject to differing opinions. Policies and regulations of the PA affecting local people. Techniques for constructive communication and conflict avoidance (see CAC).	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	<i>The trainer selects and specifies specific knowledge he/she wants to address</i>	Day 3 Lessons 1-2
	Incorporating the measures into the overall management strategy/plan for a protected area.					
	Maintaining regular formal and informal contact with communities.					
	Building and maintaining constructive working relationships with local leaders and influential people.					
	Understanding and addressing differences of opinion and potential conflicts.					
	Participating actively and constructively in meetings, workshops and community events.					
	Coordinating and facilitating community engagement activities and events.					

If the training event is planned for several days, a Calendar showing the activities (lessons / sessions, field trips) might be useful								
	<b>8.00 - 9.00</b>	<b>9.00 - 10.00</b>	<b>10.00 - 11.00</b>	<b>11.00 - 12.00</b>	<b>13.00 - 14.00</b>	<b>15.00 - 16.00</b>	<b>16.00 - 17.00</b>	<b>17.00 - 18.00</b>
<b>Day 1</b>	Setting the scene, introductions	Lesson 1: .....			Lunch break	Field work		
<i>Trainers</i>								
<b>Day 2</b>	Lesson 2: ....		Field exercise		Lunch break	Lesson 3:		
<i>Trainers</i>	<i>Dan Flow and Anita Hedge</i>							
<b>Day 3</b>	Session 4: ....			Conclusions and next steps	Lunch and departure			
<i>Trainers</i>								

Session title:					
Learning objectives (formulate starting from the list of knowledge, skills and attitude under the Competences Sheet)					
Competence code	The Competence	Knowledge	Skills	Attitude	The competence is going to be addressed .... (indicate the estimated percentage)
DDM 2.3.	Set up the SMART system to integrate specified requirements of the site or system of sites.	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	
Time allocation	Module	Lesson	Knowledge / skills / attitude addressed (from the table above)	Content - brieflist / description	Methods
9.00 - 9.15		Recap from the online sessions (if relevant)			
9.15-9.30		Lesson 1:		.....	
9.30 - 10.00				.....	
10.00 - 11.00		Lesson 2:		.....	
11.00 - 11.15	Coffee break				
13.00 - 14.00	Lunch				
	Coffee break				
18.00	Final				

Session title:					
Learning objectives (formulate starting from the list of knowledge, skills and attitude under the Competences Sheet)					
Competence code	The Competence	Knowledge	Skills	Attitude	The competence is going to be addressed .... (indicate the estimated percentage)
DDM 2.3.	Set up the SMART system to integrate specified requirements of the site or system of sites.	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	
Time allocation	Module	Lesson	Knowledge / skills / attitude addressed (from the table above)	Content - brief list / description	Methods
9.00 - 9.15		Recap from the online sessions (if relevant)			
9.15-9.30		Lesson 1:		.....	
9.30 - 10.00				.....	
10.00 - 11.00		Lesson 2:		.....	
11.00 - 11.15	Coffee break				
13.00 - 14.00	Lunch				
	Coffee break				
18.00	Final				

Session title:					
Learning objectives (formulate starting from the list of knowledge, skills and attitude under the Competences Sheet)					
Competence code	The Competence	Knowledge	Skills	Attitude	The competence is going to be addressed .... (indicate the estimated percentage)
DDM 2.4.	Integrate SMART with other relevant databases and data sources.	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	Extract from the Competences Sheet the ones addressed in the modules and lessons below	
Time allocation	Module	Lesson	Knowledge / skills / attitude addressed (from the table above)	Content - brief list / description	Methods
9.00 - 9.15		Recap from the online sessions (if relevant)			
9.15-9.30		Lesson 1:		.....	
9.30 - 10.00				.....	
10.00 - 11.00		Lesson 2:		.....	
11.00 - 11.15	Coffee break				
13.00 - 14.00	Lunch				
	Coffee break				
18.00	Final				



## Annex 4 The Natura 2000 Competences

The N2k competence list is directly derived from in [A Global Register of Competencies for Protected Area Practitioners](#). Competences (codes, statements, explanatory notes, knowledge requirements) were kept exactly the same as in this register to allow easy references if the Natura 2000 sites overlap with other types of protected areas for which competence assessment were conducted using the Global Register.

The selection process is described in the ["Identification and assessment of competencies for management of Natura 2000" Report](#).

The N2k CAT provides lists containing the competence code, the Competence Statement and A brief explanation of the competence. This Annex also provides the Main knowledge requirements for the competence, needed for some of the uses recommended in these guidelines.

### GROUP A PLANNING, MANAGEMENT AND ADMINISTRATION

Ensuring effective, efficient and equitable governance and management.

### CATEGORY PPP. PROTECTED AREA POLICY, PLANNING AND PROJECTS

Providing a strategic and rationally planned framework for protected area governance and management.

#### PPP LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
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#### PPP LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
PPP 3	PROTECTED AREA POLICY, PLANNING AND PROJECTS. LEVEL 3	Direct development and implementation of strategies, plans and projects for achieving protected area goals.	<ul style="list-style-type: none"> <li>Legislation and organisational policies and procedures for PA planning and management.</li> <li>Principles and processes of project design and planning.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.

<b>PPP 3.1</b>	<b>Direct the participatory development of a protected area management plan using a recognised format and process.</b>	<ul style="list-style-type: none"> <li>Developing medium- to long-term management strategies, objectives and plans covering all aspects of protected area management, according to a recognised comprehensive format and using a rational, participatory process.</li> <li>Ensuring adequate identification, participation and consideration of stakeholders in the process.</li> <li>Communicating the plan to PA staff and local stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>National legislation and regulations for management planning.</li> <li>International practice on formats and processes for management planning.</li> <li>Methods for ensuring stakeholder participation.</li> </ul>
<b>PPP 3.2</b>	<b>Direct a structured threat assessment for a protected area.</b>	<ul style="list-style-type: none"> <li>Assessing and evaluating specific pressures and threats to a protected area using a structured process.</li> <li>Identifying resulting impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Application of standard international threat assessment frameworks.</li> </ul>
<b>PPP 3.3</b>	<b>Direct the development of a protected area zonation system.</b>	<ul style="list-style-type: none"> <li>Rational identification of zones according to the functions and category of a protected area and defined criteria for zonation.</li> <li>Developing specific regulations for each zone.</li> <li>Ensuring adequate identification, participation and consideration of stakeholders in the process.</li> <li>Defining detailed regulations associated with the zones.</li> </ul>	<ul style="list-style-type: none"> <li>National legislation and regulations for zonation.</li> <li>International best practice for zonation.</li> <li>Stakeholders of the PA and their needs, rights and priorities.</li> </ul>
<b>PPP 3.4</b>	<b>Direct development of project proposals and plans for a protected area using recognised formats and processes.</b>	<ul style="list-style-type: none"> <li>Identifying needs and opportunities for projects.</li> <li>Preparing proposals for donor or government assisted projects (targeted and time limited investments) using a prescribed format.</li> <li>Ensuring adequate identification and participation of stakeholders and implementation partners in the process.</li> </ul>	<ul style="list-style-type: none"> <li>Main likely donors and required formats for proposals.</li> <li>Project identification and planning processes.</li> <li>Participatory approaches.</li> </ul>
<b>PPP 3.5</b>	<b>Direct implementation of projects and plans.</b>	<ul style="list-style-type: none"> <li>Ensuring that management plans and/projects are implemented in a timely and efficient manner according to plans/contracts.</li> <li>Preparing detailed plans for implementation.</li> <li>Monitoring and evaluating implementation against targets and objectives.</li> <li>Reporting on overall performance and impact.</li> </ul>	<ul style="list-style-type: none"> <li>Project management techniques and processes.</li> <li>Relevant monitoring and reporting systems used by donors/projects.</li> <li>Principles of monitoring and use of various types of indicator.</li> </ul>
<b>PPP 3.6</b>	<b>Direct the development of risk/disaster assessments and contingency plans.</b>	<ul style="list-style-type: none"> <li>Identifying the major threats and risks for major disasters to a protected area (e.g. fire, flood earthquake, pollution, drought, armed conflict, humanitarian crises).</li> <li>Preparing plans for minimising the risks and for dealing with disasters.</li> <li>Putting in place means for managing waste and controlling pollution (procedures, facilities, equipment).</li> <li>Putting in place means for dealing with disasters (acquiring equipment, design of infrastructure, training staff and stakeholders, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The potential threats and risks to the PA and their impacts.</li> <li>Risk assessment and contingency planning techniques and procedures.</li> <li>Options for risk and threat reduction.</li> </ul>
<b>PPP 3.7</b>	<b>Direct identification and implementation of measures to</b>	<ul style="list-style-type: none"> <li>Identifying the major threats and risks to a protected area resulting from climate change (with respect to species, ecosystems, local communities and economies).</li> </ul>	<ul style="list-style-type: none"> <li>The potential threats and risks to the PA resulting from climate change.</li> </ul>

	<b>address the impacts of climate change.</b>	<ul style="list-style-type: none"> <li>Identifying options and preparing plans for avoidance, mitigation and adaptation.</li> <li>Putting in place means for monitoring climate change and its impacts and the effectiveness of interventions.</li> <li>Putting in place means for implementing plans (securing funding, raising awareness, training staff and stakeholders, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Options and measures for avoidance, reduction, mitigation and adaptation.</li> <li>Specific schemes for supporting responses to climate change (e.g. REDD +).</li> </ul>
<b>PPP 3.8</b>	<b>Direct the planning, implementation and monitoring of major construction projects.</b>	<ul style="list-style-type: none"> <li>Preparing plans for the location and specifications of physical infrastructure.</li> <li>Working with designers, architects and developers to ensure appropriate specifications for major structures and installations (e.g. visitor centres, ranger stations, tourism facilities, roads, bridges, etc.).</li> <li>Ensuring that environmental, landscape and social impacts are minimised.</li> <li>Ensuring that infrastructure and construction projects by other parties in a protected area conform to agreements and regulations and are subject to required impact assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Laws and regulations for urbanisation and construction.</li> <li>Design and construction parameters, principles and practices.</li> <li>Official processes for tendering and awarding contracts.</li> <li>Main stages and actors in the design and construction process.</li> <li>EIA processes (see PPP 3.10).</li> </ul>
<b>PPP 3.9</b>	<b>Coordinate protected area management with activities of neighbouring land and resource owners and users.</b>	<ul style="list-style-type: none"> <li>Identifying owners, rights holders and resource users that neighbour a protected area or operate inside it.</li> <li>Ensuring their compliance with laws, regulations and agreements.</li> <li>Working with neighbours to secure and protect the integrity of a protected area and its resources.</li> <li>Developing collaborative plans and projects to further the objectives of a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>Details of major owners, resource users and rights holders inside and outside the PA (e.g. forestry, water resources, agriculture, local communities).</li> <li>Relevant laws and regulations.</li> </ul>
<b>PPP 3.10</b>	<b>Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area.</b>	<ul style="list-style-type: none"> <li>Providing factual information to EIA processes and proposing measures for impact avoidance and mitigation.</li> <li>Representing the interests of a protected area at hearings.</li> <li>Coordinating responses to drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of EIA.</li> <li>Legislation and processes related to EIA.</li> </ul>

**CATEGORY**  
**ORG. ORGANISATIONAL LEADERSHIP AND DEVELOPMENT**

**Establishing and sustaining well governed, managed and led organisations for protected area management.**

**ORG LEVEL 4**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ORG 4	ORGANISATIONAL LEADERSHIP AND DEVELOPMENT. LEVEL 4	Enable establishment of structures and systems for effective and appropriate protected area system governance and management.	<ul style="list-style-type: none"> <li>• National legislation, regulations and organisational policies regarding PA management and administration.</li> <li>• Principles and practices of good governance and management.</li> <li>• Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD Programme of Work on Protected Areas).</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
ORG 4.1	Establish system-wide standards and practices for effective and efficient management and administration of protected areas.	<ul style="list-style-type: none"> <li>• Defining targets and objectives for strengthening the overall system of management and administration and for a system of PAs, in line with national legislation and international good practice.</li> <li>• Developing and introducing norms, standards, standard operating procedures and technical guidance to ensure effective PA management (for example for administration, human resource management, health, safety and security, management planning, etc.).</li> <li>• Assessing the performance and effectiveness of PA administrations and supporting PA Directors to implement required measures for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional analysis techniques (e.g. vision and mission identification, situation analysis, stakeholder analysis, SWOT analysis, identification of institutional objectives and priorities).</li> <li>• National legislation and institutional norms and standards for management and administration.</li> <li>• Best practice for management and administration of organisations.</li> </ul>
ORG 4.5	Promote the adoption of new approaches, tools and techniques for managing protected areas across the system.	<ul style="list-style-type: none"> <li>• Gathering and disseminating information and promoting knowledge about 'latest' and 'best practice' approaches based on national and international innovations, conventions and agreements, IUCN guidelines, etc.</li> <li>• Assessing needs and opportunities for deploying new approaches that are appropriate and affordable.</li> </ul>	<ul style="list-style-type: none"> <li>• Latest developments in national policy and legislation regarding PAs, natural resources and related sectors.</li> <li>• Experiences and reports from PAs in the system.</li> <li>• Latest developments in international policy and best practice for PA management.</li> </ul>

<b>ORG 4.6</b>	<b>Promote the adoption of new technologies managing protected areas across the system.</b>	<ul style="list-style-type: none"> <li>• Gathering and disseminating information and promoting new technologies that support protected area management.</li> <li>• Assessing needs and opportunities for deploying new technologies that are appropriate, affordable and sustainable.</li> <li>• Enabling technology transfer and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• Available and potential future technologies that can support protected area management.</li> <li>• Management activities that could potentially be aided by technological solutions.</li> <li>• Advantages, disadvantages, risks and benefits of technological solutions.</li> </ul>
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### ORG LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ORG 3	ORGANISATIONAL LEADERSHIP AND DEVELOPMENT. LEVEL 3	Provide strategic and effective direction, leadership and management of a protected area.	<ul style="list-style-type: none"> <li>• Legislation and organisational policy and procedures for management and administration.</li> <li>• Principles and practices of organisational capacity development.</li> <li>• Principles and practices of good governance, participation and partnership building.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
ORG 3.1	Build the organisational capacity of a protected area administration for management and governance.	<ul style="list-style-type: none"> <li>• Working effectively towards clearly identified and justified targets for improving organisational capacity (governance, management structure and style, strategies and plans, human resources, processes and systems, facilities and resources).</li> <li>• Identifying and securing support to improve organisational capacity.</li> <li>• Monitoring the performance of the organisation.</li> </ul> <p>See also FRM 3, HRM 3.</p>	<ul style="list-style-type: none"> <li>• Principles and practices of organisational capacity development.</li> <li>• National policies and practices for administering and resourcing PAs.</li> <li>• Details of the PA management plan, staffing plan, business plan.</li> <li>• Options for securing resources and improving capacity.</li> </ul>
ORG 3.2	Establish procedures for strategic, planned and adaptive management of a protected area.	<ul style="list-style-type: none"> <li>• Adopting a strategic, structured and planned approach to management (as opposed to ad hoc and passive/reactive management).</li> <li>• Preparation and adoption of management strategies and operational plans.</li> <li>• Establishing means for regular reviewing of management effectiveness and efficiency, and of adoption of planned programmes of management.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic and management planning.</li> <li>• Principles and practice of adaptive management.</li> </ul>
ORG 3.3	Establish regular and systematic planning and monitoring of management activities.	<ul style="list-style-type: none"> <li>• Preparation of periodic (e.g. annual) work plans for implementation of strategies, plans and projects.</li> <li>• Rational allocation of resources for implementation of work plans.</li> <li>• Monitoring of completion of plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic and management planning.</li> <li>• Work planning techniques and formats.</li> <li>• Staff and resources available to the protected area.</li> </ul>
ORG 3.4	Establish systems and procedures to ensure high standards of ethics and	<ul style="list-style-type: none"> <li>• Taking positive steps to avoid, prevent and resist illegal and/or dishonest behaviour and corruption within the institution and in its relations with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalent forms of dishonest/illegal behaviour likely to affect the PA and its personnel and partners.</li> </ul>

	<b>behaviour among staff and partners.</b>	<ul style="list-style-type: none"> <li>• Taking positive steps to ensure that personnel and partners behave appropriately and respect human rights and dignity.</li> <li>• Taking appropriate action to investigate problems and respond where necessary.</li> <li>• Supporting personnel and partners in reporting and addressing illegal/dishonest/unethical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• National and international legislation and principles regarding corruption and human rights.</li> <li>• Methods of preventing/avoiding/resisting dishonest/illegal behaviour.</li> </ul>
<b>ORG 3.5</b>	<b>Build networks and develop collaborative relationships with other organisations.</b>	<ul style="list-style-type: none"> <li>• Adopting an 'outward looking' approach to management.</li> <li>• Identifying partners among other PAs, authorities and agencies, community and civil society organisations and private sector organisations.</li> <li>• Maintaining networks and developing appropriate cooperation.</li> <li>• Negotiating 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> </ul>	<ul style="list-style-type: none"> <li>• The full range of stakeholders with an interest in the protected area.</li> <li>• The mandates, functions, roles and rights of all relevant institutions.</li> <li>• The rights, needs and priorities of PA communities.</li> <li>• Methods for communication, networking and partnership building.</li> </ul>
<b>ORG 3.6</b>	<b>Ensure establishment and implementation of participation and good governance.</b>	<ul style="list-style-type: none"> <li>• Creating (in consultation with PA stakeholders, including local communities) appropriate structures and processes that establish and formalise their rights to participate in management.</li> <li>• Establishing 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>• Establishing mechanisms for PA personnel to participate in planning, decision making and evaluation processes.</li> <li>• Ensuring transparency in planning, decision making and evaluation processes.</li> <li>• Introducing agreed forms of co-management, devolved management, establishment of buffer zones, community-conserved zones, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of stakeholders with an interest in the PA.</li> <li>• Principles and practices of participation and various forms of participatory governance.</li> </ul>
<b>ORG 3.7</b>	<b>Establish systems and procedures for ensuring health, safety and security in a protected area.</b>	<ul style="list-style-type: none"> <li>• Maintaining and monitoring the work place health, safety and security of all personnel under the responsibility of a protected area administration.</li> <li>• Maintaining and monitoring the health, safety and security of visitors, users and PA communities.</li> <li>• Ensuring that infrastructure and equipment are safe and that safety equipment and measures are in place.</li> <li>• Introducing contingency plans for emergencies and disasters.</li> <li>• Ensuring that appropriate forms of insurance are in place.</li> <li>• See also HRM 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation relevant to health, safety and security.</li> <li>• Health, safety and security audit techniques.</li> <li>• Best practice for health, safety and security.</li> <li>• Main threats to health, safety and security.</li> <li>• Options for insurance and compensation.</li> </ul>

<b>ORG 3.9</b>	<b>Ensure effective management of information and knowledge.</b>	<ul style="list-style-type: none"> <li>• Capturing, developing, sharing, and effectively using information and knowledge acquired by the institution, its personnel and stakeholders.</li> <li>• Maintaining updated, organised, secure and backed up information records.</li> <li>• Enabling sharing and use of knowledge.</li> <li>• Making use of knowledge in planning, decision making and adaptive management.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of knowledge and data management.</li> <li>• Information security protocols.</li> <li>• Legal requirements for data management, access and use.</li> <li>• Systems for information storage and retrieval.</li> </ul>
<b>ORG 3.10</b>	<b>Secure certified recognition of the quality of management of a protected area.</b>	<ul style="list-style-type: none"> <li>• Acquiring a recognised assured quality standard. (E.g. ISO 9000 (Quality Management), ISO 14000 (Environmental Management), ISO 24000 (Social Responsibility), IUCN Green List).</li> </ul>	<ul style="list-style-type: none"> <li>• Range, criteria and processes of quality assurance systems.</li> </ul>

**CATEGORY**  
**HRM. HUMAN RESOURCE MANAGEMENT**

**Establishing an adequate, competent, well managed and supported work force for protected areas.**

**HRM LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 3	HUMAN RESOURCE MANAGEMENT. LEVEL 3	Ensure that protected area personnel are sufficient, competent and well managed, led and motivated.	<ul style="list-style-type: none"> <li>• Legislation and organisational policy and procedures for HR management.</li> <li>• Principles and practices of HR management in an organisation or community.</li> <li>• Principles and practices of capacity assessment and development.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
HRM 3.1	Identify personnel needs and structures for a protected area administration, define position descriptions and set performance standards.	<ul style="list-style-type: none"> <li>• Developing organisational structures and assigning personnel to positions in the structure.</li> <li>• Identifying competences required for all positions.</li> <li>• Preparing descriptions and performance requirements for all positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Norms for organisational structures, job descriptions, etc.</li> <li>• Options of personnel organisation and institutional structures (e.g. vertical or horizontal structures).</li> <li>• Competence-based approaches to human resource planning and management.</li> </ul>
HRM 3.2	Oversee and ensure adoption of comprehensive personnel procedures within a protected area administration.	<ul style="list-style-type: none"> <li>• Ensuring fair and transparent compliance with procedures for staff recruitment, advancement, evaluation, grievance, discipline, etc.</li> <li>• Ensuring compliance with labour and employment law, norms for employment of PA personnel, standards for equality, opportunity and diversity.</li> <li>• 'Personnel' include permanent and temporary staff, volunteers, helpers and regular collaborators.</li> </ul>	<ul style="list-style-type: none"> <li>• Employment legislation.</li> <li>• Norms and standards for personnel procedures.</li> </ul>
HRM 3.3	Ensure suitable working conditions, welfare, health, safety and security for personnel and other protected area users.	<ul style="list-style-type: none"> <li>• Ensuring safe and healthy working conditions for personnel (full time staff, part time staff, volunteers, collaborators).</li> <li>• Ensuring that infrastructure and equipment are safe and well maintained.</li> <li>• Ensuring that safety equipment is provided and maintained.</li> <li>• Conducting risk assessments for work activities.</li> <li>• Providing and maintaining first aid equipment and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety legislation.</li> <li>• Risk assessment and health and safety audit and planning procedures.</li> <li>• Security audit techniques.</li> <li>• Main risks and hazards affecting PA personnel.</li> </ul>

		<ul style="list-style-type: none"> <li>• Implementing special measures to ensure the security of vulnerable staff.</li> <li>• Developing procedures for dealing with emergencies.</li> <li>• Providing access to accident and health insurance for personnel.</li> <li>• Providing required instruction, briefings and training.</li> </ul>	
<b>HRM 3.4</b>	<b>Identify capacity development needs of personnel, stakeholders and partners.</b>	<ul style="list-style-type: none"> <li>• Conducting structured assessments of capacity development needs.</li> <li>• Recommending programmes of capacity development according to needs analysis, competence needs and requirements/capacities of target groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity needs assessment and analysis procedures.</li> <li>• Training and learning approaches and techniques.</li> <li>• Range of learning and training opportunities available.</li> </ul>
<b>HRM 3.5</b>	<b>Institute capacity development programmes for protected area personnel, stakeholders and partners.</b>	<ul style="list-style-type: none"> <li>• Providing access to relevant learning and training opportunities for all personnel. For example: formal learning leading to recognised qualifications; short-term training; competence-based learning; and informal learning in the work place (e.g. coaching, mentoring, knowledge and skills sharing).</li> <li>• Collecting and evaluating results and impacts of capacity development.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of adult learning.</li> <li>• Development needs of personnel (staff, stakeholders, partners, etc.).</li> <li>• Capacity development principles and practices.</li> <li>• Opportunities for building individual capacity (formal and informal).</li> <li>• Options for workplace learning (in addition to training).</li> </ul>

## HRM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 2	HUMAN RESOURCE MANAGEMENT. LEVEL 2	Lead and support teams and individuals conducting protected area work.	<ul style="list-style-type: none"> <li>Principles and practices of supervisory management.</li> <li>Principles and practices of capacity development and adult learning.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
HRM 2.1	Prepare work plans and monitor their implementation.	<ul style="list-style-type: none"> <li>Developing detailed work plans for teams and individuals.</li> <li>Identifying personnel and resources required to implement work plans.</li> <li>Monitoring and guiding performance of staff and checking results.</li> <li>Providing feedback of teams and individuals.</li> <li>Providing reports to senior staff.</li> </ul>	<ul style="list-style-type: none"> <li>Personnel procedures of the PA.</li> <li>The goals, objectives and required outputs of the management plan and work plans of the protected area.</li> <li>Structured approaches to work planning.</li> </ul>
HRM 2.2	Supervise, motivate and evaluate performance of individuals and teams.	<ul style="list-style-type: none"> <li>Providing detailed instructions and direction to individuals and teams.</li> <li>Ensuring observance of personnel procedures.</li> <li>Ensuring health, safety and welfare of personnel.</li> <li>Ensuring effective and efficient completion of assigned tasks.</li> <li>Providing feedback on performance and guidance on improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Personnel procedures of the PA.</li> <li>Motivational and instructional techniques.</li> <li>Technical details of the tasks to be completed.</li> </ul>
HRM 2.3	Identify causes of poor performance and workplace conflicts and recommend appropriate actions.	<ul style="list-style-type: none"> <li>Identifying reasons for substandard performance by individuals and teams.</li> <li>Identifying causes of workplace conflict.</li> <li>Taking steps to rectify issues.</li> <li>Providing reports to senior management and initiating formal procedures if required.</li> </ul>	<ul style="list-style-type: none"> <li>Communication techniques for listening and providing feedback.</li> <li>Conflict resolution techniques.</li> <li>Personnel procedures of the PA.</li> </ul>
HRM 2.4	Plan and organise delivery of training and learning activities.	<ul style="list-style-type: none"> <li>Preparing training and learning plans according to identified needs.</li> <li>Designing and short training courses, sessions/events involving both theoretical and practical elements.</li> <li>Organising training/learning programmes, engaging trainers, coordinating with training organisations, etc.</li> <li>Assessing the quality and impact of training.</li> </ul>	<ul style="list-style-type: none"> <li>Training and learning needs assessment techniques.</li> <li>Options for provision and delivery of training and learning.</li> <li>Methods for assessing impact of training and learning.</li> </ul>
HRM 2.5	Maintain personnel and activity records.	<ul style="list-style-type: none"> <li>Collating and storing time sheets, attendance records and activity records.</li> <li>Keeping updated records of individual personnel employed by the organisation (full time, part time, contract staff, consultants, volunteers).</li> </ul>	<ul style="list-style-type: none"> <li>Personnel file procedures and systems of the organisation.</li> <li>Data protection and security legislation and requirements.</li> </ul>

		<ul style="list-style-type: none"> <li>Records may include individuals' employment history, accomplishments, goals, feedback, disciplinary action (if any), capacity development, recognition and promotions.</li> <li>Ensuring that records are secure and comply with data protection legislation.</li> </ul>	
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#### HRM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 1	HUMAN RESOURCE MANAGEMENT. LEVEL 1	Supervise and instruct small work teams to complete specific tasks	<ul style="list-style-type: none"> <li>Relevant policies and operating procedures.</li> <li>Principles of supervisory management.</li> <li>Communication skills.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
HRM 1.1	Supervise and motivate work groups in completing practical tasks.	<ul style="list-style-type: none"> <li>Ensuring that small work groups complete assigned practical tasks (field work, clerical, administrative, etc.) in an effective and efficient way, according to instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Basic supervisory and motivational techniques.</li> <li>Personnel procedures of the organisation.</li> <li>Details of technical tasks to be completed.</li> </ul>
HRM 1.2	Maintain and submit records of work activities.	<ul style="list-style-type: none"> <li>Completing attendance records, time sheets and activity records correctly for oneself and for work teams.</li> <li>Submitting required records correctly and on time.</li> </ul>	<ul style="list-style-type: none"> <li>Work recording systems of the organisation.</li> </ul>

**CATEGORY**  
**FRM. FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT**

Ensuring that protected areas are adequately financed and resourced, and that resources are effectively and efficiently deployed and used.

**FRM LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 3	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 3	Identify and secure adequate financial and physical resources for management of a protected area and ensure their efficient use.	<ul style="list-style-type: none"> <li>• Legal and organisational procedures and requirements for financial management.</li> <li>• Principles and practices of bookkeeping and financial management.</li> </ul>
A	B	C	D
Code	<i>Competence Statement.</i> <i>The individual should be able to:</i>	<i>Details, scope and variations.</i> <i>A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FRM 3.1	Ensure compliance with legislation and required procedures for financial management and use and allocation of resources.	<ul style="list-style-type: none"> <li>• Introducing adequate procedures for financial management and management of material assets.</li> <li>• Ensuring correct accounting and preventing/addressing all forms of mismanagement or misuse.</li> <li>• Ensuring correct management and documentation of material assets (equipment and infrastructure).</li> <li>• Ensuring compliance with tax regulations, and managing and reporting income.</li> <li>• Meeting all requirements for reporting, for audit/inspection and for maintenance of inventory records.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms relevant to the management of finances and assets of PAs.</li> <li>• Professional procedures for accounting, bookkeeping and inventory management.</li> </ul>
FRM 3.2	Prepare a protected area business plan/sustainable financing plan.	<ul style="list-style-type: none"> <li>• Developing a medium-term 'business plan' or 'financial sustainability plan' for a PA (linked to a budgeted management plan).</li> <li>• Identifying available funding and the 'funding gap' between this and the requirements of the budget.</li> <li>• Identifying strategies and options for filling the funding gap (for example sources of funding, sources of local incomes, efficiencies).</li> </ul>	<ul style="list-style-type: none"> <li>• Theory and practice of business and/or financial sustainability planning.</li> <li>• Current policies and practices for funding PAs.</li> <li>• Options and sources for increasing/diversifying funding.</li> </ul>
FRM 3.3	Prepare annual budgets, financing and resourcing plans.	<ul style="list-style-type: none"> <li>• Preparing annual/medium-term budgets for a protected area linked to the business plan and/or management plan.</li> <li>• Preparing annual plans for income and expenditure to achieve balanced budgets and maintain cash flow.</li> <li>• Identifying requirements for recurrent costs, purchases, investments, procurements, etc.</li> <li>• Developing budgets and financing plans for projects and grants.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms for budgeting.</li> <li>• Financial planning and accounting procedures.</li> <li>• Details of the PA management plan and business plan.</li> </ul>

<b>FRM 3.4</b>	<b>Direct preparation of financial reports and information required for audits.</b>	<ul style="list-style-type: none"> <li>• Preparing annual financial reports according to institutional and legal requirements.</li> <li>• Ensuring all information is in place for formal audits.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and procedures regarding financial reporting and auditing.</li> </ul>
<b>FRM 3.5</b>	<b>Identify and secure funding for protected area management.</b>	<ul style="list-style-type: none"> <li>• Presenting justified annual budget requests to parent organisations and funding agencies.</li> <li>• Identifying and mobilising new sources of funding for a protected area (e.g. through projects, locally generated income, etc.).</li> <li>• Preparing project budgets according to donor requirements.</li> <li>• See also PPP 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms relevant to funding of PAs.</li> <li>• Policies and criteria used by funding agencies.</li> </ul>
<b>FRM 3.6</b>	<b>Identify and secure physical resources required for protected area management.</b>	<ul style="list-style-type: none"> <li>• Preparing resource needs assessments based on obligations and needs of a protected area.</li> <li>• Identifying requirements for physical infrastructure, materials and equipment, fixed costs and consumables.</li> <li>• Identifying where and how to secure the required resources (e.g. through government, external grants, resource sharing, etc.).</li> <li>• Overseeing procedures for procurement of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms regarding resourcing of protected areas.</li> <li>• Sources of support for acquisition of resources.</li> <li>• Procurement procedures of supporting organisations and donors.</li> </ul>
<b>FRM 3.7</b>	<b>Negotiate and oversee contracts and financial terms for constructions, concessions and management agreements.</b>	<ul style="list-style-type: none"> <li>• Contracting for concessions for provision of tourism and recreation services, collection of natural resources, forestry management, etc.</li> <li>• Ensuring compliance with all requirements for transparency and fairness in negotiation and awarding of contracts.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms regarding contracts and concessions in PAs.</li> <li>• Details of policies and options for contracting in the PA.</li> </ul>

## FRM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 2	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 2	Manage, monitor and account for financial and other resources required for managing a protected area.	<ul style="list-style-type: none"> <li>Organisational policies and procedures for financial management and inventory.</li> <li>Principles and practices of bookkeeping.</li> <li>Record keeping and organisation.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
FRM 2.1	Keep books, accounts and inventory records.	<ul style="list-style-type: none"> <li>Entering financial information into a standard bookkeeping system (computerised or manual).</li> <li>Maintaining records of assets (infrastructure, equipment and materials).</li> </ul>	<ul style="list-style-type: none"> <li>Required accounting legislation and practices.</li> <li>Bookkeeping and accounting system of the organisation.</li> </ul>
FRM 2.2	Prepare reports on finances and assets.	<ul style="list-style-type: none"> <li>Producing reports and forecasts on income and expenditure.</li> <li>Producing reports on income and tax liability.</li> <li>Preparing required financial reports and reports on assets and inventory.</li> <li>Completing all requirements for preparation for audit and inspection.</li> </ul>	<ul style="list-style-type: none"> <li>Accounting legislation and practices.</li> <li>Accounting system of the organisation.</li> <li>Tax regulations applying to the protected area.</li> <li>Audit and inspection requirements and procedures.</li> </ul>
FRM 2.3	Manage cash and cash transactions.	<ul style="list-style-type: none"> <li>Following correct procedures for handling cash payments (from sale of goods and services, entrance fees, etc.), cash advances and expenditure and cash records.</li> <li>Maintaining 'petty cash' and associated records.</li> </ul>	<ul style="list-style-type: none"> <li>Required accounting legislation and practices.</li> <li>Bookkeeping system of the organisation.</li> <li>Cash management procedures.</li> </ul>
FRM 2.4	Conduct procurement and purchasing according to prescribed procedures.	<ul style="list-style-type: none"> <li>Following specified procedures for procuring/purchasing goods and services according to budgets and financial plans and using standard methods.</li> <li>Ensuring all procedures are conducted honestly and transparently.</li> <li>Maintaining accurate records and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Legislation regarding procurement and purchasing.</li> <li>Procurement and purchasing procedures of the organisation and of donors.</li> </ul>
FRM 2.5	Identify costs and material requirements for work activities.	<ul style="list-style-type: none"> <li>Accurately calculating/estimating the resource requirements for implementing projects and operational plans.</li> <li>Preparing basic operational budgets and procurement plans.</li> <li>Maintaining accurate records and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Basic budgeting principles and practices.</li> <li>Material needs for common management tasks.</li> <li>Estimation of needs for materials.</li> </ul>
FRM 2.6	Ensure availability and maintenance of assets, equipment, stores and supplies.	<ul style="list-style-type: none"> <li>Managing and updating inventories (infrastructure, equipment and supplies).</li> <li>Identifying purchasing, replacement and maintenance needs.</li> <li>Maintaining required documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Asset and inventory management procedures of the organisation.</li> <li>Recurrent needs of the organisation for equipment and supplies.</li> </ul>

<b>FRM 2.7</b>	<b>Manage vehicles and their use.</b>	<ul style="list-style-type: none"> <li>• Ensuring appropriate use and maintenance of vehicle fleets (land or water transport).</li> <li>• Ensuring adequate insurance is in place.</li> <li>• Ensuring drivers/users are suitably qualified and trained.</li> <li>• Preventing misuse of vehicles.</li> <li>• Ensuring log books and fuel purchases are correctly documented.</li> <li>• Dealing with accidents and breakdowns.</li> <li>• Identifying purchasing, replacement and maintenance needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Vehicle use policies and procedures of the organisation.</li> <li>• Legislation regarding vehicle condition and use.</li> </ul>
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#### FRM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>FRM 1</b>	<b>FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 1</b>	<b>Account for money and resources provided for specific activities.</b>	<ul style="list-style-type: none"> <li>• Basic financial procedures.</li> <li>• Relevant policies and operating procedures.</li> <li>• Numeracy and literacy.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>FRM 1.1</b>	<b>Collect and present evidence of expenditure and other financial transactions.</b>	<ul style="list-style-type: none"> <li>• Keeping simple records of transactions (e.g. collecting receipts).</li> <li>• Managing and accounting for small amounts of cash.</li> <li>• Providing basic summary reports on expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic financial record keeping procedures and requirements of the organisation.</li> </ul>
<b>FRM 1.2</b>	<b>Maintain records of materials, equipment and supplies.</b>	<ul style="list-style-type: none"> <li>• Following procedures for record keeping of equipment, supplies, consumables, etc.</li> <li>• Reporting on requirements for purchase, replacement and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic inventory/stores and maintenance procedures of the organisation.</li> </ul>

**CATEGORY**  
**ADR. ADMINISTRATIVE DOCUMENTATION AND REPORTING**

Establishing and implementing procedures for information management, documentation and reporting.  
**ADR LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ADR 3	ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 3	Ensure that a comprehensive system of administrative documentation and reporting is in place for a protected area.	<ul style="list-style-type: none"> <li>• Legislation and organisational policy and procedures for documentation and reporting.</li> <li>• Skills for information analysis and synthesis.</li> <li>• Reporting writing formats and styles.</li> <li>• Information management, storage and retrieval systems.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
ADR 3.1	Compile and prepare formal reports on protected area and biodiversity conservation activities.	<ul style="list-style-type: none"> <li>• Compiling comprehensive major reports to managing authorities, donors, partners, etc. (e.g. annual reports, project progress reports).</li> <li>• Collating information from a range of sources (internal reports, research reports, evaluations, etc.) into single comprehensive reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting requirements and formats.</li> <li>• Analytical skills.</li> <li>• Techniques for clear writing and presentation of information.</li> </ul>
ADR 3.2	Ensure documentation of meetings, consultations and negotiations.	<ul style="list-style-type: none"> <li>• Ensuring correct documentation of meetings, agreements and decisions (through minutes, back to office reports, information files, etc.).</li> <li>• Ensuring distribution, storage and filing of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting protocols.</li> <li>• Communication and meeting management techniques.</li> <li>• Systems for document storage and retrieval.</li> </ul>
ADR 3.3	Ensure that full activity records and documentation are maintained and secured.	<ul style="list-style-type: none"> <li>• Ensuring that all sections of a protected area maintain a system (electronic and/or paper-based) for recording, storage and retrieval of information, data, activities, maps, images, etc.</li> <li>• Establishing a full management information system for a protected area.</li> <li>• Ensuring that IT systems are in place and functioning.</li> <li>• Ensuring that records are accessible.</li> <li>• Ensuring that systems for information security and back up are in place.</li> <li>• Meeting data protection and security obligations.</li> </ul>	<ul style="list-style-type: none"> <li>• Information management approaches and methods.</li> <li>• Options for security and back up.</li> <li>• Legal requirements for data protection and security.</li> <li>• Uses of and requirements for information technology (computers, peripherals, networks, etc.).</li> </ul>

<b>ADR 3.4</b>	<b>Implement measures for comprehensive monitoring and reporting on organisational performance.</b>	<ul style="list-style-type: none"> <li>Monitoring of the condition of a protected area, its compliance with its responsibilities and obligations, completion of planned activities, achievement of targets and impact and effectiveness of management.</li> <li>Collecting and compiling reports from sections of a protected area administration.</li> <li>Provision of comprehensive reports based on monitoring.</li> <li>Compliance with required reporting requirements.</li> <li>Using recognised evaluation systems (e.g. Management Effectiveness Tracking Tool).</li> </ul>	<ul style="list-style-type: none"> <li>Mandate and responsibilities of the PA.</li> <li>National requirements for monitoring and reporting.</li> <li>Details of the PA management plan and its provisions for monitoring.</li> <li>Recognised monitoring and evaluation systems (e.g. METT).</li> </ul>
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#### ADR LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>ADR 2</b>	<b>ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 2</b>	<b>Prepare and manage accurate documentation of management activities according to required procedures.</b>	<ul style="list-style-type: none"> <li>Organisational policies and procedures for administration.</li> <li>Principles and practices of information and knowledge management.</li> <li>Planning, analysis and reporting of work programmes.</li> <li>Reporting writing formats and styles.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>ADR 2.1</b>	<b>Prepare analytical and technical reports and assessments.</b>	<ul style="list-style-type: none"> <li>Researching and preparing written scientific/technical/research reports, including presentation of information, critical analysis of information and preparation of conclusions and recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Structure and content of scientific and technical reports.</li> <li>Techniques for clear writing and presentation of information.</li> <li>Analytical techniques.</li> </ul>
<b>ADR 2.2</b>	<b>Prepare formal reports of activities and projects.</b>	<ul style="list-style-type: none"> <li>Collating and preparing detailed, structured periodic reports of protected area activities, using prescribed structures and formats if needed.</li> <li>For example: quarterly reports from a section or work team, reports to project donors, management plan implementation reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting requirements and formats used by the PA.</li> <li>Techniques for clear writing and presentation of information.</li> </ul>
<b>ADR 2.3</b>	<b>Contribute to and document meetings.</b>	<ul style="list-style-type: none"> <li>Making active and effective contributions to formal and informal meetings.</li> <li>Following protocols and procedures for meetings.</li> <li>Accurately documenting meetings (minute taking).</li> </ul>	<ul style="list-style-type: none"> <li>Protocols and procedures for meetings.</li> <li>Minute taking and documentation of meetings.</li> <li>Good communication skills.</li> </ul>

<b>ADR 2.4</b>	<b>Ensure and maintain accurate and secure documentation of data, activities and events.</b>	<ul style="list-style-type: none"> <li>Ensuring that accurate, retrievable records are kept of work activities, projects, research, administrative procedures, meetings, etc. (digital and/or hard copy records).</li> <li>Ensuring that documentation is secure and backed up.</li> <li>Using electronic record keeping systems if required.</li> <li>Submitting documentation to central archives and management information systems.</li> </ul>	<ul style="list-style-type: none"> <li>Information management systems.</li> <li>Use of information storage, data bases, management information systems used by the PA.</li> <li>Computer and database use (See TEC 2).</li> <li>Legal requirements for data protection and security.</li> </ul>
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#### ADR LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>ADR 1</b>	<b>ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 1</b>	<b>Keep basic records of activities as required by the organisation.</b>	<ul style="list-style-type: none"> <li>Relevant policies and operating procedures.</li> <li>Numeracy and literacy.</li> <li>Basic interpersonal, instructional and supervisory skills.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>ADR 1.1</b>	<b>Maintain records of work activities.</b>	<ul style="list-style-type: none"> <li>Maintaining records of activity (e.g. through ranger notebooks, timesheets, work records).</li> <li>Using digital record-keeping systems if required (e.g. GPS, SMART).</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with record-keeping systems used by the PA.</li> <li>Use of digital devices (e.g GPS, SMART).</li> </ul>
<b>ADR 1.2</b>	<b>Prepare basic written reports of work activities.</b>	<ul style="list-style-type: none"> <li>Completing required written reports (using prescribed formats). Generating reports from digital devices (if required).</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with reporting forms and documentation used by the PA.</li> <li>Use of digital devices (e.g GPS, SMART).</li> </ul>

**CATEGORY**  
**CAC. COMMUNICATION AND COLLABORATION**

**Building and using the skills required to communicate and collaborate effectively.**

**CAC LEVEL 4**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 4	COMMUNICATION AND COLLABORATION. LEVEL 4	Communicate effectively in high level interactions.	<ul style="list-style-type: none"> <li>• Communication theory.</li> <li>• Principles of effective communication in complex situations.</li> <li>• Protocols for communication in official situations.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 4.1	Contribute effectively to high level meetings, conferences and negotiations.	<ul style="list-style-type: none"> <li>• Participating effectively in high level meetings and conferences.</li> <li>• Participating in high level negotiations.</li> <li>• Networking and establishing contacts.</li> <li>• Ensuring high standards of professionalism, preparation, presentation and observance of protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of participants and of interests represented at high level meetings and negotiations.</li> <li>• Formal communication protocols required for high level interactions.</li> <li>• Technical knowledge of the topics and issues under consideration.</li> </ul>
CAC 4.2	Enable effective communication across a protected area system.	<ul style="list-style-type: none"> <li>• Enabling regular flows of information from the centre to protected areas and from protected areas to the centre.</li> <li>• Enabling regular communication between protected areas (e.g. through staff meetings, circulars, exchange visits, etc.).</li> <li>• Developing communities of practice among PA personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and network building principles and methods.</li> </ul>
CAC 4.3	Enable effective communication with other organisations and sectors.	<ul style="list-style-type: none"> <li>• Enabling regular networking, communication and information sharing with other major stakeholders for a protected area system.</li> <li>• Stakeholders may include other ministries and agencies, local government, other sectors (forestry, agriculture, fisheries, etc.), transboundary protected area partners, national NGOs and citizens' organisations, representatives of indigenous groups, etc.</li> <li>• Building partnerships and collaborative initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Major stakeholders for the PA system and their roles and interests.</li> <li>• Networking and partnership building skills.</li> </ul>
CAC 4.4	Contribute significantly to international initiatives for improving communication and participation among protected areas.	<ul style="list-style-type: none"> <li>• Making a significant and recognised contribution internationally (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• International examples and best practice in communication and participation in PAs.</li> <li>• Options and best practice examples.</li> </ul>

### CAC LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 3	COMMUNICATION AND COLLABORATION. LEVEL 3	Maintain effective communications by and within a protected area organisation.	<ul style="list-style-type: none"> <li>• Communication theory.</li> <li>• Principles of business communication.</li> <li>• Benefits/risks associated with good/bad communication.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 3.1	Maintain effective communications within a protected area organisation.	<ul style="list-style-type: none"> <li>• Demonstrating effective use of a range of communication techniques in management and direction of a protected area organisation.</li> <li>• Making appropriate use of a range of tools and aids to support good communication.</li> <li>• Establishing a 'culture' within the organisation to promote good communication, transparency and responsiveness.</li> <li>• Recognising the diversity of individuals and needs in the organisation and adapting communication approaches accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of communication techniques and their application in management and smooth running of the organisation.</li> <li>• Uses of a range of tools and aids to support good communication.</li> </ul>
CAC 3.2	Maintain effective communication and good working relations with stakeholders and partners.	<ul style="list-style-type: none"> <li>• Ensuring regular communication and maintenance of positive working relations between a protected area organisation and stakeholders, partners, donors, authorities, etc.</li> <li>• Recognising the diversity of individuals and groups among stakeholders and adapting communication approaches accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wide range of communication techniques to ensure maintenance of good relations.</li> <li>• Importance and benefits of maintaining regular two-way communication.</li> <li>• Range of stakeholders and partners and their different communication styles and needs.</li> </ul>
CAC 3.3	Negotiate agreements and resolve disputes and conflicts.	<ul style="list-style-type: none"> <li>• Using a range of techniques for enabling equitable agreements and for resolving major conflicts with/between stakeholders and partners or within the organisation.</li> <li>• Ensuring documentation and formalisation of agreements and resolutions.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of negotiation approaches (e.g. accommodating, avoiding, collaborating, competing, compromising).</li> <li>• A wide range of conflict resolution approaches such as negotiation, mediation, arbitration and adjudication.</li> </ul>

### CAC LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 2	COMMUNICATION AND COLLABORATION. LEVEL 2	Use formal and informal means for communicating with others using appropriate techniques and media.	<ul style="list-style-type: none"> <li>• Basic communication theory.</li> <li>• Benefits/risks associated with good/bad communication.</li> </ul>

A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
CAC 2.1	<b>Demonstrate effective interpersonal communication.</b>	<ul style="list-style-type: none"> <li>• Demonstrating a range of essential skills for effective formal and informal communication with colleagues, subordinates, stakeholders and partners.</li> <li>• Using a range of methods (e.g. face to face, listening, questioning, instructing, providing feedback).</li> <li>• Using and understanding non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of communication techniques and their uses.</li> <li>• Awareness of different communication approaches required with different groups and individuals.</li> </ul>
CAC 2.2	<b>Make effective verbal presentations</b>	<ul style="list-style-type: none"> <li>• Preparing and delivering effective verbal presentations in formal and informal settings.</li> <li>• Adapting content, materials and presentation styles to different audiences.</li> <li>• Keeping to time limits.</li> <li>• Making effective use of presentation and visual aids (e.g. PowerPoint).</li> </ul>	<ul style="list-style-type: none"> <li>• A range of verbal communication techniques and their uses.</li> <li>• Use of visual aids to support presentations.</li> <li>• Communication approaches required with different groups.</li> </ul>
CAC 2.3	<b>Communicate effectively in writing.</b>	<ul style="list-style-type: none"> <li>• Demonstrating a range of skills for effective written communication for various audiences and purposes, using appropriate language and styles for formal reporting, scientific writing, letters and emails.</li> <li>• Writing for non-expert audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of communication techniques and their uses.</li> <li>• Awareness of different communication approaches required with different groups and individuals.</li> </ul>
CAC 2.4	<b>Demonstrate effective collaboration and teamwork in the workplace.</b>	<ul style="list-style-type: none"> <li>• Promoting inclusive, team-based approaches to work.</li> <li>• Encouraging and enabling colleagues and subordinates to contribute to planning and decision making.</li> <li>• Delegating tasks and responsibilities.</li> <li>• Encouraging and enabling sharing of skills, knowledge and experience.</li> <li>• Providing support and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of effective teamwork and collaboration.</li> </ul>
CAC 2.5	<b>Provide mentoring and guidance for colleagues and supervised staff.</b>	<ul style="list-style-type: none"> <li>• Providing professional and personal advice and guidance to colleagues and subordinates.</li> <li>• Supporting colleagues and subordinates to learn and practice skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills.</li> <li>• Mentoring and coaching skills and techniques.</li> <li>• Relevant technical expertise.</li> </ul>
CAC 2.6	<b>Identify and address interpersonal conflicts.</b>	<ul style="list-style-type: none"> <li>• Identifying current and potential conflicts and disputes within a protected area organisation, with or between stakeholders.</li> <li>• Using a range of approaches and methods to prevent/reduce/avoid conflict and identify solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of conflict resolution approaches and practical techniques, such as negotiation, mitigation, seeking compromise and win-win solutions, etc.</li> </ul>
CAC 2.7	<b>Deliver training and learning programmes.</b>	<ul style="list-style-type: none"> <li>• Planning and delivering training sessions and courses covering knowledge, understanding and practical skills.</li> <li>• Making use of a range of delivery and learning techniques.</li> <li>• Assessing performance of trainees and providing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, instructional and practical training skills and techniques.</li> <li>• Good knowledge of the training topic.</li> </ul>

### CAC LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 1	COMMUNICATION AND COLLABORATION. LEVEL 1	Communicate effectively with co-workers, stakeholders and visitors.	<ul style="list-style-type: none"> <li>• Benefits of good communication.</li> <li>• Literacy (speaking, reading and writing).</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 1.1	Communicate effectively with others in the workplace.	<ul style="list-style-type: none"> <li>• Maintaining effective two-way communication with co-workers and supervisors.</li> <li>• Providing clear information, instruction, explanations verbally and in writing.</li> <li>• Listening, understanding and assimilating information.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic communication techniques and their uses, advantages and disadvantages.</li> </ul>
CAC 1.2	Provide on-the-job instruction for practical tasks.	<ul style="list-style-type: none"> <li>• Instructing and training co-workers how to do required tasks.</li> <li>• Providing feedback and support to help colleagues learn and improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic instructional techniques.</li> <li>• Technical tasks to be completed.</li> </ul>
CAC 1.3	Use effective communication techniques to avoid and prevent interpersonal conflict.	<ul style="list-style-type: none"> <li>• Using a range of basic techniques to maintain good relations, avoid conflict, reduce tension, resolve arguments and prevent escalation of disputes.</li> <li>• Adapting approaches used to different contexts and actors.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of simple techniques for de-escalating arguments and verbal conflicts and for presenting and defending unpopular positions and arguments.</li> <li>• Suitability of techniques to different situations and actors.</li> </ul>

### GROUP B

#### APPLIED PROTECTED AREA AND BIODIVERSITY MANAGEMENT

Applying specialist technical skills to protected area management.

### CATEGORY

#### BIO. BIODIVERSITY CONSERVATION

Ensuring the maintenance of the ecological values of protected areas through management and monitoring of species, their habitats, ecosystems and natural resource use.

### BIO LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
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<b>BIO 3</b>	<b>BIODIVERSITY CONSERVATION. LEVEL 3</b>	<b>Direct the development and implementation of programmes that identify and address conservation targets and priorities.</b>	<ul style="list-style-type: none"> <li>• Legal and organisational requirements for biodiversity conservation.</li> <li>• Principles of ecology and conservation biology.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>BIO 3.1</b>	<b>Direct biodiversity survey, research and monitoring programmes.</b>	<ul style="list-style-type: none"> <li>• Leading the development and implementation of programme of management-oriented survey, research and monitoring for a PA. The programme should: <ul style="list-style-type: none"> <li>- Focus on prioritised biodiversity assets.</li> <li>- Be management-oriented.</li> <li>- Make use of accepted best practice and appropriate techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the biodiversity of the area, its conservation status and legal protection.</li> <li>• Principles and practices of biodiversity research and monitoring.</li> <li>• Details of the PA management plan.</li> <li>• Sources of expert assistance.</li> </ul>
<b>BIO 3.2</b>	<b>Direct measures for protection/recovery of fauna species of conservation importance.</b>	<ul style="list-style-type: none"> <li>• Identifying species of conservation importance in a protected area.</li> <li>• Leading the development and implementation of appropriate and justified measures for <i>in situ</i> conservation of species of conservation importance.</li> <li>• Monitoring and reporting on the results of management measures and status of focal species.</li> <li>• Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology and conservation requirements of key species.</li> <li>• Range of options and best practices for conservation measures (e.g. physical protection, population management, habitat enhancement, removal of threats, etc.).</li> <li>• Details of national or international species action plans.</li> </ul>
<b>BIO 3.3</b>	<b>Direct measures for conservation of habitats and ecosystems of conservation importance.</b>	<ul style="list-style-type: none"> <li>• Identifying ecosystems, habitats and landscapes of conservation importance in a protected area.</li> <li>• Leading the development and implementation of justified measures for conservation of important habitats and ecosystems.</li> <li>• Monitoring and reporting on the results of management measures and status of focal habitats and ecosystems.</li> <li>• Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed knowledge of the ecology and conservation requirements of key ecosystems.</li> <li>• Range of options and best practices for conservation measures (e.g. physical protection, recovery and rehabilitation, restoration, creation, removal of threats).</li> <li>• Details of national or international ecosystem conservation action plans.</li> </ul>
<b>BIO 3.4</b>	<b>Direct measures for addressing threats from alien invasive species.</b>	<ul style="list-style-type: none"> <li>• Identifying the threats (current and potential) posed by alien invasive species (AIS) to a protected area.</li> <li>• Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species to a protected area.</li> <li>• Identifying the main measures required to prevent/reduce impact.</li> <li>• Monitoring and reporting on the results of management measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Main threats (actual and potential) posed by AIS.</li> <li>• Range of options and best practices for addressing threats from AIS.</li> <li>• Details of national or international species action plans.</li> </ul>

		<ul style="list-style-type: none"> <li>Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>	
<b>BIO 3.5</b>	<b>Direct programmes for sustainable harvesting of natural resources (in collaboration with user groups).</b>	<ul style="list-style-type: none"> <li>Identifying resources suitable for sustainable use.</li> <li>Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users.</li> <li>Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact).</li> <li>Specifying different approaches for subsistence, local and commercial harvesting.</li> <li>Monitoring and reporting on the results and impacts of harvesting.</li> <li>Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>Range of products, uses and harvesting techniques (e.g. timber, fuel wood, non-timber products, fish, game, etc.).</li> <li>Details of groups involved in harvesting.</li> <li>Principles of sustainable harvesting and assessment of sustainable yields.</li> <li>Laws and regulations affecting resource harvesting.</li> </ul>
<b>BIO 3.6</b>	<b>Direct programmes for resolving human-wildlife conflict.</b>	<ul style="list-style-type: none"> <li>Working with those affected to develop practical and sustainable solutions to problems such as crop raiding, livestock predation, animal pests, dangerous animals.</li> <li>Monitoring and reporting on the results and impacts of management measures.</li> <li>Incorporating the measures into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant legislation.</li> <li>Main wildlife conflicts and issues affecting PAs.</li> <li>Ecology of problem species.</li> <li>Range of solutions to conflicts and their applicability (e.g. culling, trapping, physical barriers, deterrence measures, changes in land use practice and human behaviour, compensation schemes).</li> <li>Wildlife monitoring techniques.</li> </ul>
<b>BIO 3.7</b>	<b>Contribute to national conservation status evaluations.</b>	<ul style="list-style-type: none"> <li>Taking a significant and active role in the development and updating of national, regional or global red lists, species status assessments, ecosystem assessments (or equivalent).</li> </ul>	<ul style="list-style-type: none"> <li>Relevant specialist knowledge of species/ taxonomic group(s)/ecosystems.</li> <li>National and international criteria for red listing (according to the IUCN Species Survival Commission).</li> </ul>
<b>BIO 3.8</b>	<b>Direct the curation and management of specimens and collections.</b>	<ul style="list-style-type: none"> <li>Developing/applying procedures and protocols to ensure that collection of biological material is conducted legally and ethically and respects the rights of legal and traditional custodians.</li> <li>Ensuring that specimens and collections are correctly curated.</li> <li>Ensuring that collection, storage and movement of specimens complies with national law and international agreements.</li> </ul>	<ul style="list-style-type: none"> <li>International regulations regarding endangered species (e.g. CITES).</li> <li>National protection status of species.</li> <li>Principles of ethical and responsible research and specimen collection.</li> <li>Issues and legislation related to biopiracy, access and benefit sharing.</li> </ul>
<b>BIO 3.9</b>	<b>Direct <i>ex-situ</i> animal conservation programmes.</b>	<ul style="list-style-type: none"> <li>Leading the development and implementation of programmes for ex situ conservation of species, making use of recognised best practice and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Principles, practices and legal and ethical requirements for animal control, capture and husbandry in captivity.</li> </ul>

		<ul style="list-style-type: none"> <li>• Including capture, transportation, welfare, husbandry, planned breeding programmes and veterinary care.</li> <li>• Facilities may include rescue centres, breeding centres, conservation zoos associated with PAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of conservation breeding.</li> </ul>
<b>BIO 3.10</b>	<b>Direct animal reintroduction projects.</b>	<ul style="list-style-type: none"> <li>• Leading the planning and implementation of projects for animal reintroduction and/or population reinforcement.</li> <li>• Ensuring that projects conform to international best practice guidance from the IUCN Reintroduction Specialist Group.</li> <li>• Monitoring the success and effects of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of species reintroductions (based on recommendations of the IUCN Reintroduction Specialist Group).</li> <li>• Ecology of the focal species.</li> </ul>
<b>BIO 3.11</b>	<b>Direct <i>ex-situ</i> plant conservation projects.</b>	<ul style="list-style-type: none"> <li>• Leading the development and implementation of programmes for <i>ex situ</i> plant conservation, making use of recognised best practice and guidance.</li> <li>• Including collection and storage of plant materials, cultivation and propagation.</li> <li>• Facilities may include gene banks, collections, arboretums, cultivation and breeding plots.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of horticulture and plant care.</li> </ul>
<b>BIO 3.12</b>	<b>Direct ecosystem and habitat restoration projects</b>	<ul style="list-style-type: none"> <li>• Leading the development and implementation of programmes for major habitat and ecosystem restoration, rehabilitation or creation.</li> <li>• Including (as required) physical landscaping, soil stabilisation, establishment and care of vegetation, reintroduction of plant species, hydrological engineering, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of landscape engineering.</li> <li>• Principles and practice of horticulture, plant establishment and care.</li> <li>• Principles and practice of hydrological engineering.</li> </ul>

**BIO LEVEL 2**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 2	BIODIVERSITY CONSERVATION. LEVEL 2	Plan, manage and monitor measures for managing and monitoring biodiversity and for achieving conservation targets.	<ul style="list-style-type: none"> <li>Organisational policies and procedures for conservation management.</li> <li>Principles of ecology and conservation biology.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
BIO 2.1	Demonstrate a detailed knowledge and understanding of species, habitats and ecosystems of a protected area.	<ul style="list-style-type: none"> <li>Recognising and describing the main ecosystems of a protected area.</li> <li>Knowing and identifying the main species of conservation importance of a protected area; knowing their status, their habitat requirements and the conditions they require for survival.</li> <li>Knowing the threats faced by species of conservation importance and the impacts of those threats.</li> </ul>	<ul style="list-style-type: none"> <li>Significant species and ecosystems of the PA.</li> <li>Available identification aids and sources of information and knowledge.</li> <li>Use of field guides, keys or specimens to identify species.</li> <li>Fieldwork skills (see FLD).</li> </ul>
BIO 2.2	Plan, lead and report on biodiversity research, survey and monitoring activities.	<ul style="list-style-type: none"> <li>Organising and conducting field surveys and monitoring assessments of species, habitats, and ecosystems.</li> <li>Identifying survey/monitoring purpose, targets and methods.</li> <li>Identifying and mobilising personnel, equipment, and logistics.</li> <li>Conducting survey/monitoring activities using suitable methods.</li> <li>Collection of specimens in line with laws and best practice guidance.</li> <li>Collating, analysing and presenting results.</li> <li>Making practical recommendations for improving management practice.</li> </ul>	<ul style="list-style-type: none"> <li>Principles and theory of surveying.</li> <li>A wide range of relevant survey techniques and their uses.</li> <li>Identification of monitoring indicators.</li> <li>Analytical and statistical techniques.</li> <li>Research, analysis and reporting skills (see ADR and CAC).</li> <li>Fieldwork skills (see FLD).</li> </ul>
BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	<ul style="list-style-type: none"> <li>Conducting assessments of the use of natural resources in a PA.</li> <li>Identifying survey/monitoring purpose, targets and methods.</li> <li>Identifying and mobilising personnel, equipment, and logistics.</li> <li>Collaborating with resource users to gather information.</li> <li>Collating, analysing and presenting results.</li> <li>Making practical recommendations for improving management practice.</li> </ul>	<ul style="list-style-type: none"> <li>Principles and theory of surveying.</li> <li>A wide range of relevant survey techniques and their uses.</li> <li>Working with local communities (see COM).</li> <li>Analytical and statistical techniques.</li> <li>Research, analysis and reporting skills (see ADR and CAC).</li> <li>Fieldwork skills (see FLD).</li> </ul>
BIO 2.4	Propose justified measures for conservation of species.	<ul style="list-style-type: none"> <li>Using survey, monitoring and research results to prepare informed, evidence-based recommendations for conservation of important species.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed knowledge of target species.</li> <li>Management options relevant to the conservation of the focal species.</li> <li>Sources of expert advice.</li> </ul>

		<ul style="list-style-type: none"> <li>• Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc.</li> <li>• Ensuring that recommendations are science- and evidence-based and/or based on established traditional knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of scientific and evidence-based assessment and decision making.</li> <li>• Local and traditional knowledge and management practices.</li> </ul>
<b>BIO 2.5</b>	<b>Propose justified measures for conservation of habitats and ecosystems.</b>	<ul style="list-style-type: none"> <li>• Using survey, monitoring and research results to prepare informed and rational recommendations for conservation, restoration, management and threat reduction of important ecosystems and habitats.</li> <li>• Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc.</li> <li>• Ensuring that recommendations are scientific- and evidence-based and/or based on established traditional knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed understanding of the target habitats and ecosystems.</li> <li>• Management options relevant to the conservation of the focal habitat/ecosystem.</li> <li>• Principles of scientific and evidence-based assessment and decision making.</li> <li>• Local and traditional knowledge and management practices.</li> </ul>
<b>BIO 2.6</b>	<b>Propose justified measures for sustainable use of natural resources.</b>	<ul style="list-style-type: none"> <li>• Using survey, monitoring and research results, and working with user groups to propose informed and rational recommendations for sustainable use.</li> <li>• Recommended uses may vary greatly according to local conditions and need, but should be clearly justified and make use of accepted best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific principles and practical aspects of sustainable use.</li> <li>• Ecology of focal species.</li> <li>• Local needs and practices for resource use.</li> </ul>
<b>BIO 2.7</b>	<b>Plan, lead and report on implementation of biodiversity conservation measures.</b>	<ul style="list-style-type: none"> <li>• Conservation measures include any justified measures identified through a PA management plan, species action plans or other planning process to conserve and manage biodiversity assets.</li> <li>• Identifying and mobilising personnel, equipment, and logistics.</li> <li>• Ensuring that the plan is followed in the field and that conservation measures are correctly implemented.</li> <li>• Monitoring and reporting on the implementation and effectiveness of measures.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose, theory and practice of the measures to be implemented.</li> <li>• Required equipment and logistics.</li> <li>• Training, leadership and instructional techniques (see HRM).</li> <li>• Fieldwork skills (see FLD).</li> <li>• Analysis and reporting skills (see ADR and CAC).</li> </ul>
<b>BIO 2.8</b>	<b>Plan, lead and report on animal capture, transport, care and management.</b>	<ul style="list-style-type: none"> <li>• Organising and leading safe and humane capture of animals using appropriate techniques (e.g. darting, trapping, hand collecting, netting, etc.).</li> <li>• Reasons for animal capture include research, translocation and rescue.</li> <li>• Providing and monitoring of adequate conditions of safety and welfare for holding and transportation of captive animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical techniques for animal capture.</li> <li>• Possession of required qualifications, licences, etc. (e.g. use of firearms, use of tranquillizers, animal handling, etc.).</li> <li>• Legal, ethical and security aspects of animal capture.</li> </ul>
<b>BIO 2.9</b>	<b>Plan, lead and report on animal control measures.</b>	<ul style="list-style-type: none"> <li>• Culling or controlling pest species, invasive species, harvested species, problem animals, species requiring population management, in line with an approved plan and in a safe, legal and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical techniques for animal control.</li> <li>• Possession of required qualifications, licences, etc. (e.g. for firearms, tranquillizers, poisons, animal handling, etc.).</li> </ul>

		<ul style="list-style-type: none"> <li>• Methods may include permitted forms of trapping, euthanasia, shooting, poisoning (e.g. of invasive rodents), etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal, ethical and security aspects of control measures.</li> </ul>
<b>BIO 2.10</b>	<b>Plan, lead and report on the care and use of cultivated plants.</b>	<ul style="list-style-type: none"> <li>• Supervision and care of plantations, living botanical collections, tree nurseries, etc.</li> <li>• Plant establishment, care, watering, pest and weed control, protection, etc.</li> <li>• Using cultivated plants for restoration, rehabilitation and creation of habitats and ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of horticulture/ arboriculture.</li> <li>• Care of living plants.</li> <li>• Habitat restoration techniques using plants.</li> </ul>

#### BIO LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>BIO 1</b>	<b>BIODIVERSITY CONSERVATION. LEVEL 1</b>	<b>Conduct supervised field activities to implement biodiversity monitoring and conservation programmes.</b>	<ul style="list-style-type: none"> <li>• Basic classification of animals and plants.</li> <li>• Use of identification guides.</li> <li>• Relevant policies and operating procedures.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>BIO 1.1</b>	<b>Recognise and identify typical ecosystems, habitats, plant and animal species and their signs.</b>	<ul style="list-style-type: none"> <li>• Recognising main ecosystems and habitats of a protected area.</li> <li>• Recognising common, typical and important species of flora.</li> <li>• Recognising common, typical and important species of fauna and their signs in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Common, typical and important species of the PA.</li> <li>• Basic plant and animal taxonomy.</li> </ul>
<b>BIO 1.2</b>	<b>Recognise threats and problems affecting biodiversity in the field (species, habitats and ecosystems).</b>	<ul style="list-style-type: none"> <li>• Identifying the presence and signs of threats (e.g. invasive species, snares, animal remains, burned areas, etc.).</li> <li>• Identifying changes or unusual factors that may indicate threats or problems (e.g. sick animals, dying vegetation).</li> <li>• Noting when significant change is taking place.</li> </ul>	<ul style="list-style-type: none"> <li>• Main threats to the biodiversity of the PA, their signs and impacts.</li> </ul>
<b>BIO 1.3</b>	<b>Accurately record and report observations of wildlife, habitats and ecosystems.</b>	<ul style="list-style-type: none"> <li>• Making verbal reports, taking field notes, using provided recording forms.</li> <li>• Recording locations, dates, field conditions, observations and details.</li> <li>• Using digital field recording systems (e.g. SMART) if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for collecting and recording information in the field.</li> <li>• Use of standard forms and recording systems and devices.</li> <li>• Use of maps and GIS (see FLD).</li> </ul>

**CATEGORY**  
**LAR. UPHOLDING LAWS AND REGULATIONS**

**Ensuring that laws, regulations, and rights affecting protected areas and biodiversity are upheld.**

**LAR LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 3	UPHOLDING LAWS AND REGULATIONS. LEVEL 3	Direct the development and implementation of programmes for crime prevention, law enforcement and compliance.	<ul style="list-style-type: none"> <li>• Legislation, organisational policy and procedures for law enforcement and environmental crime.</li> <li>• Laws and rights affecting the PA, natural resources, users and stakeholders and personnel.</li> <li>• National and local trends in wildlife and protected area related crime.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 3.1	Direct the development and implementation of a strategy, plan and operating procedures for protected area law enforcement.	<ul style="list-style-type: none"> <li>• Developing a comprehensive strategy for upholding laws and regulations in a protected area.</li> <li>• Identifying the main threats and issues affecting a protected area that require law enforcement/crime prevention activity.</li> <li>• Identifying the perpetrators and beneficiaries of crime, and the main victims.</li> <li>• Consulting over options for dealing with violations with other agencies, and local communities.</li> <li>• Identifying the approaches and methods to be used for law enforcement/crime prevention/encouraging compliance.</li> <li>• Identifying requirements for improved legal regulations.</li> <li>• Identifying opportunities to engage local communities to support crime prevention and law enforcement.</li> <li>• Developing standard operating procedures (or adapting national procedures) for law enforcement activities.</li> <li>• Incorporating the results of the planning process into the overall management strategy/plan for a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>• National policy and legislation affecting PAs and resource use.</li> <li>• Main threats to the protected area and its values.</li> <li>• Options for addressing illegal activity (including 'hard' and 'soft' approaches).</li> <li>• Police/military operating procedures for law enforcement and security activities.</li> <li>• Including both enforcement and encouraging/supporting compliance and cooperation.</li> <li>• Relevant national norms, standards and operating procedures.</li> </ul>
LAR 3.2	Direct preparation and implementation of security assessments and strategies.	<ul style="list-style-type: none"> <li>• Identifying the main security threats to PA personnel, stakeholders and visitors (e.g. violence, intimidation, coercion, unexploded ordnance, presence of violent groups and individuals).</li> <li>• Developing responses to the threats and plans and procedures for dealing with major security emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles, responsibilities and rights of the various law enforcement agencies and the judiciary.</li> <li>• Formal security and risk assessment techniques.</li> </ul>

		<ul style="list-style-type: none"> <li>Implementing special measures to ensure the safety and security of vulnerable personnel (rangers and other staff, local communities, informants, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Major threats to the site and to personnel and options for threat reduction and response.</li> </ul>
<b>LAR 3.3</b>	<b>Direct law enforcement and crime prevention operations.</b>	<ul style="list-style-type: none"> <li>Developing detailed operational plans for effective law enforcement/crime prevention in line with an overall strategy and based on intelligence and analysis of previous activities.</li> <li>Ensuring that operations are professionally and responsibly led, conducted and documented.</li> <li>Directing the legal follow-up to law enforcement activities to ensure that all correct procedures are followed.</li> <li>Coordinating with local communities to ensure that they are involved and informed and that issues that concern them are being addressed.</li> <li>Collecting and collating reports and statistics and reporting on overall implementation of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant laws and regulations.</li> <li>Details of the PA law enforcement/compliance strategy.</li> <li>Options for addressing illegal activity.</li> <li>Full familiarity with all specific measures and activities required for law enforcement and compliance (as set out in LAR Level 2).</li> </ul>
<b>LAR 3.4</b>	<b>Coordinate law enforcement and security activities with other responsible agencies and with the judiciary.</b>	<ul style="list-style-type: none"> <li>Ensuring coordination of law enforcement related activities with police, military, forest guards, border guards, etc.</li> <li>Enabling active collaboration (e.g. through information sharing, joint patrols, joint investigations, etc.).</li> <li>Ensuring that judiciary are informed about the crime issues related to a protected area and their impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Roles, responsibilities and rights of the various law enforcement agencies and the judiciary.</li> </ul>
<b>LAR 3.5</b>	<b>Direct the development of local regulations and by-laws for activities in a protected area.</b>	<ul style="list-style-type: none"> <li>Consulting over the need for local rules and regulations.</li> <li>Drafting and obtaining approval for local rules and regulations (where possible) with appropriate authorities.</li> </ul>	<ul style="list-style-type: none"> <li>Rights of the PA authority/owner and of other agencies and authorities to pass and impose local regulations, bylaws, etc.</li> </ul>

## LAR LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 2	UPHOLDING LAWS AND REGULATIONS. LEVEL 2	Plan, manage and monitor activities for protected area crime prevention, law enforcement and compliance.	<ul style="list-style-type: none"> <li>Organisational policies and procedures for law enforcement and crime prevention.</li> <li>Laws and rights affecting the PA, users and stakeholders and personnel.</li> <li>Main threats to the PA.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 2.1	Gather information to support law enforcement and security operations.	<ul style="list-style-type: none"> <li>Gathering information from a range of sources: evidence collected from the field; analysis of patrol and law enforcement data (using tools such as GIS, SMART, etc.); collaboration with other law enforcement agencies, the public and stakeholders; informants.</li> <li>Collating and reporting on information and evidence collected.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant standard operating procedures.</li> <li>Procedures for recruiting, managing and protecting informants.</li> <li>A range of methods for gathering intelligence and information.</li> </ul>
LAR 2.3	Work with local communities to resist and prevent illegal activities.	<ul style="list-style-type: none"> <li>Providing information and guidance to stakeholders concerning laws and regulations.</li> <li>Working with stakeholders to identify their concerns regarding threats, security and other issues.</li> <li>Developing contacts and relations with local communities to cooperate in law enforcement.</li> <li>Using a range of 'soft' techniques to encourage and enable behaviour change and cooperation.</li> <li>Responding to requests for law enforcement and security support from local stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Local communities in and around the PA (see COM).</li> <li>Threats and issues affecting local communities.</li> <li>Communication skills.</li> </ul>
LAR 2.9	Address major security threats in the field.	<ul style="list-style-type: none"> <li>Ensuring the security of staff, local stakeholders and visitors against physical threats.</li> <li>Identifying security threats, developing threat reduction/response procedures for personnel, staff and stakeholders.</li> <li>Providing instruction and guidance and ensuring procedures are followed.</li> </ul>	<ul style="list-style-type: none"> <li>Major likely threats and suitable responses.</li> <li>Relevant standard operating procedures.</li> </ul>
LAR 2.10	Ensure that correct procedures are followed for use of firearms.	<ul style="list-style-type: none"> <li>Ensuring that correct and legally required procedures are complied with for all aspects of firearms use (e.g. registration of firearms, storage of arms and ammunition, maintenance and checking, training and certification of authorised users, issuing of firearms and ammunition, correct use, observance of standard operating</li> </ul>	<ul style="list-style-type: none"> <li>Laws and regulations related to possession and use of firearms and ammunition.</li> <li>Relevant standard operating procedures and rules of engagement.</li> </ul>

		<p>procedures and rules of engagement, reporting and documentation of incidents).</p> <ul style="list-style-type: none"> <li>• Providing a high level of training and supervision.</li> </ul>	
<b>LAR 2.11</b>	<b>Deploy and use remote surveillance equipment.</b>	<ul style="list-style-type: none"> <li>• Effectively deploying and gathering information using equipment such as unmanned aerial vehicles, automatic cameras, radar, balloons, shot detectors, metal detectors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and limitations of available equipment.</li> <li>• Safe, use, legal use and maintenance of equipment.</li> </ul>

#### LAR LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>LAR 1</b>	<b>UPHOLDING LAWS AND REGULATIONS. LEVEL 1</b>	<b>Conduct supervised prevention, enforcement and compliance activities.</b>	<ul style="list-style-type: none"> <li>• Main threats to the PA.</li> <li>• Relevant elements of the law.</li> <li>• Legal rights and obligations of individuals and of law enforcement officers.</li> <li>• Relevant policies and operating procedures.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>LAR 1.1</b>	<b>Identify signs and evidence of unauthorised activities and security threats in the field.</b>	<ul style="list-style-type: none"> <li>• Recognising and identifying signs and evidence relevant to the threats and legal issues faced by a protected area.</li> <li>• For example: signs of illegal logging (cut stumps, sawmill sites, extraction routes, chainsaw noise); poaching (different types of snare and trap, gunshots, remains of poached animals); use of poisons; unauthorised access, unauthorised resource use; unexploded ordnance; security threats (incursions, traps, potential confrontations).</li> </ul>	<ul style="list-style-type: none"> <li>• The main threats faced by the PA.</li> <li>• Signs of illegal activity.</li> <li>• Species targeted by poachers.</li> </ul>
<b>LAR 1.2</b>	<b>Provide information to protected area users about laws, rights and regulations affecting a protected area.</b>	<ul style="list-style-type: none"> <li>• Providing verbal information and guidance about laws and regulations to stakeholders (local residents, visitors, tourists, authorised users, violators).</li> <li>• Explaining and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> <li>• Basic techniques for verbal communication.</li> <li>• See also CAC 1.</li> </ul>
<b>LAR 1.3</b>	<b>Participate in supervised law enforcement operations in</b>	<ul style="list-style-type: none"> <li>• Following correct procedures for typical law enforcement operations: (information gathering, inspections, patrols, searches,</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> </ul>

	<b>compliance with standard operating procedures.</b>	checkpoints, raids) legally and in accordance with instructions and SOPs.	<ul style="list-style-type: none"> <li>• Relevant standard operating procedures.</li> </ul>
<b>LAR 1.4</b>	<b>Follow legal, ethical and safe procedures for apprehending suspects, violators and detainees.</b>	<ul style="list-style-type: none"> <li>• Apprehending, detaining or arresting suspects (if permitted) legally, ethically and in accordance with instructions and established procedures.</li> <li>• Taking steps to ensure apprehension by law enforcement personnel (e.g. police) if required.</li> <li>• Respecting the rights of suspects and the general public.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> <li>• Relevant standard operating procedures.</li> <li>• Procedures for contacting law enforcement agencies if required.</li> </ul>
<b>LAR 1.5</b>	<b>Follow correct procedures for protecting crime scenes and for seizing, securing and documenting evidence.</b>	<ul style="list-style-type: none"> <li>• Securing crime scenes in order to enable detailed documentation and investigations.</li> <li>• Preserving, collecting and documenting evidence related to violations, legally and in accordance with instructions and established procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and procedures related to evidence and crime scenes.</li> <li>• Relevant standard operating procedures.</li> </ul>
<b>LAR 1.6</b>	<b>Treat suspects and members of the public correctly and legally during law enforcement activities.</b>	<ul style="list-style-type: none"> <li>• Ensuring that all contacts with suspects, local people and the general public are conducted legally, professionally and respectfully.</li> <li>• Refraining from and preventing mistreatment of the public and of suspects.</li> <li>• Refraining from and preventing corrupt behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> <li>• Relevant standard operating procedures.</li> </ul>
<b>LAR 1.7</b>	<b>Follow correct procedures for basic documenting and reporting on law enforcement activities.</b>	<ul style="list-style-type: none"> <li>• Providing accurate verbal and written reports according to the law and to prescribed procedures.</li> <li>• Using digital aids for recording information in the field if required (e.g. handheld computers, smart phones, applications such as SMART and FIST).</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures and formats for reporting.</li> <li>• Use of electronic data collection devices.</li> <li>• Relevant standard operating procedures.</li> </ul>
<b>LAR 1.8</b>	<b>Provide formal evidence (written and verbal).</b>	<ul style="list-style-type: none"> <li>• Providing accurate written statements and accounts.</li> <li>• Providing accurate, reliable verbal evidence in official investigations and court procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for formal written statements.</li> <li>• Court procedures and rules for providing evidence.</li> <li>• Techniques for verbal communication and responding to questions (see CAC).</li> </ul>
<b>LAR 1.9</b>	<b>Respond correctly to non-violent disputes and confrontations.</b>	<ul style="list-style-type: none"> <li>• Using 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>• Techniques may include: using correct language, using and reading body language, showing good listening skills, providing clear and consistent responses, staying calm under provocation, and knowing when to withdraw and when to summon assistance.</li> <li>• Following instructions and standard operating procedures in threatening situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> <li>• Conflict avoidance and reduction techniques.</li> <li>• Relevant standard operating procedures.</li> </ul>

<b>LAR 1.10</b>	<b>Respond correctly and appropriately to physical threats and attacks.</b>	<ul style="list-style-type: none"> <li>• Use of self-defence techniques, equipment and appropriate force in response to physical attacks.</li> <li>• Following instructions and use of standard operating procedures in threatening situations and physical confrontations.</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and rights affecting the PA, resources, users and stakeholders and PA personnel.</li> <li>• Concept of appropriate response and force.</li> <li>• Standard operating procedures for dealing with violent confrontations.</li> </ul>
<b>LAR 1.11</b>	<b>Care for and use firearms legally, correctly and safely.</b>	<ul style="list-style-type: none"> <li>• Check, maintain, safely handle and store firearms and ammunition according to established rules and procedures.</li> <li>• Using firearms to prevent or respond to life threatening attacks by wildlife and/or people according to the law and standard procedures.</li> <li>• Cooperating in investigations and reporting following use of firearms.</li> </ul>	<ul style="list-style-type: none"> <li>• Law regarding handling and use of firearms.</li> <li>• Specific use of the firearms issued.</li> <li>• Standard procedures for dealing with violent confrontations.</li> <li>• Rules of engagement determining the use of firearms.</li> </ul>

**CATEGORY**  
**COM. LOCAL COMMUNITIES AND CULTURES**

Establishing systems of protected area governance and management that address the needs and rights of local communities.

**COM LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 3	LOCAL COMMUNITIES AND CULTURES. LEVEL 3	Direct the development and implementation of programmes that integrate protected area management objectives with the rights and needs of local communities.	<ul style="list-style-type: none"> <li>• Diversity of local stakeholders, communities and cultures.</li> <li>• Legal and organisational requirements for community development, human rights, access and benefit sharing.</li> <li>• Principles and practice of community and local sustainable development.</li> <li>• Principles and practice of good governance.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
COM 3.1	Direct the participatory collection and assessment of socio-economic and cultural information.	<ul style="list-style-type: none"> <li>• Ensuring that a protected area administration has current and adequate knowledge and understanding of PA communities and that all PA personnel are adequately informed.</li> <li>• Working with specialists in community-based research and assessment.</li> <li>• Ensuring that information gathering is participatory and respectful of the beliefs and traditions of local and indigenous peoples.</li> <li>• Working with local communities to identify and where possible quantify: <ul style="list-style-type: none"> <li>- Impacts (positive and negative) of a protected area on local communities and of local communities on a protected area;</li> <li>- Costs incurred by local communities resulting from the existence of a protected area.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Main parameters and indicators used in community assessments (e.g. locations, populations, cultures, rights, livelihoods, welfare, living conditions, local traditions and cultural practices, indigenous knowledge, local forms of governance).</li> <li>• Participatory survey and assessment techniques.</li> <li>• Potential costs, benefits and impacts of survey techniques.</li> </ul>
COM 3.2	Direct development of a strategy and plan for engagement by a protected area with local communities.	<ul style="list-style-type: none"> <li>• Preparing a detailed strategy and plan for community engagement by a protected area, developed with full participation of local stakeholders.</li> <li>• Identifying appropriate mechanisms for local communities to participate in PA planning, management and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• National policy and legislation related to local communities, indigenous peoples and protected areas.</li> <li>• Details of local stakeholders, communities and indigenous peoples.</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying agreed forms of co management, devolved management, establishment of buffer zones, community-conserved zones, etc.</li> <li>Identifying joint plans, projects or proposals for activities that benefit PA communities and a protected area.</li> <li>Incorporating the plan into the overall management strategy/plan for a protected area.</li> <li>Communicating the strategy and plan to PA staff and local stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Rights, priorities and needs of PA communities and options for addressing them.</li> <li>Principles of good governance and co management.</li> <li>Principles of free prior informed consent.</li> <li>IUCN governance categories and guidance.</li> <li>Participatory planning and decision making techniques and their uses.</li> </ul>
<b>COM 3.3</b>	<b>Enable participation of communities in protected area governance and management.</b>	<ul style="list-style-type: none"> <li>Instituting mechanisms for regular communication and consultation with local communities.</li> <li>Ensuring formal representation of local communities in relevant meetings, workshops, planning and decision making bodies and processes.</li> <li>Ensuring inclusion of groups such as indigenous peoples, local minorities, young people, women, and those disadvantaged or underrepresented for various reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Details of main local stakeholders, communities and indigenous peoples associated with protected area.</li> <li>Principles and practices of participatory governance.</li> </ul>
<b>COM 3.4</b>	<b>Negotiate and maintain formal agreements with communities.</b>	<ul style="list-style-type: none"> <li>Participatory negotiation and implementation of formal agreements (e.g. permit and licensing schemes, management and resource use rights, limits and quotas, boundaries and use zones, buffer zones, revenue generation and benefit sharing schemes, etc.).</li> <li>Recognising traditional rights.</li> </ul>	<ul style="list-style-type: none"> <li>Principles and practices of negotiation and participatory decision making.</li> <li>Legal aspects of contracts and agreements.</li> <li>Customary decision making and agreement processes.</li> </ul>
<b>COM 3.5</b>	<b>Ensure that protected area management activities respect policies and agreements and the rights of communities.</b>	<ul style="list-style-type: none"> <li>Ensuring that PA policies and procedures take into consideration community rights, needs and agreements.</li> <li>Ensuring that PA staff are aware of and observe the rights of PA communities and relevant policies and agreements.</li> <li>Observing principles of free prior informed consent, in particular with respect to relocation and resettlement.</li> <li>Taking appropriate action to prevent and address problems and incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Law and regulations related to the rights of PA communities.</li> <li>Specific rights and agreements affecting local communities.</li> <li>Obligations of the PA with respect to local communities.</li> </ul>
<b>COM 3.6</b>	<b>Facilitate activities that support sustainable socio economic development of communities.</b>	<ul style="list-style-type: none"> <li>Promoting development activities for and by local communities that are compatible with the other objectives of a protected area.</li> <li>Enabling sharing of benefits derived from a protected area with local communities.</li> <li>Enabling access by PA communities to assistance, support and finance for development projects, enterprise development, sustainable use, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Options for self-development by PA communities.</li> <li>Sources of development assistance and support for communities.</li> </ul>

		<ul style="list-style-type: none"> <li>Promoting and enabling establishment of local networks and organisations.</li> </ul>	
COM 3.7	<b>Promote and support the cultural identity and traditional knowledge and practices of local communities.</b>	<ul style="list-style-type: none"> <li>Acknowledging and making use of traditional knowledge, experience, forms of management and decision making and other 'intangible heritage'.</li> <li>Proactively encouraging and supporting local traditional practices compatible with PA objectives (e.g. architectural styles, languages, handicrafts, land and resource management practices, cultural events).</li> </ul>	<ul style="list-style-type: none"> <li>Culture and cultural practices of local communities.</li> <li>Traditional beliefs and concepts of local communities.</li> <li>Sensitivities of local communities with respect to traditional knowledge.</li> </ul>
COM 3.8	<b>Ensure the protection of sites, features and objects of cultural importance.</b>	<ul style="list-style-type: none"> <li>Introducing specific programmes for the protection, preservation or restoration of important cultural sites and of 'immoveable' and 'moveable' heritage.</li> <li>Working with local communities in cultural site protection and management (e.g. for spiritual sites).</li> </ul>	<ul style="list-style-type: none"> <li>Specific techniques for management of cultural heritage sites and artefacts.</li> </ul>

#### COM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 2	<b>LOCAL COMMUNITIES AND CULTURES. LEVEL 2</b>	<b>Collaborate with local communities to implement activities that address the needs of people and the functions of a protected area.</b>	<ul style="list-style-type: none"> <li>Diversity of local stakeholders, communities and cultures (traditions, languages, practices, livelihoods, rights, obligations, needs and concerns).</li> <li>Principles and practices for working with local communities and indigenous peoples.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
COM 2.1	<b>Maintain productive and equitable working relationships with local communities and indigenous peoples.</b>	<ul style="list-style-type: none"> <li>Maintaining regular formal and informal contact with communities.</li> <li>Building and maintaining constructive working relationships with local leaders and influential people.</li> <li>Understanding and addressing differences of opinion and potential conflicts.</li> <li>Participating actively and constructively in meetings, workshops and community events.</li> <li>Coordinating and facilitating community engagement activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>Local communities and their cultures.</li> <li>Issues that may be sensitive or subject to differing opinions.</li> <li>Policies and regulations of the PA affecting local people.</li> <li>Techniques for constructive communication and conflict avoidance (see CAC).</li> </ul>
COM 2.2	<b>Plan, lead and report on cultural and socio economic surveys and assessments.</b>	<ul style="list-style-type: none"> <li>Identifying survey/monitoring purpose, targets and methods.</li> <li>Identifying and mobilising personnel, equipment, and logistics.</li> <li>Collecting information on communities, local forms of governance, social conditions, livelihoods, resource use, culture, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Principles and practice of field-based survey and participatory research work with local communities.</li> </ul>

		<ul style="list-style-type: none"> <li>• Collating, analysing and presenting results.</li> <li>• Making practical recommendations for improving management practice.</li> </ul>	<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> </ul>
<b>COM 2.3</b>	<b>Facilitate and support agreements for community-based sustainable use of natural resources.</b>	<ul style="list-style-type: none"> <li>• Working with communities, user groups and conservation specialists to negotiate agreements and regulations for sustainable resource use compatible with the conservation objectives of a protected area.</li> <li>• Monitoring and implementation of agreements and observance of regulations.</li> <li>• See also BIO 2.6.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practical aspects of sustainable use projects.</li> <li>• Local needs and demands for product from the PA.</li> <li>• Status and ecology of wild resources in the PA (see BIO 2).</li> <li>• Project development (see COM 2.4).</li> <li>• Enterprise development (see COM 2.5).</li> </ul>
<b>COM 2.4</b>	<b>Facilitate and support establishment of community development projects.</b>	<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> <li>• Supporting establishment of compatible development activities identified by/with local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Development needs and priorities of local communities.</li> <li>• Participatory planning and management techniques and processes.</li> <li>• Range of potential sources of development assistance, funding, microfinance, etc.</li> </ul>
<b>COM 2.5</b>	<b>Facilitate and support establishment of community-based economic enterprises.</b>	<ul style="list-style-type: none"> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• Laws and regulations related to small enterprise development.</li> <li>• Mechanisms for access to credit and financial services.</li> <li>• Small enterprise planning, development, marketing and management.</li> </ul>
<b>COM 2.6</b>	<b>Plan, lead and report on measures to safeguard historic sites, structures and artefacts.</b>	<ul style="list-style-type: none"> <li>• Conducting participatory surveys and assessments of 'immovable' heritage (archaeological and historic features and locations) within a protected area.</li> <li>• Working with local communities to propose measures for the management and protection of important elements of immovable and/or portable heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Archaeological and cultural landscape survey techniques.</li> <li>• Techniques for preservation/restoration of archaeological/ historic sites.</li> <li>• Techniques for preservation and care of finds and historic artefacts.</li> </ul>
<b>COM 2.7</b>	<b>Plan lead and report on measures to safeguard intangible cultural heritage.</b>	<ul style="list-style-type: none"> <li>• Conducting participatory surveys and assessments of 'intangible heritage' (traditions, skills, arts, designs, oral history, etc.) of PA communities.</li> <li>• Working with local communities to propose measures to safeguard intangible heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant specialist technical knowledge.</li> <li>• Participatory survey and research techniques.</li> <li>• Options for sustaining traditions and other intangible heritage.</li> </ul>

#### COM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 1	LOCAL COMMUNITIES AND CULTURES. LEVEL 1	Engage appropriately with local communities.	<ul style="list-style-type: none"> <li>• Basic understanding of local stakeholders, communities and cultures.</li> <li>• Importance of cultural sensitivity and of understanding and respecting local customs, rules, traditions, etc.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
COM 1.1	Communicate and interact appropriately with local community members.	<ul style="list-style-type: none"> <li>• Demonstrating awareness of and sensitivity to local cultures and practices.</li> <li>• Complying with policies and guidance on relations with local people.</li> <li>• Providing basic information to local people about a protected area, its functions, regulations and approaches for working with local communities.</li> <li>• Demonstrating awareness of and sensitivity to cultural issues in all aspects of work.</li> <li>• See also CAC 1, FPC.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and regulations of the PA affecting local people.</li> <li>• Diversity of local stakeholders, communities and cultures.</li> <li>• Local customs, perception, rules, traditions, languages, practices, livelihoods.</li> </ul>
COM 1.2	Conduct extension field work with local communities.	<ul style="list-style-type: none"> <li>• Working under supervision on practical joint implementation of community outreach and extension activities.</li> <li>• Relevant activities include basic surveys, agriculture, construction, health and welfare, sustainable use, education, etc.</li> <li>• Working in a participatory, inclusive and sensitive manner.</li> <li>• Recording and reporting on activities and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and regulations of the PA affecting local people.</li> <li>• Diversity of local stakeholders, communities and cultures.</li> <li>• Local customs, rules, traditions, languages, practices, livelihoods.</li> </ul>

**CATEGORY**  
**TRP. TOURISM, RECREATION AND PUBLIC USE**

**Providing environmentally and economically sustainable tourism and recreation opportunities in and around protected areas.**

**TRP LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 3	TOURISM, RECREATION AND PUBLIC USE. LEVEL 3	Direct development and implementation of programmes for sustainable tourism and recreation appropriate to a protected area.	<ul style="list-style-type: none"> <li>• Legislation and organisational policy for tourism and public use in protected areas.</li> <li>• Principles of ecotourism and nature-based tourism.</li> <li>• Principles and practices of tourism development and management.</li> <li>• Role of tourism and visitation in the management protected areas.</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
TRP 3.1	Direct development of a strategy and plan for tourism, recreation and public use in a protected area.	<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>
TRP 3.2	Direct establishment and maintenance of appropriate facilities, equipment and infrastructure for visitors.	<ul style="list-style-type: none"> <li>• Establishing and maintaining the infrastructure required for general visitation (access, parking, visitor reception, information centres, service infrastructure, etc.).</li> <li>• Establishing and maintaining specific facilities and equipment required for a range of recreation activities appropriate to a protected area.</li> <li>• Identifying sources of funding for infrastructure development (government funds, projects, investors, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Laws, regulations and processes for designing, commissioning and constructing infrastructure.</li> <li>• Infrastructure and equipment requirements for specific recreation activities.</li> <li>• Principles and practices of low impact and 'green' design and construction.</li> </ul>

		<ul style="list-style-type: none"> <li>Ensuring that facilities, installations and equipment are well constructed, safe, appropriate in scale and design and have minimal environmental impact.</li> </ul>	<ul style="list-style-type: none"> <li>Commissioning and management of construction projects (See also PPP 3 and FRM 3).</li> </ul>
<b>TRP 3.4</b>	<b>Ensure that visitors have safe, well managed, informative and enjoyable visits.</b>	<ul style="list-style-type: none"> <li>Assuring the quality of the visitor experience and a high standard of visitor management by personnel, concessionaires and service providers.</li> <li>Ensuring safety, security and compliance with regulations of visitors, personnel and service providers.</li> <li>Introducing safety standards and codes of conduct for visitors, staff and service providers and for hazardous activities.</li> <li>Ensuring that personnel/service providers are adequately trained and competent.</li> <li>Ensuring collection and reporting of feedback and data about public use.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant legislation.</li> <li>Principles and practices of visitor management.</li> <li>Safety and security hazards and of risk reduction approaches.</li> <li>Visitor survey approaches and techniques.</li> <li>Competence requirements of public use management personnel.</li> </ul>
<b>TRP 3.5</b>	<b>Ensure monitoring and management of the impacts of public use.</b>	<ul style="list-style-type: none"> <li>Identifying/predicting/monitoring negative environmental impacts of public use of a protected area (e.g. killing and disturbance of wildlife, habitat damage, erosion, waste, pollution, vandalism, pest species).</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> <li>Developing suitable solutions (in collaboration with users and local stakeholders) for elimination or reduction of impacts.</li> <li>Introducing limits on activity on the basis of carrying capacity and/or limits of acceptable change.</li> </ul>	<ul style="list-style-type: none"> <li>Potential range of impacts of recreation and public use and of options for impact reduction.</li> <li>Species, ecosystems and locations that are particularly vulnerable.</li> <li>Approaches for defining carrying capacities and determining limits of acceptable change.</li> <li>Impact monitoring techniques.</li> </ul>
<b>TRP 3.6</b>	<b>Ensure the marketing of opportunities for tourism, recreation and public use.</b>	<ul style="list-style-type: none"> <li>Working with government agencies and the private sector to market and promote a protected area as a destination.</li> <li>Collaborating in marketing with other attractions and service providers.</li> <li>Organising direct marketing through publicity, internet, media, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Priorities, trends and policies relevant to the tourism sector.</li> <li>Range of opportunities for marketing.</li> <li>A range of marketing techniques.</li> </ul>
<b>TRP 3.7</b>	<b>Establish partnerships and agreements with communities and businesses for tourism and recreation.</b>	<ul style="list-style-type: none"> <li>Taking positive steps to encourage and enable 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>Negotiating concessions/franchises/agreements for the operation of facilities and provision of services.</li> </ul>	<ul style="list-style-type: none"> <li>The local economy and local stakeholders.</li> <li>Small enterprise development.</li> <li>Contract and franchise management (see also FRM).</li> </ul>

#### TRP LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
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<b>TRP 2</b>	<b>TOURISM, RECREATION AND PUBLIC USE. LEVEL 2</b>	<b>Plan, manage and monitor programmes, activities and services for visitors to a protected area.</b>	<ul style="list-style-type: none"> <li>Organisational policies and procedures for tourism, recreation and public use.</li> <li>Role of tourism and visitation in the management of protected areas.</li> <li>Basic principles of ecotourism and nature-based tourism.</li> <li>The tourism sector in the region around the protected area.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>TRP 2.1</b>	<b>Manage visitation and use of facilities.</b>	<ul style="list-style-type: none"> <li>Ensuring that visitor activities and experiences offered by a protected area (and contractors, partners and franchise holders) are conducted to a high standard (quality of experience, safety, supervision, etc.).</li> <li>Ensuring day to day management of facilities (entrance gates, information centres, car parks, retail outlets, trails, washrooms, play areas, etc.).</li> <li>Supervising personnel responsible for operating facilities and leading visitor activities (guides, interpreters, recreation rangers, reception personnel).</li> <li>Reporting problems and solving them where possible.</li> <li>Maintaining records and preparing reports.</li> </ul>	<ul style="list-style-type: none"> <li>Recreation opportunities offered by the PA and expected standards of visitor experiences.</li> <li>Expected standards of maintenance, condition, hygiene etc. of visitor facilities.</li> <li>Regulations affecting the site and activities.</li> </ul>
<b>TRP 2.2</b>	<b>Manage needs and behaviour of visitors.</b>	<ul style="list-style-type: none"> <li>Ensuring that visitors are well informed, comply with regulations, and are well regulated/supervised.</li> <li>Supervising and supporting guides and tourism staff who work directly with visitors.</li> <li>Dealing with problems related to visitors (conflicts, emergencies, accidents, breaches of regulations, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Regulations and codes of conduct of the protected area.</li> <li>Interpersonal skills for dealing with visitors in different situations (see CAC).</li> <li>Emergency response procedures.</li> <li>First aid (see FLD).</li> </ul>
<b>TRP 2.3</b>	<b>Monitor and manage the impacts (environmental and social) of visitation.</b>	<ul style="list-style-type: none"> <li>Identifying actual and potential impacts of tourism and recreation on the environment and social values of a protected area.</li> <li>Monitoring and reporting on impacts using appropriate indicators and methods. See also BIO 2.</li> <li>Specifying responses and remedial actions to address impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Possible impacts of visitation (see BIO 2).</li> <li>Principles and practices of monitoring.</li> <li>Range of possible actions to prevent, avoid, reduce or mitigate impacts.</li> </ul>
<b>TRP 2.4</b>	<b>Conduct surveys about visitors, the use of a protected area and its facilities.</b>	<ul style="list-style-type: none"> <li>Collecting and analysing quantitative and qualitative data about public use and about visitors using a range of suitable methods.</li> <li>Providing regular reports on visitation and use.</li> <li>Making recommendations based on survey results.</li> </ul>	<ul style="list-style-type: none"> <li>Uses of a range of survey techniques.</li> <li>Analysis and presentation techniques.</li> </ul>

#### TRP LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 1	TOURISM, RECREATION AND PUBLIC USE. LEVEL 1	Guide, assist and supervise protected area visitors and recreational activities.	<ul style="list-style-type: none"> <li>• Role of tourism and visitation in the management of the protected area.</li> <li>• Relevant policies and operating procedures.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
TRP 1.1	Welcome, assist and regulate visitors on site.	<ul style="list-style-type: none"> <li>• Giving directions, providing basic advice to visitors about recreation opportunities, safety, permitted and prohibited activities.</li> <li>• Responding correctly and accurately to questions and complaints.</li> <li>• Responding correctly to violations of codes and regulations and inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Recreation opportunities and regulations in the PA.</li> <li>• Verbal communication skills.</li> <li>• See also AWA and CAC.</li> </ul>
TRP 1.2	Respond to emergencies and accidents to visitors.	<ul style="list-style-type: none"> <li>• Following procedures for reporting and responding to accidents, emergencies and other problems affecting visitors to a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>• First aid (see FLD).</li> <li>• Emergency procedures of the PA for dealing with accidents and emergencies.</li> </ul>
TRP 1.3	Guide basic visitor activities.	<ul style="list-style-type: none"> <li>• Leading correctly and safely basic 'face to face' (non-hazardous, non-specialist) recreation activities (e.g. guided walks, nature trails, short hikes, tours of exhibitions, etc.).</li> <li>• Providing appropriate information and assistance to participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Recreational facilities and programmes offered by the PA.</li> <li>• Field skills (see FLD).</li> <li>• Communication and awareness skills (see AWA and CAC).</li> </ul>
TRP 1.5	Assist in guiding advanced visitor activities.	<ul style="list-style-type: none"> <li>• Assisting in leading potentially hazardous recreation activities requiring special technical equipment and skills (e.g. long distance hiking, water-based activities, climbing, zip line, etc.).</li> <li>• Observation of all safety requirements.</li> <li>• Providing appropriate information and assistance to participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Full details of the activity and operation of equipment.</li> <li>• Full regulations affecting the activity.</li> <li>• Hazards and risks and responses to them.</li> <li>• See TRP 2. 5.</li> </ul>

**CATEGORY**  
**AWA. AWARENESS AND EDUCATION**

Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas, their purpose and values, and how they are governed and managed.

**AWA LEVEL 3**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>AWA 3</b>	<b>AWARENESS AND EDUCATION. LEVEL 3</b>	<b>Direct development and implementation of an awareness strategy for a protected area.</b>	<ul style="list-style-type: none"> <li>Principles and practice of communication, awareness raising, advocacy and social marketing.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>AWA 3.1</b>	<b>Direct development of a protected area communication strategy and plan.</b>	<ul style="list-style-type: none"> <li>Identifying main themes and messages for visibility, interpretation, education and awareness.</li> <li>Identifying target groups (e.g. visitors, local communities, schools and educational institutions, other resource use sectors).</li> <li>Identifying suitable methods and media for communicating messages to target groups.</li> <li>Identifying main programmes of awareness, interpretation and education.</li> <li>Identifying personnel requirements and competences.</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>Principles and practices of education, awareness raising and social marketing.</li> <li>The range of techniques for interpretation, awareness and education.</li> <li>Participatory planning processes.</li> </ul>
<b>AWA 3.2</b>	<b>Direct development of a protected area image and brand.</b>	<ul style="list-style-type: none"> <li>Working with specialists to develop a unique image and brand for use in awareness raising and marketing of a protected area.</li> <li>Developing an image and logo for a protected area.</li> <li>Develop consistent standards and for design for protected area facilities and publications, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Brand development methods.</li> <li>Social marketing techniques.</li> <li>Branding and design principles for the PA system.</li> </ul>
<b>AWA 3.3</b>	<b>Direct the design, production and deployment of awareness and educational facilities and installations.</b>	<ul style="list-style-type: none"> <li>Working with designers, architects, staff and stakeholders 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>Overseeing the construction of facilities and installations.</li> </ul>	<ul style="list-style-type: none"> <li>The principles and practices of environmentally sustainable, eco-friendly and culturally appropriate design.</li> <li>Principles of visitor centre design.</li> <li>Contracting procedures for construction and design projects (see FRM).</li> </ul>

<b>AWA 3.4</b>	<b>Direct the design, production and deployment of awareness and educational materials.</b>	<ul style="list-style-type: none"> <li>• Working with designers to produce attractive and effective interpretive, awareness and educational materials (leaflets, signs, posters, displays, AV installations, etc.)</li> <li>• Overseeing development of concepts, scripts, designs, drafts, etc.</li> <li>• Overseeing production of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of effective design for communication materials.</li> <li>• Range of available media and techniques.</li> <li>• Print and other media production techniques.</li> </ul>
<b>AWA 3.5</b>	<b>Direct the design and implementation of interpretive and educational programmes.</b>	<ul style="list-style-type: none"> <li>• Directing the specification, planning, design and implementation of a diverse programme of awareness, interpretational educational activities based on the strategy and plan.</li> <li>• Working with partners to deliver education, awareness and interpretation in appropriate ways for identified target groups including: local communities, schools, visitors, decision makers.</li> <li>• Ensuring evaluation of the impact and effectiveness of the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Details of the protected area communication strategy.</li> <li>• Options for designing and delivering awareness, interpretational and educational objectives.</li> <li>• Methods of assessing the impact of awareness and educational activities and programmes.</li> </ul>
<b>AWA 3.6</b>	<b>Direct the design and implementation of local issue-based/advocacy campaigns.</b>	<ul style="list-style-type: none"> <li>• Identifying topics, issues, target audiences and messages for campaigns.</li> <li>• Designing and coordinating campaigns involving a range of media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Major threats and issues related to the PA.</li> <li>• Campaigning techniques and approaches.</li> </ul>
<b>AWA 3.7</b>	<b>Develop and implement a protected area media strategy.</b>	<ul style="list-style-type: none"> <li>• Developing a detailed strategy for working with the media to promote a protected area, and explain problems, conflicts and controversial issues.</li> <li>• Maintaining constructive relations with the media.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of media relations and interactions.</li> <li>• Relevant media outlets and media personnel.</li> </ul>

## AWA LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
AWA 2	AWARENESS AND EDUCATION. LEVEL 2	Plan, manage and monitor delivery of awareness and educational activities using appropriate methods and media.	<ul style="list-style-type: none"> <li>Organisational policies and procedures for awareness, education and public relations.</li> <li>Principles and practices of awareness, communication and public relations</li> </ul>
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
AWA 2.1	Plan, lead and report on interpretive, awareness and educational programmes.	<ul style="list-style-type: none"> <li>Developing and leading an appropriate, diverse and effective range of interpretive, awareness and educational messages and activities based on the communication strategy of a protected area.</li> <li>Supervising and building capacity of awareness personnel.</li> <li>Managing and maintaining awareness facilities (e.g. visitor centres, museums, interpretive trails, etc.).</li> <li>Conducting assessments of the effectiveness and impact of awareness activities.</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy of the PA.</li> <li>Details of focal groups for awareness.</li> <li>A range of relevant techniques for interpretation, education and awareness.</li> </ul>
AWA 2.2	Plan and lead 'person to person' awareness and educational activities.	<ul style="list-style-type: none"> <li>Planning, preparing and leading interpersonal presentations (lectures, guided walks, educational events, etc.).</li> <li>Identifying and researching target audiences, themes and messages.</li> <li>Identifying suitable interpretive opportunities and techniques.</li> <li>Preparing 'scripts' and formats for the activities.</li> <li>Preparing required 'props', audio-visual aids and other materials.</li> <li>See also CAC.</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy of the PA.</li> <li>Range of likely audiences for awareness activities in the PA.</li> <li>Range of interpersonal interpretive and communication techniques.</li> <li>Use of audio-visual and computer aids to support presentations.</li> </ul>
AWA 2.3	Plan, draft and oversee production of publications, exhibits and signs.	<ul style="list-style-type: none"> <li>Developing concepts and text for printed publications, panels, educational and interactive displays (indoor and outdoor), web pages, etc.</li> <li>Identifying and researching target audiences, themes and messages.</li> <li>Drafting and editing suitable text.</li> <li>Identifying needs for graphics, photos, etc.</li> <li>Preparing briefs for designers and working with them and printers/producers to produce the finished product.</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy of the PA.</li> <li>Range of options and basic specifications for printed/published media.</li> <li>Principles of interpretive/educational writing.</li> <li>Design and printing/publication principles and processes.</li> </ul>
AWA 2.4	Plan, oversee production of and operate technology-based exhibits.	<ul style="list-style-type: none"> <li>Developing concepts for technology driven displays and activities.</li> <li>For example, films, audio visual presentations, touch screen displays, interactive exhibits.</li> <li>Working with specialists to design, build and install exhibits.</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy of the PA.</li> <li>Range of options and basic specifications for technological media.</li> </ul>

		<ul style="list-style-type: none"> <li>Operating and maintaining exhibits.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of interpretive/educational design.</li> <li>Operation and day to day maintenance of technological exhibits.</li> </ul>
<b>AWA 2.5</b>	<b>Plan and lead special public events.</b>	<ul style="list-style-type: none"> <li>Planning and overseeing all aspects of special events at a protected area.</li> <li>For example, open days, special activity days, formal openings and launches, entertainment events.</li> <li>Event design, budgeting, marketing, logistics, advertising, organisation and management.</li> </ul>	<ul style="list-style-type: none"> <li>Principles and practice of event planning and management.</li> </ul>
<b>AWA 2.6</b>	<b>Plan and deliver formal education activities.</b>	<ul style="list-style-type: none"> <li>Developing programmes, lesson plans, teaching materials, etc. linked to formal educational curricula (at primary, intermediate, high school or university levels).</li> <li>Assessing curricula, researching and designing programmes, identifying learning objectives.</li> <li>Working with teachers/educators.</li> <li>Delivering and assessing lessons and learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Educational curricula and requirements for educational programmes and activities.</li> <li>Aspects of the protected area relevant to educational curricula.</li> <li>A range of techniques for teaching and learning.</li> </ul>
<b>AWA 2.7</b>	<b>Manage and maintain internet and social media presence for a protected area.</b>	<ul style="list-style-type: none"> <li>Working with specialists to design and develop websites, social media pages, blogs, etc. and to establish an online presence (see also TEC 2).</li> <li>Maintaining and updating online presence and interacting effectively with users.</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy of the PA.</li> <li>All aspects of establishing online presence.</li> <li>Use of required applications for updating online presence.</li> </ul>
<b>AWA 2.8</b>	<b>Work with the media to communicate information and stories about a protected area.</b>	<ul style="list-style-type: none"> <li>Identifying media stories, messages and opportunities.</li> <li>Conducting press, radio and TV interviews.</li> <li>Organising 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> <li>Maintaining records of media coverage of a protected area.</li> </ul>	<ul style="list-style-type: none"> <li>The PA, its values and the media messages that the PA administration wishes to communicate.</li> <li>Principles and practices of media relations and interactions.</li> <li>Relevant media outlets and media personnel.</li> </ul>

# AWA LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>AWA 1</b>	<b>AWARENESS AND EDUCATION. LEVEL 1</b>	<b>Conduct interpersonal awareness activities.</b>	<ul style="list-style-type: none"> <li>Basic communication principles and methods.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>AWA 1.1</b>	<b>Provide basic information about a protected area.</b>	<ul style="list-style-type: none"> <li>Providing basic verbal explanations to visitors and stakeholders about a protected area (values, functions, regulations, wildlife, culture, features and locations of interest, recreation opportunities).</li> <li>Responding appropriately to questions.</li> <li>See also CAC.</li> </ul>	<ul style="list-style-type: none"> <li>General information about the PA (The functions of the PA (values, functions, regulations, wildlife, culture, features and locations of interest, recreation opportunities).</li> <li>Basic communication techniques (see CAC).</li> </ul>
<b>AWA 1.2</b>	<b>Make basic interpretive/educational presentations.</b>	<ul style="list-style-type: none"> <li>Preparing and delivering basic interpersonal interpretive/educational presentations to a range of audiences based on a planned schedule or script.</li> <li>For example, leading an interpretive trail, making a presentation to a community group, guiding visitors around a visitor centre, conducting an activity with a school group, briefing visitors on regulations of a protected area, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The scripts/planned programmes for interpretation and education.</li> <li>Basic communication and interpretive techniques (see CAC).</li> </ul>

**CATEGORY**  
**FLD. FIELD/WATERCRAFT AND SITE MAINTENANCE**

**Conducting field work and practical tasks correctly and safely.**

**FLD LEVEL 2**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FLD 2	FIELD/WATER CRAFT AND SITE MAINTENANCE. LEVEL 2	Plan, manage and monitor field-based activities	<ul style="list-style-type: none"> <li>Organisational policies and procedures for field operations.</li> <li>Detailed knowledge of the terrain and waters of the protected area.</li> <li>Leadership of outdoor activities and practical tasks.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>FLD 2.1</b>	Plan, lead and report on field excursions and activities.	<ul style="list-style-type: none"> <li>Planning all logistical aspects of field trips, expeditions, patrols, etc.</li> <li>Ensuring that transport, food, camping, field equipment and safety arrangements are suitable for the number of participants and the duration and purpose of the field trip.</li> <li>Leading field trips and ensuring welfare and safety of participants.</li> <li>Monitoring activities and preparing reports.</li> </ul>	<ul style="list-style-type: none"> <li>Details of the terrain of the area and associated hazards and equipment needs.</li> <li>Emergency and first aid procedures.</li> </ul>
<b>FLD 2.2</b>	Maintain stores of field equipment and supplies.	<ul style="list-style-type: none"> <li>Ensuring secure storage and maintenance of equipment, materials and supplies for field work.</li> <li>Maintaining systems of signing out/signing in for equipment and supplies.</li> <li>Maintaining inventory records and requesting replenishment of equipment and supplies (See also FRM 2).</li> </ul>	<ul style="list-style-type: none"> <li>The operational needs of the PA for field equipment and supplies.</li> <li>Material and equipment requirements for common work tasks.</li> <li>Procurement and purchasing procedures.</li> </ul>
<b>FLD 2.3</b>	Plan, lead and report on small scale construction, landscaping and maintenance works.	<ul style="list-style-type: none"> <li>Planning and organising correct installation of non-engineered structures. (e.g. boundary markers, paths, trails, rest areas, picnic sites, garbage disposal and associated structures).</li> <li>Planning and organising physical and landscaping works as required (e.g. erosion control, drainage works, tree planting).</li> <li>Interpreting drawings and specifications.</li> <li>Specifying and obtaining required materials and equipment.</li> <li>Supervising correct and safe construction and maintenance.</li> <li>Maintaining schedules of checks and maintenance of facilities (paths, trails, constructions).</li> <li>Specifying maintenance and repair requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of drawings and plans.</li> <li>Construction techniques.</li> <li>Hard and soft landscaping techniques.</li> <li>Basic site surveying and marking out.</li> <li>Calculating required quantities of materials.</li> <li>Procurement and purchasing procedures.</li> </ul>

<b>FLD 2.4</b>	Plan, lead and report on search and rescue and emergency response.	<ul style="list-style-type: none"> <li>Organising search parties, logistics and procedures.</li> <li>Organising evacuation of casualties.</li> <li>Coordinating with emergency services and other search and rescue teams.</li> <li>Using special techniques according to the conditions of a protected area (e.g. mountainous, aquatic).</li> <li>Preparing reports and required documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Main risks to users of the protected area.</li> <li>Good knowledge of the terrain and waters of the PA.</li> <li>Search and rescue techniques and procedures.</li> <li>First aid and casualty management procedures.</li> </ul>
<b>FLD 2.5</b>	Plan, lead and report on waste management and pollution control.	<ul style="list-style-type: none"> <li>Organising regular waste collection and management activities.</li> <li>Organising special waste collection and site cleaning actions.</li> <li>Monitoring potential pollution sources in a protected area (e.g. waste dumps, fuel stores, sewage and waste water, use of chemicals, etc.).</li> <li>Responding to pollution incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Sources of solid waste and procedures of collection and disposal.</li> <li>Other actual and potential sources of pollution.</li> <li>Measures for pollution prevention and control.</li> <li>Pollution response procedures and equipment.</li> </ul>

#### FLD LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>FLD 1</b>	<b>FIELD/WATER CRAFT AND SITE MAINTENANCE. LEVEL 1</b>	<b>Conduct field-based activities safely and securely.</b>	<ul style="list-style-type: none"> <li>Good knowledge of the territory of the protected area.</li> <li>Relevant policies and operating procedures.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>FLD 1.1</b>	Use map and compass/charts for orientation and navigation.	<ul style="list-style-type: none"> <li>Reading a topographic map or sea chart.</li> <li>Using a compass and map/chart for orientation and navigation in the field.</li> <li>See FLD 1.2 for use of GPS.</li> </ul>	<ul style="list-style-type: none"> <li>Topographic maps and principles and practice of land navigation (without GPS).</li> <li>Charts and principles and practice of navigation on water (without GPS).</li> </ul>
<b>FLD 1.2</b>	Use a Global Positioning System (GPS) for orientation and navigation in the field/on water.	<ul style="list-style-type: none"> <li>Care and maintenance of GPS.</li> <li>Using GPS in the field for basic functions (orientation, tracking, recording waypoints, location, etc).</li> <li>Setting up GPS and downloading/uploading routes and waypoints, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Map, compass and navigation skills (FLD 1.1).</li> <li>Principles of GPS.</li> <li>Care and maintenance of GPS units.</li> </ul>
<b>FLD 1.3</b>	Follow good safety and environmental practice in the field and the work place.	<ul style="list-style-type: none"> <li>Behaving in an environmentally responsible manner. For example: not smoking, avoiding alcohol, safe management of campfires,</li> </ul>	<ul style="list-style-type: none"> <li>Good environmental and safety practices.</li> <li>Impacts of environmental bad practice.</li> </ul>

		<p>quiet behaviour, avoiding environmental damage, not hunting, appropriate disposal of waste and garbage.</p> <ul style="list-style-type: none"> <li>Behaving in a safely conscious manner. For example: correct use of tools and equipment, awareness of risks and hazards, complying with instructions and regulations, avoiding reckless behaviour, use of correct safety equipment, fire awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of unsafe practice.</li> <li>Regulations and operating procedures of the PA.</li> </ul>
<b>FLD 1.4</b>	Correctly use and maintain hand tools and equipment.	<ul style="list-style-type: none"> <li>Correctly using and caring for non-powered equipment (tools, materials, etc.).</li> <li>Correctly using and caring for safety and protective equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Range of equipment and materials regularly used.</li> <li>Safe use and care of tools and equipment.</li> <li>Requirements for use of safety equipment.</li> </ul>
<b>FLD 1.5</b>	Safely operate and maintain power tools and machinery with small engines.	<ul style="list-style-type: none"> <li>Safely and correctly using machinery with engines or electric motors (e.g. brush cutters, mowers, chainsaws, power tools, etc.).</li> <li>Following maintenance procedures.</li> <li>Correctly using safety and protective equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Basic engine operation.</li> <li>Specific operation and maintenance of commonly used machinery.</li> <li>Use of safety and protective equipment.</li> </ul>
<b>FLD 1.6</b>	Complete basic construction tasks.	<ul style="list-style-type: none"> <li>Safe and durable installation and maintenance of trails, boardwalks, bridges, fences, signs, picnic areas, camping grounds, mooring buoys and other basic infrastructure as required by a protected area.</li> <li>Using wood, basic masonry, local materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Safe use of required tools and equipment.</li> <li>Interpretation of simple construction plans.</li> <li>Measuring and counting.</li> <li>Uses of construction materials.</li> <li>Basic construction techniques.</li> </ul>
<b>FLD 1.7</b>	Complete basic landscaping, horticultural and silvicultural tasks.	<ul style="list-style-type: none"> <li>Correctly completing practical tasks as required by a protected area (e.g. habitat creation, erosion control, drainage, vegetation control, tree planting and aftercare, wetland maintenance, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Safe use of required tools and equipment.</li> <li>Interpretation of simple landscaping plans.</li> <li>Practical landscaping skills.</li> <li>Tree planting and aftercare.</li> </ul>
<b>FLD 1.8</b>	Set up and operate field camps.	<ul style="list-style-type: none"> <li>Organising overnight accommodation in the field (camps, bivouacs, ranger stations, etc.).</li> <li>Deploying required equipment.</li> <li>Establishing and maintaining good standards of safety and hygiene.</li> <li>Managing preparation of meals.</li> <li>Setting up latrines and washing facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Basic camp craft and hygiene.</li> </ul>
<b>FLD 1.9</b>	Conduct first aid and provide appropriate responses in accidents and emergencies.	<ul style="list-style-type: none"> <li>Obtaining Red Cross, Red Crescent or equivalent basic first aid skills (adapted to the specific needs of a protected area).</li> <li>Procedures for reporting accidents and dealing with casualties.</li> <li>Advanced first aid (where required).</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge required for achieving first aid certification.</li> <li>Emergency procedures of the PA.</li> </ul>

<b>FLD 1.10</b>	Correctly use and care for basic field surveying instruments.	<ul style="list-style-type: none"> <li>• Correctly using and caring for basic instruments regularly used in the field (binoculars, telescope, camera, measuring equipment, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Operation, maintenance and cleaning requirements of commonly used equipment.</li> </ul>
<b>FLD 1.11</b>	Drive, and conduct basic maintenance for motor vehicles.	<ul style="list-style-type: none"> <li>• Acquiring a driving permit/licence.</li> <li>• Driving safely and responsibly.</li> <li>• Conducting routine required checks and operator maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements of driving test.</li> <li>• Basic vehicle functions and maintenance.</li> <li>• Laws and regulations for vehicle use.</li> </ul>
<b>FLD 1.12</b>	Operate, and conduct basic maintenance for small motor powered boats.	<ul style="list-style-type: none"> <li>• Acquiring a boat use permit/licence.</li> <li>• Operating boats safely and responsibly.</li> <li>• Conducting routine required checks and operator maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements of boat use test.</li> <li>• Basic boat and engine functions and maintenance.</li> <li>• Laws and regulations for boat use.</li> </ul>
<b>FLD 1.13</b>	Detect, prevent, fight and control fires.	<ul style="list-style-type: none"> <li>• Maintaining fire watches and following procedures for reporting fires.</li> <li>• Following prescribed procedures (under supervision) for avoiding fire risks, fire prevention (e.g. clearing firebreaks), dealing with wildfires.</li> <li>• Safe and correct operation of fire- fighting and control equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire watch system and procedures of the PA.</li> <li>• Fire hazards, safety procedures and fire management techniques.</li> <li>• Range of equipment used for fire management.</li> </ul>
<b>FLD 1.14</b>	Work safely in the water and aquatic environments.	<ul style="list-style-type: none"> <li>• Swimming competently.</li> <li>• Crewing of small craft.</li> <li>• Using safety equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Hazards of working in and on water.</li> <li>• Safety procedures in and on water.</li> </ul>
<b>FLD 1.16</b>	Correctly use and maintain field communication equipment.	<ul style="list-style-type: none"> <li>• Using radio or other electronic communication equipment (handset, smart phone, base station).</li> <li>• Maintaining equipment (batteries, chargers, etc.).</li> <li>• Using required procedures/protocols for communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Functioning, checking and maintenance of equipment.</li> <li>• Communication protocols.</li> </ul>
<b>FLD 1.17</b>	Care for and work with draft animals and/or livestock.	<ul style="list-style-type: none"> <li>• Ensuring welfare and safety of animals in the field (feeding, watering, checking, responding to health and welfare issues).</li> <li>• May apply to any draft animal used to assist PA work (horses, donkeys, mules, camels, buffalo, etc.) or to livestock used in conservation management (e.g. sheep or cattle for sustainable grazing).</li> </ul>	<ul style="list-style-type: none"> <li>• Practical animal care and husbandry.</li> <li>• Using and maintaining associated equipment and materials.</li> </ul>

**CATEGORY**  
**TEC. TECHNOLOGY**

**Use of technology to support protected area management.**

**TEC LEVEL 2**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL		GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TEC 2	TECHNOLOGY. LEVEL 2	<b>Adapt and make use of available and appropriate technology to support work programmes.</b>		<ul style="list-style-type: none"> <li>Organisational policies and procedures for information technology.</li> <li>Range of available technologies and their applicability to protected area work.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>		<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>		<i>Main knowledge requirements for the competence.</i>
TEC 2.1	<b>Operate and maintain computers for advanced functions.</b>	<ul style="list-style-type: none"> <li>Advanced computing principles and operation.</li> <li>Uses of required software, hardware, applications, etc.</li> <li>Use of relevant platforms (PC, Mac, Tablet, Smartphone, etc.).</li> <li>Good practice for secure use.</li> </ul>		
TEC 2.2	<b>Use online technology for advanced functions.</b>	<ul style="list-style-type: none"> <li>Using online tools and services for data collection, sharing and management, awareness and visibility, communication, collaboration, etc.</li> <li>Using social media, web sites, online questionnaires, online databases, etc.</li> <li>Using and maintaining connections and related peripherals.</li> </ul>		<ul style="list-style-type: none"> <li>Available online tools and their uses (according to platform/device).</li> <li>Good practice for use of internet and connected computers.</li> </ul>
TEC 2.4	<b>Manage and maintain digital data and information resources.</b>	<ul style="list-style-type: none"> <li>Managing and updating databases (for example of wildlife records, visitor records, law enforcement management information, statistics, etc.) using generic or specialised applications.</li> <li>Providing reliable access to data for analysis and use to support planning and management.</li> </ul>		<ul style="list-style-type: none"> <li>Principles of database design and use.</li> <li>Specific use of applications used by the PA.</li> <li>Principles of information management, storage, cataloguing and retrieval.</li> </ul>
TEC 2.5	<b>Operate Geographic Information Systems (GIS) and related applications.</b>	<ul style="list-style-type: none"> <li>Operating GIS packages for day to day use.</li> <li>Adding spatial information.</li> <li>Analysing information.</li> <li>Preparation of maps and reports.</li> </ul> <p>NOTE: this competence relates to operating and updating existing GIS systems, not establishing, programming and customising GIS systems.</p>		<ul style="list-style-type: none"> <li>Principles of GIS and database use.</li> <li>Potential uses of GIS as a tool for PA management.</li> </ul>

<b>TEC 2.6</b>	<b>Use advanced technology to support protected area management.</b>	<ul style="list-style-type: none"> <li>Operate and maintain specialist technological aids according to specific needs and available technology. For example: <ul style="list-style-type: none"> <li>Advanced uses of GIS for modelling, spatial analysis, optimisation, etc.</li> <li>Remote monitoring and tracking technology for monitoring wildlife, visitors, threats, etc.;</li> <li>New technologies such as solar installations, UV waste treatment;</li> <li>Audio visual presentations and interactive installations in visitor centres.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Available technology and its uses and limitations.</li> <li>Specifications and operation of specific technological tools.</li> </ul>
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#### TEC LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>TEC 1</b>	<b>TECHNOLOGY. LEVEL 1</b>	<b>Use basic technological aids to support protected area work.</b>	<ul style="list-style-type: none"> <li>Basic IT awareness.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>TEC 1.1</b>	<b>Operate and maintain computers for basic offline functions (word processing, data entry, file management).</b>	<ul style="list-style-type: none"> <li>Using basic offline applications for word processing and entering data.</li> <li>Storing and retrieving data on computers and networks.</li> <li>Uploading, downloading and saving data (e.g. from GPS or other mobile technology).</li> <li>Using common peripherals (printer, scanner, projector, etc.).</li> <li>Basic maintenance of hardware and software.</li> <li>Using available platforms (e.g. Mac, PC, Smartphone, tablet, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Principles of basic computer and software operation.</li> <li>Procedures for secure computer use.</li> <li>Use of relevant platforms (PC, Mac, Tablet, Smartphone, etc.).</li> <li>Networking and filing system used by the PA.</li> <li>Basic day to day maintenance and problem solving.</li> </ul>
<b>TEC 1.2</b>	<b>Use online and other connected communication equipment and media.</b>	<ul style="list-style-type: none"> <li>Using online/connected electronic equipment and media for communicating and gathering information (internet, email, SMS, Smartphone, etc.).</li> <li>Using social media.</li> </ul>	<ul style="list-style-type: none"> <li>Range of options for online activity.</li> <li>Procedures for safe and secure online activity.</li> <li>Basic day to day maintenance and problem solving.</li> </ul>
<b>TEC 1.3</b>	<b>Operate and maintain audio visual equipment.</b>	<ul style="list-style-type: none"> <li>Using cameras, recorders, mobile phones, video equipment to record images and sound.</li> <li>Processing and storing recorded data and images.</li> </ul>	<ul style="list-style-type: none"> <li>Range of available audio visual equipment.</li> <li>Data transfer and storage.</li> <li>Basic day to day maintenance and problem solving.</li> </ul>



**GROUP C**  
**GENERAL PERSONAL COMPETENCES**

Individual attributes for use in all areas of work.

**CATEGORY**  
**FPC. FOUNDATION PERSONAL COMPETENCES**

Demonstrating fundamental personal skills and behaviours required for day-to-day protected area work.

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FPC	FOUNDATION PERSONAL COMPETENCES (Relevant to all Levels)	Demonstrate fundamental personal skills and behaviours required for day to day protected area work.	<ul style="list-style-type: none"> <li>• Basic expectations of society of good conduct and behaviour.</li> <li>• Expectations of the employer of good conduct at work.</li> </ul>
A	B	C	D
Code	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FPC 01	Demonstrate a positive personal attitude to work.	<ul style="list-style-type: none"> <li>• Maintaining good time keeping.</li> <li>• Completing tasks in a timely and competent manner.</li> <li>• Demonstrating willingness to learn and develop personally.</li> <li>• Taking the initiative and working constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations and standards of the employer.</li> <li>• Techniques for self-motivation.</li> </ul>
FPC 02	Work in compliance with instructions, briefings, laws, regulations and procedures.	<ul style="list-style-type: none"> <li>• Demonstrating awareness of and compliance with requirements of the employer and the job.</li> <li>• Paying attention to information, guidance and instructions.</li> <li>• Demonstrating awareness of regulations governing activities, health, safety, welfare, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements of the job and expectations and standards of the employer.</li> <li>• Skills and techniques for listening and understanding.</li> <li>• Legal rights and obligations of employees.</li> </ul>
FPC 03	Demonstrate a flexible and adaptable approach to work.	<ul style="list-style-type: none"> <li>• Responding constructively and adapting to changing circumstances when completing work tasks.</li> <li>• Adopting a positive attitude to new technologies, tools and working practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication techniques.</li> <li>• Procedures for addressing difficulties in the workplace.</li> <li>• Techniques for dealing with stress and overwork.</li> </ul>

		<ul style="list-style-type: none"> <li>Responding positively to problems and changing circumstances, changing priorities and workloads.</li> </ul>	
<b>FPC 04</b>	<b>Maintain good relations with others in the workplace.</b>	<ul style="list-style-type: none"> <li>Treating stakeholders, co-workers, subordinates and supervisors professionally and respectfully.</li> <li>Communicating effectively with others.</li> <li>Actively participating in team work and collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques for effective and constructive communication, collaboration and teamwork.</li> </ul>
<b>FPC 05</b>	<b>Communicate effectively verbally.</b>	<ul style="list-style-type: none"> <li>Providing clear and correct and appropriate person to person information, explanations, instructions and responses.</li> <li>Demonstrating ability to listen and absorb communication from others.</li> <li>Demonstrating awareness of non-verbal aspects (body language, modes of expression, etc.).</li> <li>See also CAC.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques and approaches for respectful, clear and effective interpersonal communication.</li> <li>Awareness of different communication approaches required with different groups and individuals.</li> <li>Nonverbal communication and its uses and effects.</li> </ul>
<b>FPC 06</b>	<b>Demonstrate basic literacy (reading and writing).</b>	<ul style="list-style-type: none"> <li>Providing clear simple written accounts of activities.</li> <li>Understanding written guidance and instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Basic literacy.</li> </ul>
<b>FPC 07</b>	<b>Demonstrate basic numeracy.</b>	<ul style="list-style-type: none"> <li>Measuring and counting.</li> <li>Conducting basic arithmetic calculations.</li> <li>Using calculators.</li> </ul>	<ul style="list-style-type: none"> <li>Basic numeracy and mathematical knowledge.</li> </ul>
<b>FPC 08</b>	<b>Demonstrate awareness of and sensitivity to cultural, ethnic, gender and ability issues.</b>	<ul style="list-style-type: none"> <li>Awareness of and respect for diversity issues.</li> <li>Appropriate treatment of co-workers, stakeholders, visitors, etc. in all aspects of work.</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles for fair and ethical treatment of minority and disadvantaged groups.</li> <li>Specific issues and needs with respect to minority and disadvantaged groups.</li> </ul>
<b>FPC 09</b>	<b>Maintain good practice for security, safety and environmental protection in the work place and in the field.</b>	<ul style="list-style-type: none"> <li>Demonstrating environmental responsibility in the workplace.</li> <li>For example: conserving energy, preventing pollution, reducing fire risks, minimising and managing waste, recycling, minimising damage and disturbance to a protected area during work.</li> <li>See also FLD.</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety requirements and procedures of the PA organisation.</li> <li>Main environmental hazards associated with work and means of preventing or reducing them.</li> </ul>
<b>FPC 10</b>	<b>Avoid, prevent and report dishonest and/or illegal practices.</b>	<ul style="list-style-type: none"> <li>Taking steps to avoid and prevent illegal activity, corruption, collusion, nepotism, breaches of confidentiality.</li> <li>Reporting illegal and corrupt practices.</li> </ul>	<ul style="list-style-type: none"> <li>Laws and regulations and policy of the employer regarding illegal, dishonest and corrupt conduct.</li> <li>Techniques for avoiding and preventing illegal behaviours.</li> <li>Options for reporting illegal behaviour.</li> </ul>
<b>FPC 11</b>	<b>Maintain personal health, hygiene and fitness.</b>	<ul style="list-style-type: none"> <li>Keeping fit and healthy.</li> <li>Managing stress.</li> <li>Following good practice for health and hygiene in relation to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles and practices for maintaining personal health and hygiene.</li> <li>Stress management and reduction techniques.</li> </ul>

<b>FPC 12</b>	<b>Communicate in other languages and/or dialects.</b>	<ul style="list-style-type: none"> <li>Communicating (speaking/understanding/reading/writing) in locally used languages and/or international languages (as required).</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of another language.</li> </ul>
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**CATEGORY**  
**APC. ADVANCED PERSONAL COMPETENCES**

**Demonstrating personal skills and behaviours required for effective performance and leadership.**

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
<b>APC0</b>	<b>ADVANCED PERSONAL COMPETENCES</b> (Mainly relevant to Levels 2-4)	<b>Demonstrate personal skills and behaviours required for effective performance and leadership.</b>	<ul style="list-style-type: none"> <li>Concept, principles of and practices leadership.</li> <li>Principles and practices of personal and professional development.</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Code</i>	<i>Competence Statement.</i> <i>The individual should be able to:</i>	<i>Details, scope and variations.</i> <i>A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
<b>APC 01</b>	<b>Demonstrate analytical skills.</b>	<ul style="list-style-type: none"> <li>Processing, summarising and interpreting large amounts of information/data.</li> <li>Breaking down complex information into small parts.</li> <li>Identifying patterns, common factors, inconsistencies and gaps.</li> <li>Developing rational conclusions, hypotheses, recommendations and supporting arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques for information analysis and assessment.</li> </ul>
<b>APC 02</b>	<b>Address complex problems</b>	<ul style="list-style-type: none"> <li>Taking a positive approach to dealing with problems.</li> <li>Dealing with problems in a rational and systematic way.</li> <li>Developing and exploring alternative approaches and strategies for problem solving.</li> <li>Exploring creative and innovative solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques for problem identification and analysis.</li> <li>Techniques for identification and analysis of alternative solutions.</li> <li>Negotiation and conflict resolution skills.</li> </ul>
<b>APC 03</b>	<b>Make effective decisions.</b>	<ul style="list-style-type: none"> <li>Working strategically towards defined goals.</li> <li>Identifying best course of action based on analysis of alternatives, rational assessments and experience.</li> <li>Consulting with and listening to others over decision making.</li> <li>Assessing the effectiveness and impact of decisions.</li> <li>Taking responsibility for decisions made.</li> <li>Learning from successes, mistakes and failures and adapting plans and activities accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic planning.</li> <li>Work planning and organisational techniques.</li> <li>Planning and decision making techniques.</li> <li>Monitoring and evaluation techniques.</li> <li>Principles of adaptive management.</li> </ul>

<b>APC 04</b>	<b>Cope with hazardous working environments.</b>	<ul style="list-style-type: none"> <li>• Being aware of hazards and risks associated with the working environment.</li> <li>• Observing strictly risk reduction plans, procedures and measures.</li> <li>• Avoiding and preventing reckless and impulsive actions.</li> <li>• Learning and rehearsing emergency responses and procedures.</li> <li>• Prioritising safety and welfare of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Hazards and risks affecting the protected area.</li> <li>• Strategies, plans and procedures for risk reduction and response.</li> <li>• Sources of advice and help on risk assessment.</li> </ul>
<b>APC 05</b>	<b>Work effectively under pressure.</b>	<ul style="list-style-type: none"> <li>• Adopting a positive and creative approach to dealing with complex/long-term problems.</li> <li>• Demonstrating efficient time management and multi- tasking skills.</li> <li>• Prioritising and delegating tasks in order to balance workloads.</li> <li>• Persevering in times of difficulty and adversity and remaining calm and in control.</li> <li>• Recognising the signs of stress and 'burnout' (in oneself and others).</li> <li>• Adopting measures for dealing with/reducing personal stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques for analysing and prioritising problems and tasks.</li> <li>• Sources of personal support and counselling.</li> <li>• Stress management techniques.</li> </ul>
<b>APC 06</b>	<b>Make best use of limited resources.</b>	<ul style="list-style-type: none"> <li>• Adopting creative approaches to implementing plans with limited resources (human, financial, technical).</li> <li>• Being economical and avoiding waste and unnecessary use of resources.</li> <li>• Seeking low cost, sustainable solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of low cost/free resources and support.</li> <li>• Options for waste minimisation.</li> </ul>
<b>APC 07</b>	<b>Adopt a positive attitude to learning and personal development.</b>	<ul style="list-style-type: none"> <li>• Seeking and learning new information and skills and to learning from others.</li> <li>• Pursuing personal and professional development opportunities.</li> <li>• Being an active participant in training and learning activities.</li> <li>• Engaging in 'non formal' learning activities such as mentoring and communities of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information and knowledge (including online).</li> <li>• Opportunities for learning and training.</li> </ul>
<b>APC 08</b>	<b>Demonstrate commitment to transparency and participation.</b>	<ul style="list-style-type: none"> <li>• Adopting an open and inclusive approach to work.</li> <li>• Sharing information openly wherever possible.</li> <li>• Being transparent about decisions and decision making.</li> <li>• Identifying and engaging stakeholders with an interest in resources, plans and decisions.</li> <li>• Being approachable and accessible to colleagues and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders with an interest in the protected area and its resources.</li> <li>• Participatory approaches and techniques.</li> </ul>
<b>APC 09</b>	<b>Enable and encourage team work.</b>	<ul style="list-style-type: none"> <li>• Developing and motivating teams and encouraging teamwork.</li> <li>• Ensuring that team members understand their roles and tasks.</li> <li>• Delegating tasks and responsibility to people/groups with the right skills.</li> <li>• Creating a 'team spirit' and common purpose.</li> <li>• Encouraging sharing of ideas, creative and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of team work and team leadership.</li> </ul>
<b>APC 10</b>	<b>Support and encourage individuals.</b>	<ul style="list-style-type: none"> <li>• Listening to others and providing constructive advice and criticism.</li> <li>• Supporting colleagues and staff in times of stress and difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of supervisory management.</li> </ul>

		<ul style="list-style-type: none"> <li>• Delegating tasks to people with the appropriate skills.</li> <li>• Providing mentoring and coaching support and encouraging others to learn and develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practice of professional and personal counselling.</li> </ul>
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