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

LATVIA

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ABBREVIATIONS USED IN THE TEXT

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

1 SUMMARY

This report is one of the outputs from surveys of capacity development needs in 23 countries in Eastern Europe.[1], probably the most comprehensive assessment of competence and capacity development needs for protected areas conducted in the region. A separate General Report describes the entire regional methodology and process, and should be consulted alongside this report.

The component for Latvia included the following elements.

A **General Questionnaire** (Annex 1) was completed by 5 respondents, representing 332 protected areas and managing agencies covering over 1.9 million ha, and with 136 staff (of which 28 are classified as administrative or support staff). A detailed **Self-Assessment Questionnaire** (Annexes 2 and 3) was completed by 67 individuals from five protected area managing entities. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities. Results presented in this report have been aggregated across the whole region; results for the individual participating countries are published in supplementary reports.

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

1.1 MAIN CONCLUSIONS

OVERALL

Personnel of the NCA in Latvia are quite competent in many aspects of their work, but some individuals are very weak in some specific areas. Although a recent programme of training has taken place, staff development in the NCA does not appear to be fully institutionalised and training programmes are largely dependent on external funding.

The system of governance and management of protected areas as part of the wider remit of a national agency (and not as within a specific department) is not typical of the region and requires especially careful analysis and interpretation of the results.

STAFFING

- Latvia (43% male/57% female) has an unusual gender balance compared to the rest of the region (average: 66% male/34% female). It would be useful to find out the reasons for this.
- The personnel surveyed are well educated, with 98% having a university education. This indicates good potential for improvement in capacity, and also for development of internal training programs, making use of the high educational level of many staff.
- The workforce has quite a good balance of ages and experience. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time.

TRAINING

- The overall current average of training delivered of around 2 training days per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers (10-20 days). Most of the recent training appears to have been for the benefit of rangers.
- The NCA does not have staff development plan and no data are currently collected about the training that employees attend.
- Recent training topics in Latvia have focused exclusively on the 5 categories (CTI, FCR, CMP, LAW and AWA) identified in a TNA in 2010. No training is reported on categories such as Protected Area Planning and Management (PAM) or Recreation and Tourism (REC).

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

- No systematic training programme is in place; provision has been dependent on project funding, although the NCA does report having a budget for training.
- The preferences for capacity development modes indicated in the general survey (Figure 8) reveal a conservative attitude by managers, focusing on the topics of training already delivered.
- Unlike most countries in the region, there is a marked preference among managers for internal training and learning within protected area teams.

SPECIFIC SKILLS CATEGORIES

Management of finance and physical resources

- Training in financial management is a major requirement for some, but not all senior staff.
- Middle managers require capacity development in budgeting and financial management.

Management of human resources

- There is a clear need, recognised by senior managers, for developing internal staff training and capacity development programmes.
- Middle managers may require training in work planning and management of teams.
- Field staff require training in supervision and instructional techniques.

Communication, technology and information

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability and where the protected area institution has adopted an IT culture.
- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.
- Some personnel would benefit from foreign language training (mainly English).

Field craft

- All protected areas staff should have at least basic training in first aid, safety and security.
- GPS training, while popular, should only be considered if the equipment is available and an appropriate IT culture exists.

Conservation planning, assessment and management

- This category only appears to be relevant to a minority of senior and middle management staff; but it is a major weakness and priority capacity need for
- Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.
- Basic biodiversity and conservation knowledge and skills require strengthening at Level 2.
- Any future training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.
- Many senior PA staff would like training in valuation of ecosystem services.

Sustainable development & communities

- There is a national need for training in working with communities at all levels, and this should be a priority topic in future initiatives.
- Although staff at all levels recognise the importance of training in this category, some may be personally reluctant to undergo such training. It is necessary therefore to 'sell' the benefits of training in this category to protected areas staff and to make sure that training programs offered are relevant and of a high quality..

Protected Area policy, planning and projects

- This category should be a priority for training of senior and possibly middle managers.
- To be effective, individual capacity building in this topic must take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

Law Enforcement

- Middle managers and all site/field based staff require capacity development in skills related to law enforcement and compliance. However, this training should include a strong focus on 'soft' law enforcement approaches such as working with communities to reduce wildlife crime.

Recreation and tourism

- There is a clear and major requirement for building capacity in tourism and recreation for all PAs that offer tourism opportunities.
- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.
- Training for middle managers and technical staff should focus on the day-to-day management of tourism, and in particular on visitor management at the site.

Awareness, education and public relations

- Senior managers require capacity development in high level awareness and public relations work
- Training in awareness, for other staff should not be delivered separately, but should be integrated into training in tourism and recreation and in working with local stakeholders..

1.2 RECOMMENDATIONS

Based on these conclusions, the following main recommendations are made. Each recommendation is accompanied by a set of specific recommended measures.

OVERALL RECOMMENDATIONS

1. 1. Establish a formal staff development policy and programme in the NCA**.**

    1.1 The NCA should develop an overall policy strategy and plan for capacity developments of its personnel.

    1.2 The NCA should establish basic norms for how much capacity development should be made available to staff.

    1.3 The NCA and its offices should allocate budgets for capacity development to provide the required amount of training.

    1.4 Records should be kept of all capacity development events, of training attended by all personnel and of the quality and impact of the training.

2. Engage with regional initiatives to improve the professionalization and profile of PA management.

3. Build internal capacity for capacity development

    3.1 Appoint a capacity development/training officer (or small team) in the NCA.

    3.2 Establish and train a national capacity development team comprising expert practitioners from within protected area institutions.

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

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

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

4. Develop a common foundation programme for all protected areas staff

    4.1 All new or recently appointed protected area staff should complete a two-day induction course
    4.2 National curricula and programmes for the course should be developed, and a set of training materials provided.
    4.3 The course should be delivered by a national or regional training team from the NCA.
    4.4 Completion of the course should be certificated and documented in the personnel records of staff.

5. Build capacity on tourism and recreation

    5.1 Develop and deliver a training programme for NCA staff and partners in tourism and recreation

5.2 Engage in regional initiatives to share experience improve standards for tourism and recreation in protected areas.

6. Build capacity for working with communities

6.1 Develop and a training programme for staff working in protected areas where collaborative management is an important component.

7. Organise a series of facilitated seminars/learning events for senior staff of the NCA (and partners)

7.1 Hold a seminar/learning event for senior staff on protected area funding.

7.2 Hold a seminar/learning event for senior staff on communication, awareness and public relations.

7.3 Hold seminars/learning events for senior staff on protected area planning, management and monitoring.

8. Build capacity for applied conservation biology and conservation management

8.1 Design and deliver an updated course on applied, management-oriented conservation management.

8.2 Encourage universities to develop and deliver programmes in applied conservation biology and management.

9. Maintain and update skills and knowledge of personnel involved in law enforcement and protection

9.1 Develop and deliver a training course/seminar on prevention, compliance and law enforcement for field staff.

9.2 Provide regular updates for field staff on legislation, threats and approaches for reducing illegal activities.

2 BACKGROUND AND PURPOSE OF THE SURVEY

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

1. Two or three national and one subregional capacity building plans, accepted by the relevant national institutions, committed to take the lead in implementing and further developing them.
2. Protected area capacity development curricula proposal developed, and discussions initiated with countries on possibilities to have it standardized across the region.
3. Steps and resources identified for certification of the protected area training/capacity development programmes initiated through the project.
4. At least two training of trainers workshops (with a focus on didactic skills, resources available and objectives of the entire programme).
5. Active network of protected area specialists involved in the capacity development programmes as trainers/mentors.
6. Centres of good practice for protected area capacity development identified and promoted (if existing).
7. Funding possibilities identified in the region and recommendations developed for national authorities on possibilities to develop sustainable financing for the capacity development programmes.

As a foundation for these outputs, a detailed analysis of capacity development needs was required from all participating countries. A general report has been prepared with information gathered from surveys conducted in 23 countries in Eastern Europe by local consultants employed by the project. This report focuses in detail on the results from Latvia.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries[3], Latvia was selected as one of nine 'first level countries' where two questionnaires would be used

i. A General Questionnaire to be completed by senior staff members representing protected areas and managing agencies across the country.

ii. A detailed Self-Assessment Questionnaire to be completed by individuals within a selected sample of protected areas.

The other countries in this 'first level' group were Croatia, Estonia, Georgia, Romania, Serbia, Slovakia, Slovenia and Ukraine. See General Report for details.

3.2 DESIGN OF THE QUESTIONNAIRES

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

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

Two questionnaires were used in Latvia.

3.2.1 GENERAL QUESTIONNAIRE

The General Questionnaire was designed to be completed by senior staff members representing protected areas or managing agencies and to provide a national overview of protected areas and capacity development. The questionnaire has three main sections, as shown in Table 1. See Annexe 1 for the full questionnaire.

Table 1 Sections of the General Questionnaire

Main Section	Subsection
A. General information	A1. Country. A2. Full name of protected area or institution. A3. IUCN category of the protected area (if known). A4. Area of the protected area (hectares). A5. Name and position of person completing the questionnaire. A6. Date of completion of questionnaire. A7. Staff numbers.
B. Current situation for training and capacity development	B1. Previous training. Time and resources allocated to formal training and capacity development for staff or local stakeholders in the past 3 years. B2. Resources and budget for training. If the institution has its own special budget for training, total allocations for the past 3 years are indicated. B3. Skills and experience. Competence assessments for each level of staff. B4. Future needs and priorities. Three most important capacity development need(s) of each category of staff. (personal preferences).
C. Modes of training and learning	C1. Modes of learning. C2. Allocation of time for training and development.

In the questionnaire, respondents were asked to distinguish between five levels of personnel in their organisations.

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

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

Table 2 Skills categories used in the questionnaire

Code	Category	Description
GEN	**GENERAL SKILLS**	General skills require for any job in a protected area. Commitment, motivation, positive attitude, honesty, teamwork etc.
FRM	**FINANCIAL & RESOURCES MANAGEMENT**	Management and organisation of finances, assets and equipment for the protected area.
HUM	**HUMAN RESOURCES MANAGEMENT & DEVELOPMENT**	Directing, managing, organising and capacity building for staff and others working in the PA.
CTI	**COMMUNICATION TECHNOLOGY AND INFORMATION**	Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.
FCR	**FIELD CRAFT AND PRACTICAL SKILLS**	Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.
CMP	**CONSERVATION ASSESSMENT PLANNING & MANAGEMENT**	Identifying, surveying and monitoring species and ecosystems. Identifying the need for and carrying out specific actions for the

		protection and conservation of species, habitats and ecosystems.
SDC	**SUSTAINABLE DEVELOPMENT & COMMUNITIES**	Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable resource use and development.
PAM	**PROTECTED AREA POLICY, PLANNING AND PROJECTS**	Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas.
LAW	**LAW ENFORCEMENT**	Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.
RTO	**RECREATION AND TOURISM**	Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas.
AWA	**AWARENESS, EDUCATION AND PUBLIC RELATIONS**	Planning, designing and carrying out awareness, education and public relations work with visitors and local people. Promoting and publicising the Protected Area through the media.

Competence assessments were carried out using a standard numerical scale, as shown in Table 3.

Table 3 Assessment scale for competence

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

The uses, advantages and limitations of this type of questionnaire are discussed in the General Report.

3.2.2 DETAILED SELF-ASSESSMENT QUESTIONNAIRE

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

Table 4 Occupational levels for protected areas staff

Level	General responsibilities	Typical Protected Area Job at this Level
5	**Directorial.** Strategic and programmatic responsibilities	Head of a complex/high profile park, park complex or national/provincial protected areas agency.
4	**Senior Management, Higher Technician.** Project, departmental management and/or high level technical responsibilities	Head of a protected area. Deputy head or section head of a large, complex and/or high profile protected area. Leader of technical section.
3	**Middle Management Supervisor/Technician.** Supervisory/mid-level technical responsibilities	Head of a protected area subunit or section. Head of nature reserve/sanctuary. Senior/supervising member of sections or work teams.

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

2	**Skilled worker.** Technical practical responsibilities with some team leadership	Ranger. Established and experienced worker/team leader. Experienced local community member.

Each questionnaire included the following.

1 A cover page, requesting general details about the respondent and including information about the time and location of the assessments (See Annexe 2).

2 A list of competences identified as being relevant to the work of the respondent group (see Annexe 3).

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

0 I do not need this skill in my work

1 I need this skill in my work, but I have little or no competence in it. I require extensive training and development.

2 I need this skill in my work, and I have some competence in it. I require advanced training and development.

3 I need this skill in my work, and I have good competence in it. I only require periodic updating.

4 I have high competence in this skill and could train others to do it.

Respondents were then asked to select up to 5 of the competences in which they, as individuals, would particularly like to improve their skills.

The uses, advantages and limitations of this type of questionnaire are discussed in the General Report.

3.3 CONDUCT OF THE SURVEYS IN LATVIA

The surveys were supervised and facilitated by national consultants engaged by the project management team. The main tasks of the consultants were:

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this a sample of PAs would be identified (where it was not possible or practical to approach all PAs) for completion of the questionnaires.
- To participate in a brief online training session concerning the questionnaires and how they should be applied.
- To translate the questionnaires and the project description in the national language.
- To conduct field visits and/or phone interviews and collect information for the training needs assessment.
- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff, etc.
- To collate and submit the collected information to the project management team.

Before starting the fieldwork, consultants were asked to prepare an overview of their national PA system. Based on this, the PAs to be included in the study were selected to constitute a relevant sample, and plans for fieldwork developed. The templates of the questionnaires, result sheets and reports, as well as written instructions on how to conduct and supervise the field phase of the TNA were then provided by the project management team. Training for consultants was conducted via Skype and was designed to clarify how to organize the field activity and how to fill in the questionnaires. The final details of the plan and the costs were discussed and agreed with each expert separately. To support the consultants, official Letters of Introduction were supplied by ProPark, introducing the project and certifying the role of the consultant in the project. During the fieldwork period, the activities of the consultants were monitored through continuous communication and periodic status reviews. Assistance and advice were provided where required. To ensure a common format and a similar content of the reports, a template was provided to the experts, to guide them in structuring the information.

3.4 SELECTION OF SAMPLE PROTECTED AREAS AND PERSONNEL

The protected areas where the survey would be conducted were selected using the background information provided by national consultants concerning the types of PAs, their management and, where available, the number of staff

working in each PA management body. The selection aimed to form a sample that included the most complex types of PAs (those having their own management body), a diversity of PA managing authorities (where relevant), as well as a relevant and representative sample of PA staff.

3.5 COMPLETION AND PROCESSING OF THE QUESTIONNAIRES

The national consultants, with support from the project management team, supervised the completion of the questionnaires. This happened in a number of ways:

- The consultant visited the protected area, directly explained the questionnaires, and supervised their completion.
- Questionnaires were conducted as interviews over the telephone or by Skype (for the General Questionnaire only).
- Personnel in protected areas were trained and supported remotely (by phone, email or Skype) to supervise completion for the questionnaires, which they then returned to the national consultant.
- All questionnaires were collected and the results entered into a pre-prepared Microsoft Excel spreadsheet and forwarded to the ProPark for analysis.

The method used depended on the resources and time available for visiting the protected areas. Throughout the process, the project management team was available to provide support and answer questions.

Once the questionnaires had been completed, they were collected and checked by the national consultants, who then collated and entered the results into pre-prepared Excel spreadsheets provided by the PMT. The overall numbers of questionnaires completed in Latvia are shown in Table 5.

Table 5 Completion of questionnaires in Latvia

Survey	Number of questionnaires completed	Number of PAs covered by questionnaires	Number of individuals covered by questionnaire.	Dates of survey
General Questionnaire	5	706	136 personnel	April-June 2013
Self-Assessment Questionnaire	67	5 institutions responsible for 706 PAs.	67 individual self-assessments	April/May 2013

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREAS AND CAPACITY DEVELOPMENT IN LATVIA

Information from the report of national consultant Meldra Lagenfelde.

4.1.1 MANAGEMENT OF PROTECTED AREAS

The reports of the national consultants included brief descriptions of the management of the national system of protected areas and of the current situation regarding capacity development.

In Latvia, one national Nature Conservation Agency (NCA) is responsible for all the 706 PAs within the country through its 4 regional offices, which have a total of 133 employees. This ensures implementation of unified nature protection policy in Latvia.

The Nature Conservation Agency provides occasional short trainings to its staff, depending on availability of funds from different projects. One specialized project for training, 'Development of professional training programme for rangers of Nature Conservation Agency of Latvia' ran from September 2010 to September 2011, financed by the Society Integration Foundation. During this project, discussions were organized on training needs and staff members filled in questionnaires evaluating their skills and knowledge, as well as indicating their needs. Based on the collected data, a training programme was prepared, tested, upgraded and provided to the staff members.

Protected areas are located on land belonging to different ministries (Ministry of Environment and Regional Development, Ministry of Agriculture, Ministry of Defence), to municipalities and to very many private owners. The Ministry of Defence manages one large (10,150 ha) landscape protected area. Under the Ministry of Agriculture, the State Stock Company 'Latvia's State Forests' manages protected areas that belong to this Ministry. This establishment carries out training of the staff in fields like determination of species and habitats, monitoring and mapping of forest

values. Many private persons actively manage their properties located in protected areas, while the Latvian Fund for Nature manages protected areas mostly within EU financed projects.

4.1.2 PREVIOUS TRAINING

In September 2010 Latvian Nature Conservation Agency launched the European Social Fund supported project entitled "Nature Conservation Agency ranger professional training programme development and improvement", which provided training to 55 rangers of the NCA from May to August 2011. The content of the course was based on seminars and on the results of a questionnaire. The overall length of the course was 200 hours and the main topics were nature education and interpretation; information on Habitat Directive; conflict solving in nature conservation; forest and grassland habitats of EU importance; and GIS application in NATURA 2000 sites.

The programme was generally appreciated by participants and was subsequently updated to develop a comprehensive training programme for the future. However, lack of budget has meant that the programme has not continued.

Other capacity building events have included English language training for rangers and one—off short courses associated with projects. Some staff have been able to attend commercial courses, if the institution has financing for it and sees a clear need (examples include fire and health safety, work with specific computer programmes).

From time to time also the State Chancellery of Latvia organises 1-day long courses free of charge for communication specialists. In addition, the Latvian School of Public Administration (LSPA) provides around 116 courses for civil servants and public employees for their public duties. All courses of LSPA are free of charge, being located in Riga they are not accessible to many NCA staff.

Employees of the NCA undertake annual performance evaluations and in 2013 all administrations were able to submit a list of employees wishing to do courses on first aid and on acquisition of chainsaw and motorboat handling.

4.2 COVERAGE OF THE SURVEYS

4.2.1 COVERAGE OF THE GENERAL QUESTIONNAIRE

The national consultants collected information from five respondents representing agencies with overall responsibility for 706 protected areas and managing agencies responsible for over 1.9 million hectares of protected areas in Latvia. See Figure 1 and

Table 6.

Figure 1 IUCN Categories of PA represented in the survey

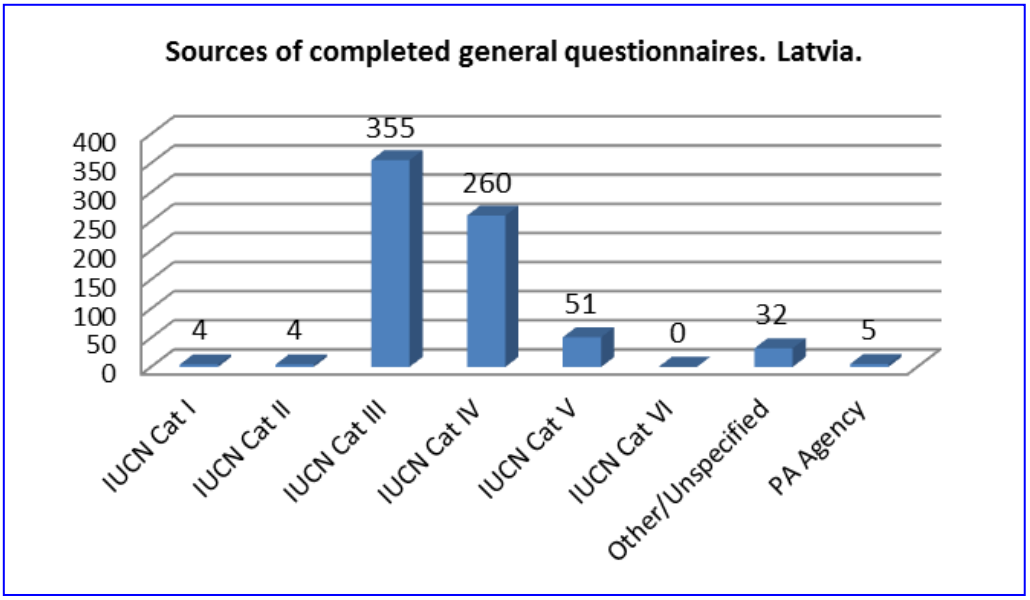


Table 6 Sources of responses to the General Questionnaire in Latvia

	Institution
1	NCA Central Administration
2	NCA Pierīga Regional Administration
3	NCA Latgale Regional Administration
4	NCA Kurzeme Regional Administration
5	NCA Vidzeme Regional Administration

4.2.2 COVERAGE OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-assessments were completed by 67 individuals from 5 protected area managing entities as shown in Table 7

Table 7. Source of the self-assessment questionnaires

	Institution
1	NCA Central Administration
2	NCA Pierīga Regional Administration
3	NCA Latgale Regional Administration
4	NCA Kurzeme Regional Administration
5	NCA Vidzeme Regional Administration

4.2.3 STAFF DENSITY

These numbers represent a staffing density of 0.08 personnel (excluding support staff) per thousand hectares of protected area, and 0.07 per thousand hectares including support staff.

4.2.4 SUMMARY OBSERVATIONS ON COVERAGE

The surveys covered the overall coordination of most of Latvia's major protected areas, but not the personnel of the various entities that manage the territory in the PAs on a day-to-day basis. As such, it is difficult to compare the results with other countries. For example, the calculated staffing density is far below the regional average of 1.16 staff per 1,000 hectares, but is quite misleading, as it does not take into account many of any site based staff of managing entities.

However, the General Report concludes that staffing density in this region is not necessarily a reliable indicator of management capacity or management effectiveness, and that it is quite possible in some cases for a protected area system to be managed by a relatively small number of professional well-supported staff. It is therefore not possible to make meaningful recommendations about ideal numbers of staff or staffing densities in protected areas in the region; the optimum number depends on many factors, such as the system of governance, the size of the area, the terrain, accessibility, staff capacity, the objectives of the site and the severity of the threats it faces.

4.3 STAFF PROFILES

The responses to the General Questionnaire list 136 personnel, whose distribution between job categories is shown in Figure 2. The Self-Assessment Questionnaire provided much more details about individuals in the protected areas covered. Figure 3 shows the aggregated results from the personal information section of the questionnaire.

Figure 2. Personnel covered by the survey according to job level

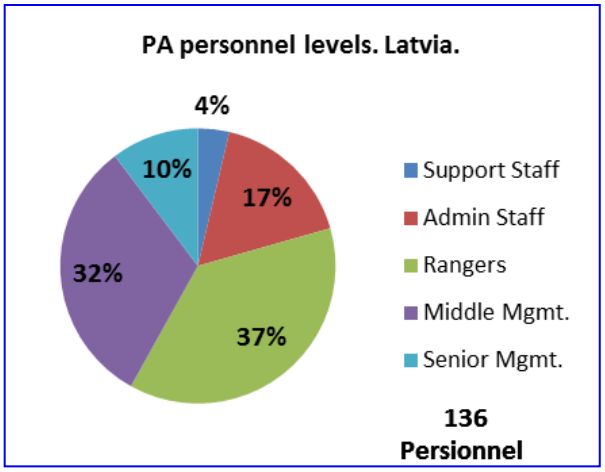
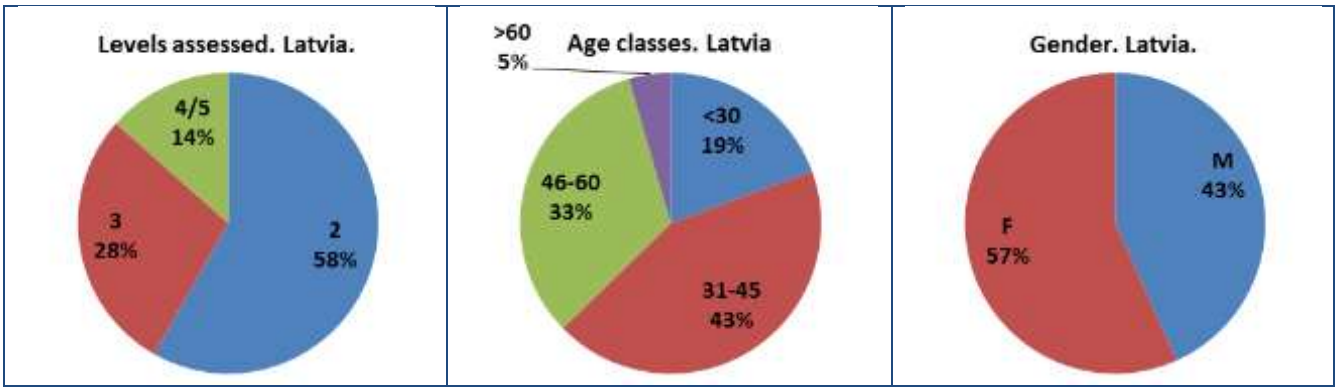
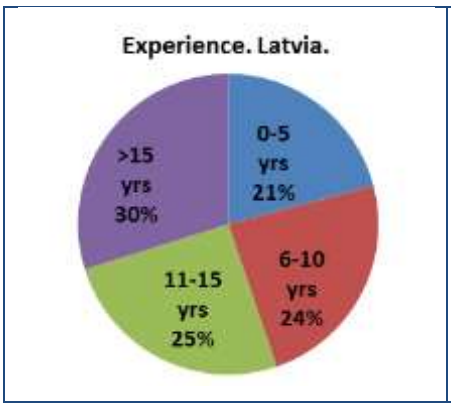
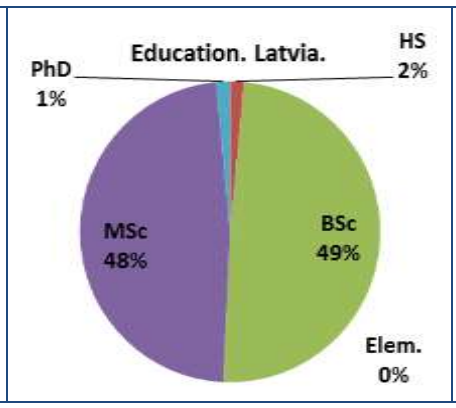


Figure 3 Summary of personal information from self-assessments in 18 PAs (152 responses)







4.3.1 GENERAL OBSERVATIONS ON PERSONNEL PROFILES

Latvia (43% male/57% female) has an unusual gender balance compared to the rest of the region (average: 66% male/34% female). It would be useful to find out the reasons for this.

The personnel surveyed are well educated, with 98% having a university education. The survey did not record the subject of the degrees awarded to the respondents, so it was not possible to assess the relevance of the education.

The workforce has quite a good balance of ages and experience. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time (in some countries high staff turnover is a major limiting factor for staff development).

4.4 TRAINING

4.4.1 RECENT TRAINING PROVISION

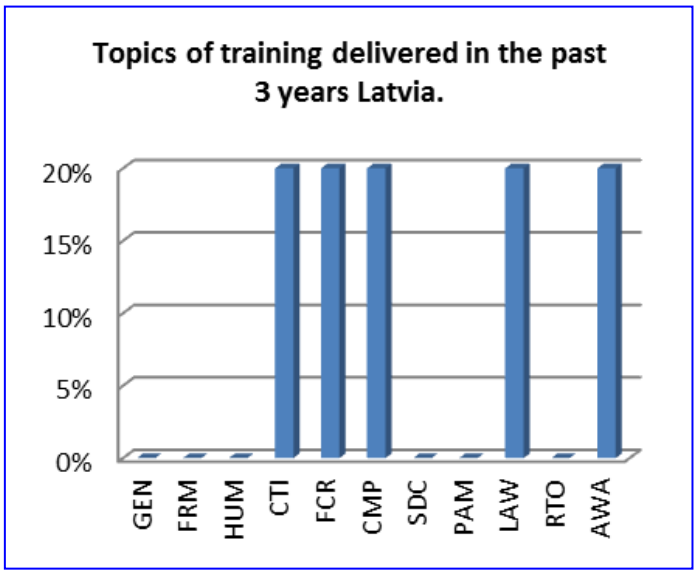
In the General Questionnaire, respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From this, it could be calculated that the personnel in Latvia received 2.38 training days per person per year. This can be compared with a regional average of 2.04 days per year.

This information was quite difficult to obtain, as the NCA does not collect data about the training that employees attend, and has no overall plan for staff development.

4.4.2 TOPICS OF TRAINING

Figure 4 shows the proportions of different training topics reported, classified according to the standard skills categories used in the survey. Evidently training has focused so far on just 5 of the categories.

Figure 4 Training topics



4.4.3 TRAINING PROVIDERS

Insufficient information was provided to conduct any useful assessment of training providers (see Figure 5)

Figure 5 Training providers

4.4.4 IDEAL TRAINING PROVISION

Respondents to the General Questionnaire were asked to suggest an ideal number range of annual training days for personnel at different levels. The results are shown according to ranked preferences in Figure 6.

Figure 6 Numbers of training days recommended by respondents to the General Questionnaire

Recommended Annual Number of Training Days. Ranked preferences. Latvia. 1 = Most preferred 6= Least preferred					
Training Days	**Senior Management**	**Middle Managers**	**Rangers/ Field Staff**	**Admin Staff**	**Support Staff**
0 days	**2**	**2**	**4**	**4**	**2**
1-5 days	**5**	**5**	**4**	**4**	**4**

6-10 days	2	1	1	1	1
11-15 days	2	2	3	1	2
16-20 days	5	5	4	4	4
>20 days	1	2	1	3	4

It should be borne in mind that these are the results of just 5 questionnaires. The results suggest that managers would like to see at least 10 days' training per year for all staff (at least 4 times what is now provided).

4.4.5 FUTURE TRAINING PRIORITIES

Respondents to the General Questionnaire were asked to identify what they personally considered priorities for future training for staff in their organisations. Figure 7 shows the result for Latvia, compared with the aggregated result for the entire region. it is noteworthy that the recommendations for future training are the topics as covered by the recent programme of training.

Figure 7 Ranked preferences of senior managers for priority future training topics

		LATVIA	OVERALL FOR THE REGION
GEN	GENERAL SKILLS	6	3
FRM	FINANCIAL & RESOURCES MANAGEMENT	6	10
HUM	HUMAN RESOURCES MANAGEMENT & DEVELOPMENT	6	11
CTI	COMMUNICATION TECHNOLOGY AND INFORMATION	1	6
FCR	FIELD CRAFT AND PRACTICAL SKILLS	1	4
CMP	CONSERVATION ASSESSMENT PLANNING & MANAGEMENT	1	2
SDC	SUSTAINABLE DEVELOPMENT & COMMUNITIES	6	8
PAM	PROTECTED AREA POLICY, PLANNING AND PROJECTS	6	1
LAW	LAW ENFORCEMENT	1	7
RTO	RECREATION AND TOURISM	6	5
AWA	AWARENESS, EDUCATION AND PUBLIC RELATIONS	1	9

4.4.6 MODES OF LEARNING AND TRAINING

Respondents were asked to rank in order of importance eight modes of learning and training for personnel at different levels. The results are shown in Figure 8. They indicate a preference for work place learning, which is not at all typical of the region, where generally the preference is for short courses and study visits.

Figure 8 Preferred modes of training

Ranked preferences for modes of capacity development. Latvia.					
1 = Highest Ranked. 8 = Lowest Ranked	Senior Mgmt.	Middle Managers	Rangers/ Field Staff	Admin Staff	Support Staff
Informal learning in the work place with more experienced colleagues	3	3	3	1	2
Short training sessions provided by supervisors & managers in the work place	3	1	1	1	1
Short Formal Training Courses (<1 week)	1	2	4	4	3

Longer training courses (1-4 weeks)	1	3	5	1	5
Long Term Study for Formal Qualifications (e.g. University Courses)	6	6	6	8	7
Informal individual learning using training manuals and study materials	3	6	8	6	6
Formal individual study through distance learning, internet etc.	6	8	6	6	7
Exchanges and study visits with other Protected Areas	6	3	2	4	3

4.4.7 FUNDING FOR TRAINING

The HQ of NCA reports that it has an annual training budget of 18327,93 LVL (approx. 26,000 EUR). The regional offices did not report any training budget. Based on the number of employees of the NCA, this amounts to around 190 Euros per person per year.

4.4.8 GENERAL OBSERVATIONS ON TRAINING

1. The overall current average of training delivered (excluding administrative and support staff) of around 2 training days per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers in the General Questionnaire, which were 10-20 days.
2. Recent training topics in Latvia have focused exclusively on the 5 categories (CTI, FCR, CMP, LAW and AWA) identified in a TNA in 2010. No training is reported on categories such as Protected Area Planning and Management (PAM) or Recreation and Tourism (REC).
3. No systematic training programme is in place; provision has been dependent on project funding, although the NCA does report having a budget for training.
4. The preferences for capacity development modes indicated in the general survey (Figure 8) reveal a conservative attitude by managers, focusing on the topics of training already delivered.
5. Unlike most countries in the region, there is a marked preference among managers for internal training and learning within protected area teams.

4.5 RESULTS FROM THE COMPETENCE ASSESSMENTS

4.5.1 GENERAL ASSESSMENTS OF COMPETENCE BY MANAGERS OF PERSONNEL IN THEIR ORGANISATIONS (GENERAL QUESTIONNAIRE)

These assessments were conducted by one person for each protected area/institution and are therefore based on the opinion and judgment of that person of the average, overall levels of competence in their organisation.

Each set of assessments is summarised in three graphics.

Graphic A shows the proportions of self-assessments for each skills category, according to the numerical scale described in the previous section (see Table 3). Colour coding is used to aid understanding of the results (see Table 8). These graphics exclude assessments of '0' (not relevant), and therefore only represent proportion of responses which considered the skills category to be relevant. The author has found that a rapid assessment of competence can be made by considering the boundary between the two weakest categories (indicated in red and yellow) and the two strongest categories (green and blue). The yellow-green boundary therefore, provides a quick indication of comparative competence of the different categories.

Table 8 Colour coding used for competences

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

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

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

Capacity Needs index (CNI) =

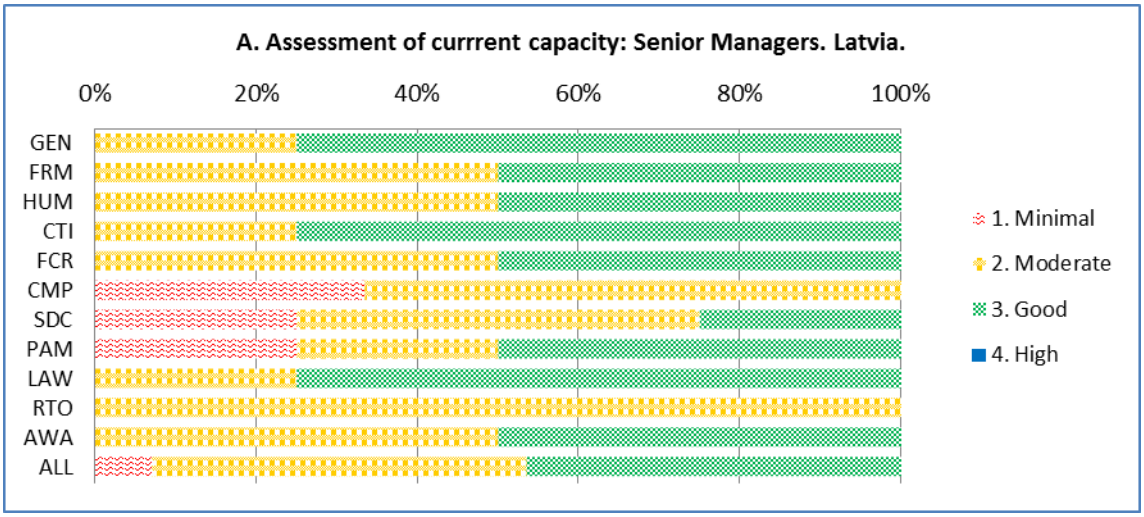
Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).

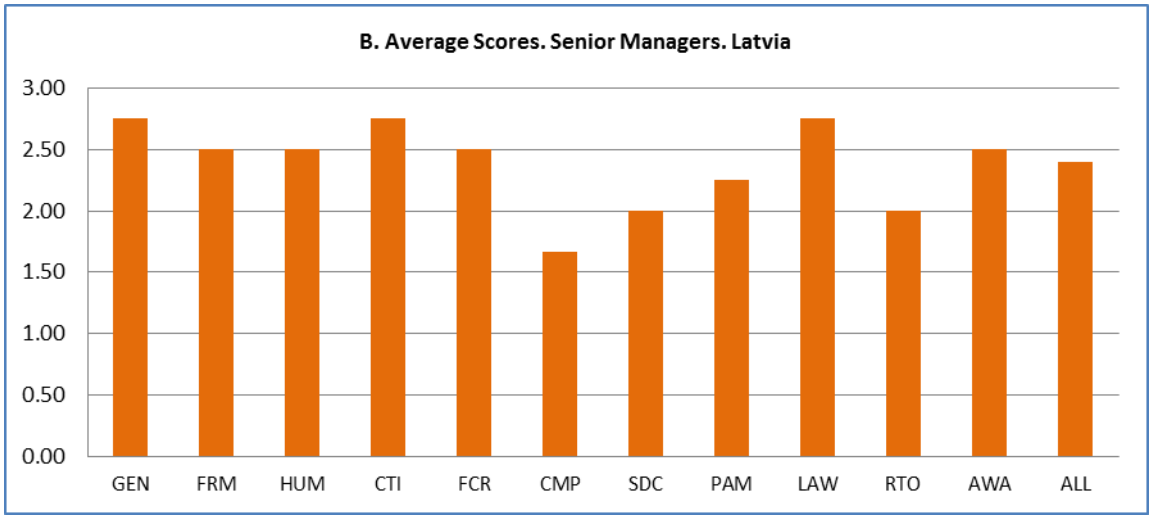
The higher the CNI, the greater the need for capacity development in that category. This formula is intended to take into account how relevant the category is, as well as how weak the overall competence is.

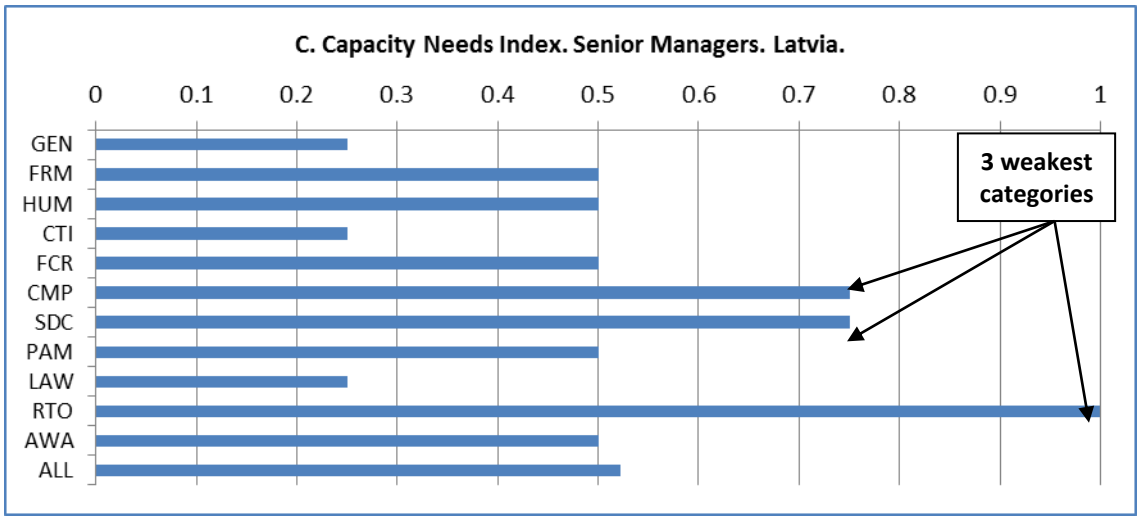
The results are shown for Senior Managers, Middle Managers and Technical Staff, and Field Staff (Rangers) only. The results for administrative and support staff are available separately, but inclusion of the results tends to distort the needs of the 'front line' PA staff. Each set of results is accompanied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

When evaluating these results, it should be borne in mind that these are the results of just five assessments.

GENERAL ASSESSMENTS OF COMPETENCE IN PROTECTED AREAS: SENIOR MANAGERS



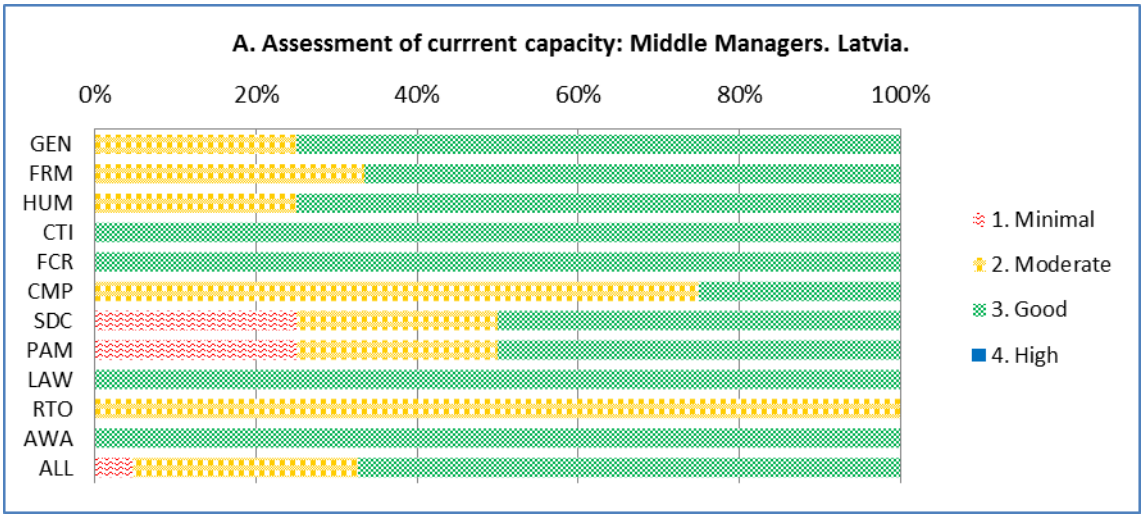


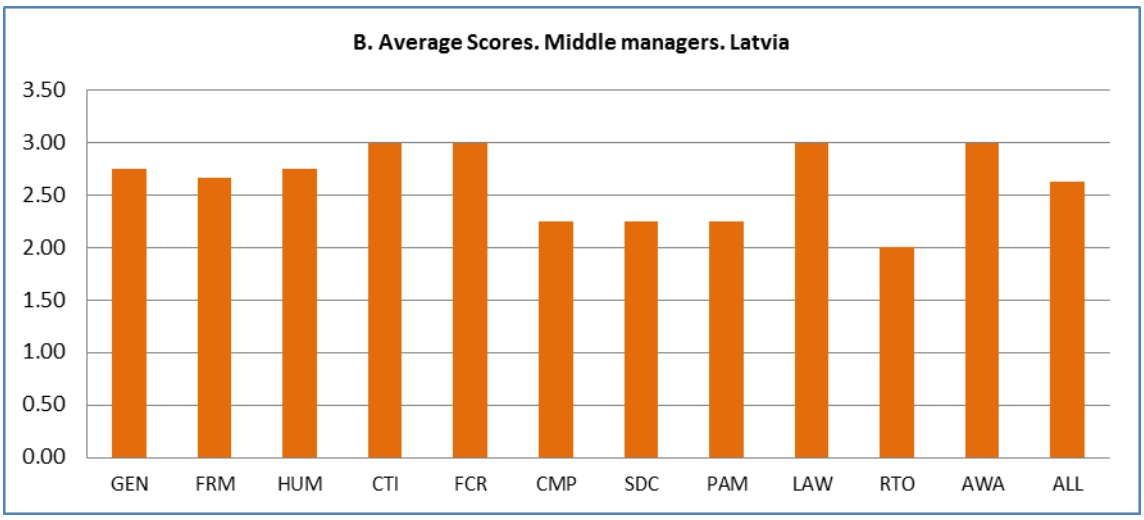


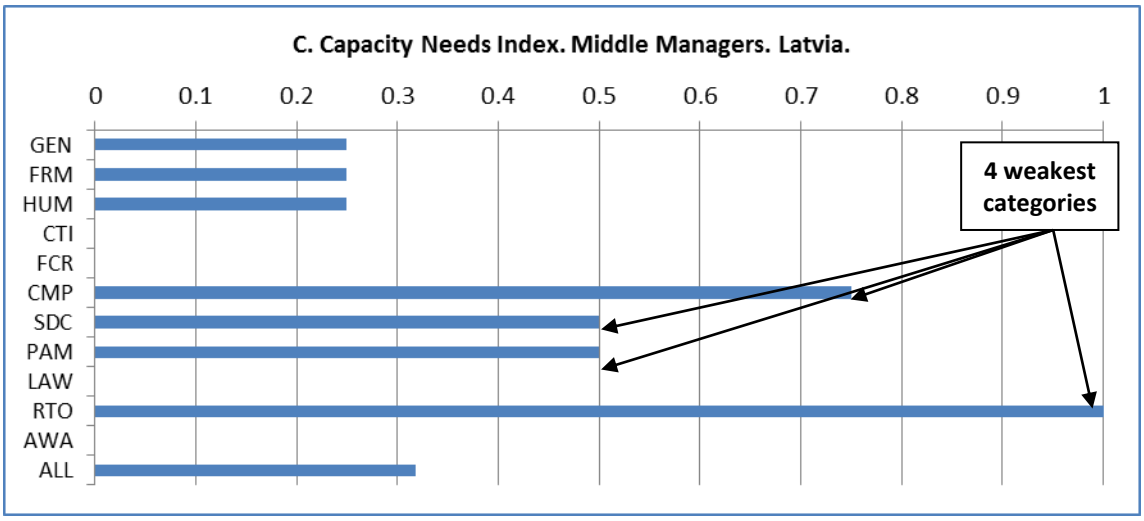
OBSERVATIONS

Overall, confidence in the competence of senior managers is fairly low; around 50% of the responses were in the two weakest bands and none were in the strongest band. This suggest a need for all round training. The only really strong categories are LAW and CTI, and three categories are very weak: conservation management (CMP), working with communities (SDC) and, most prominently, recreation and tourism (RTO).

GENERAL ASSESSMENTS OF COMPETENCE: MIDDLE MANAGERS



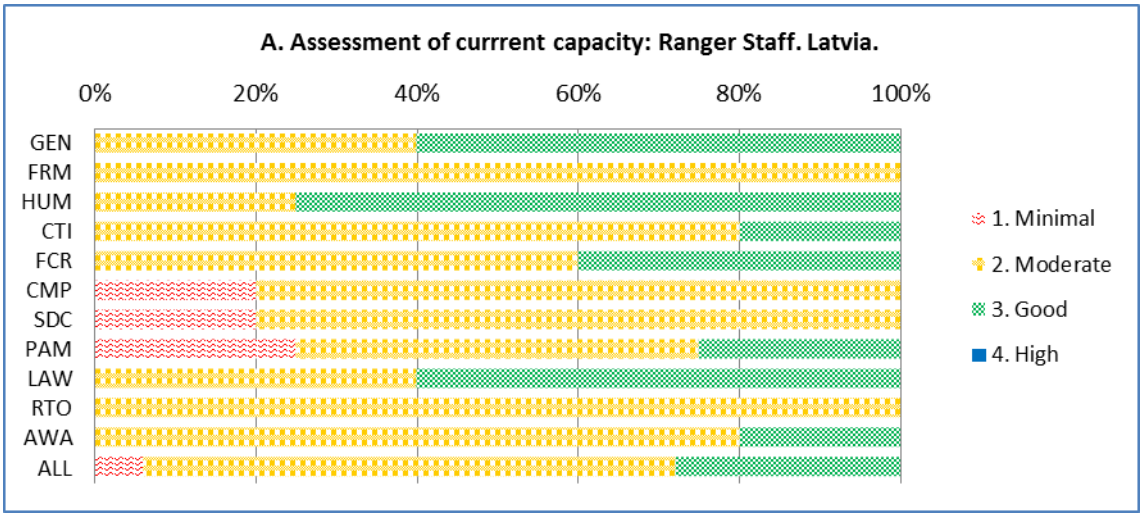


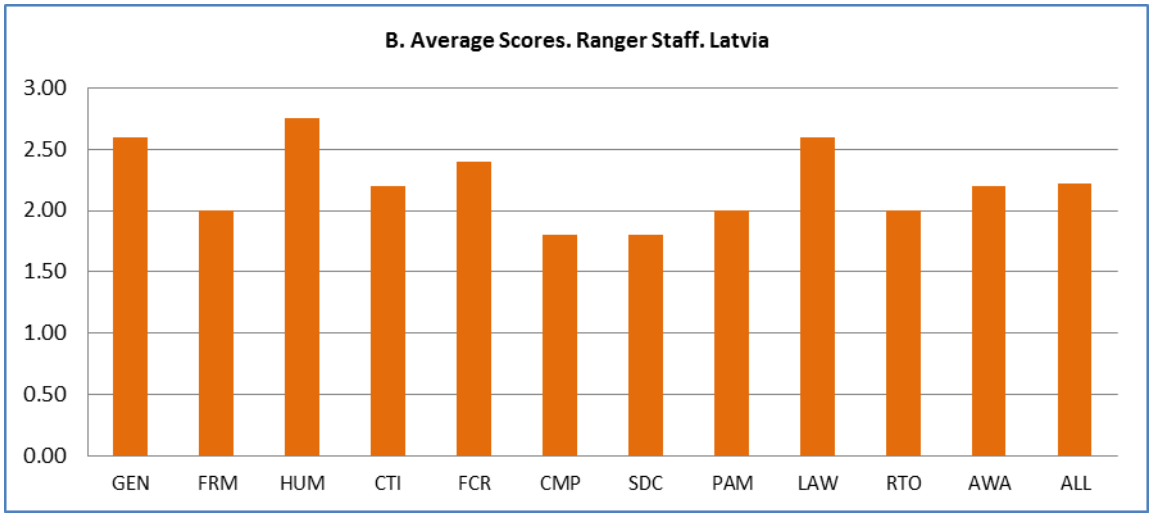


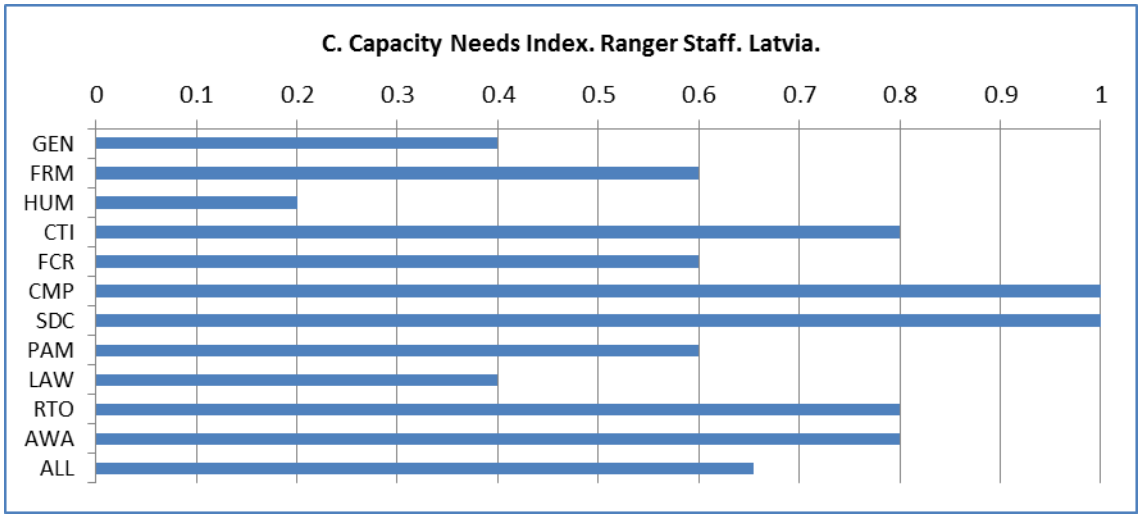
OBSERVATIONS

The overall assessment shows quite good levels of competence with 70% of assessments in the top two bands (but in fact none of these are in the strongest band). Four categories are notably weak. Most prominent is RTO; CMP is also weak and SDC and PAM should also be considered as capacity development requirements. The other categories are all strong.

GENERAL ASSESSMENTS OF COMPETENCE: RANGERS AND FIELD STAFF







OBSERVATIONS

Around 70% of responses were in the two weakest bands (1 and 2) and none in the strongest, indicating that the respondents considered there to be a major overall need for capacity development for rangers. Almost all the categories are quite weak, and CMP and SDC are major concerns, along with RTO and AWA.

4.5.2 SELF ASSESSMENTS OF COMPETENCE BY INDIVIDUALS

Where the General Questionnaire focused on the judgement and opinion of a representative person from each protected area institution, the Self-Assessment Questionnaire records the opinions of individuals about their own competence.

Each set of assessments is summarised in three graphics.

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

Table 9 Colour coding used for competences

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

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

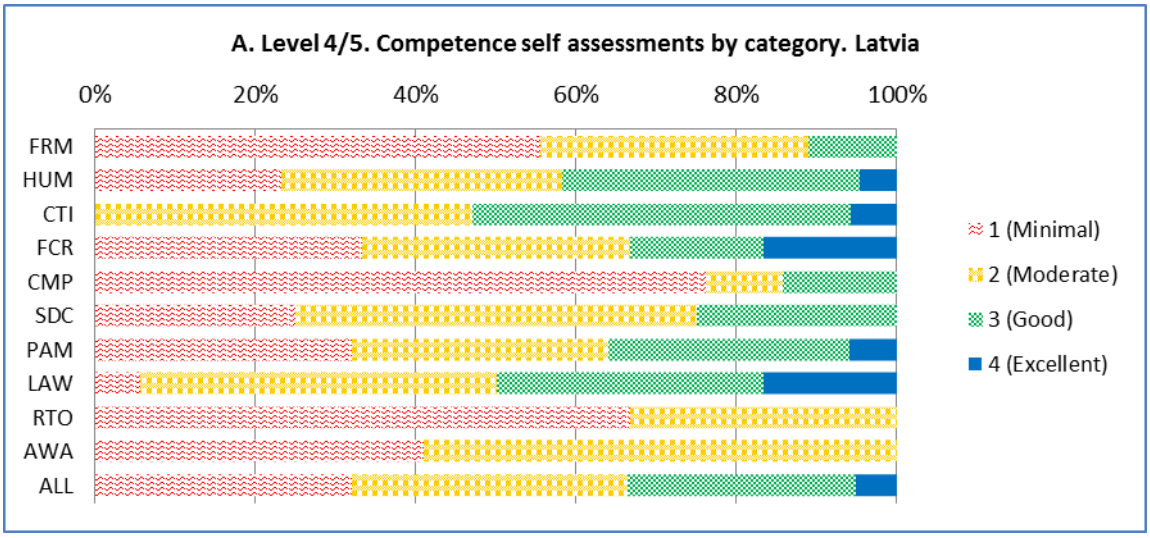
Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The CNI is calculated as follows:

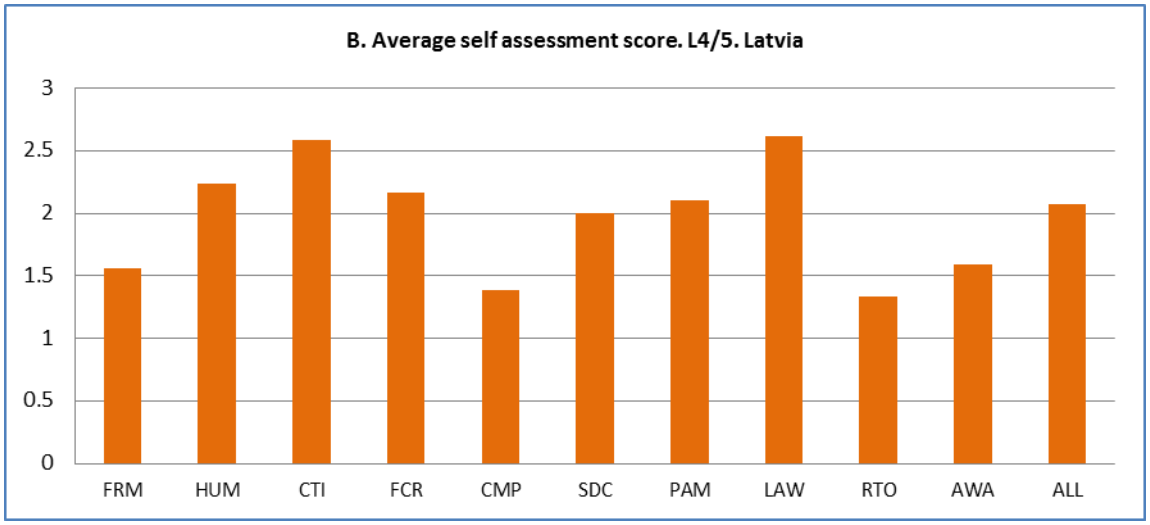
Capacity Needs index (CNI) =
(Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).

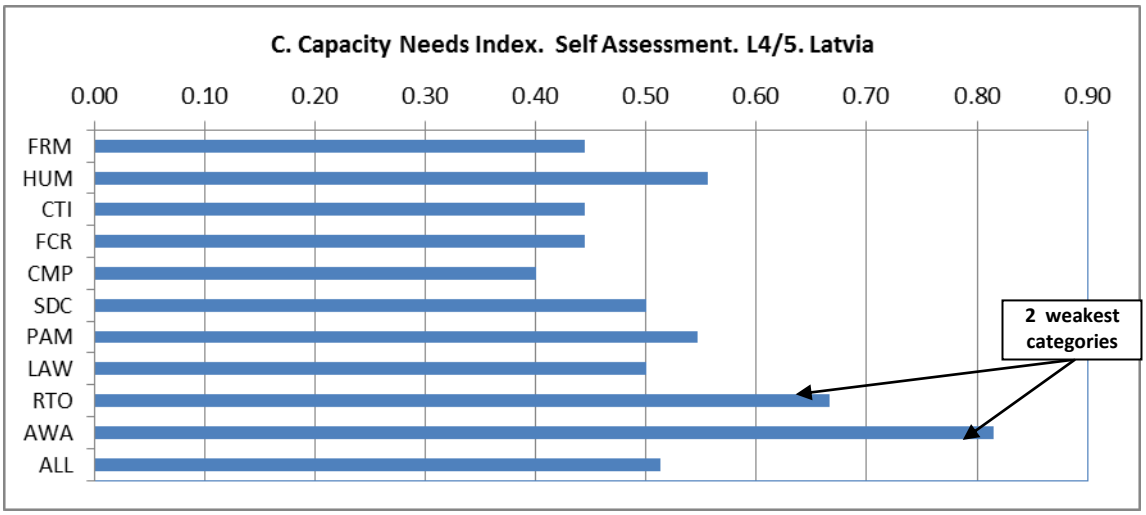
This formula is intended therefore to take into account how relevant the category is as well as how weak the overall competence is. The higher CNI therefore, the greater the need for capacity development in that category.

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

SELF ASSESSMENTS OF COMPETENCE: LEVEL 4/5 SKILLS



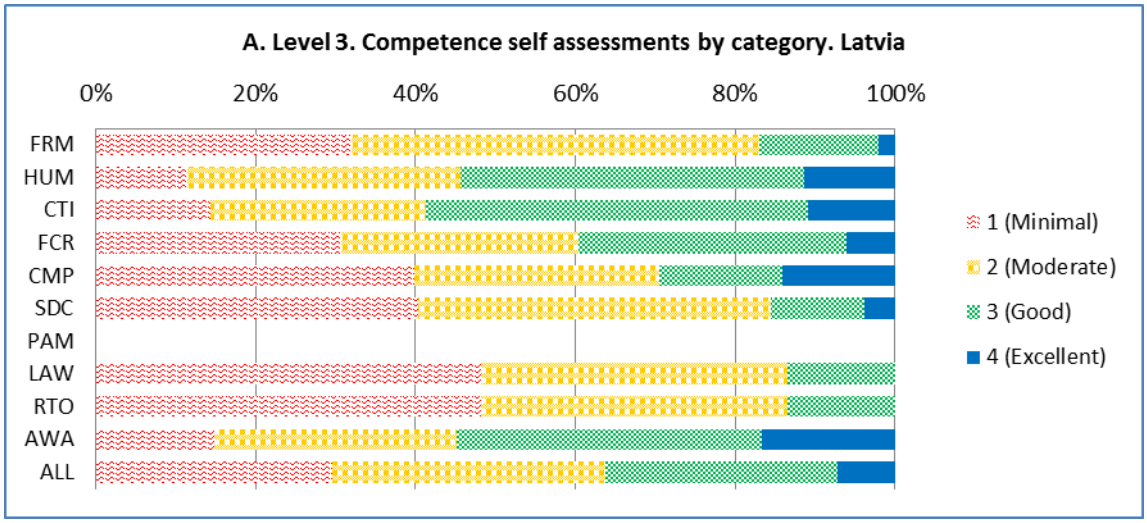


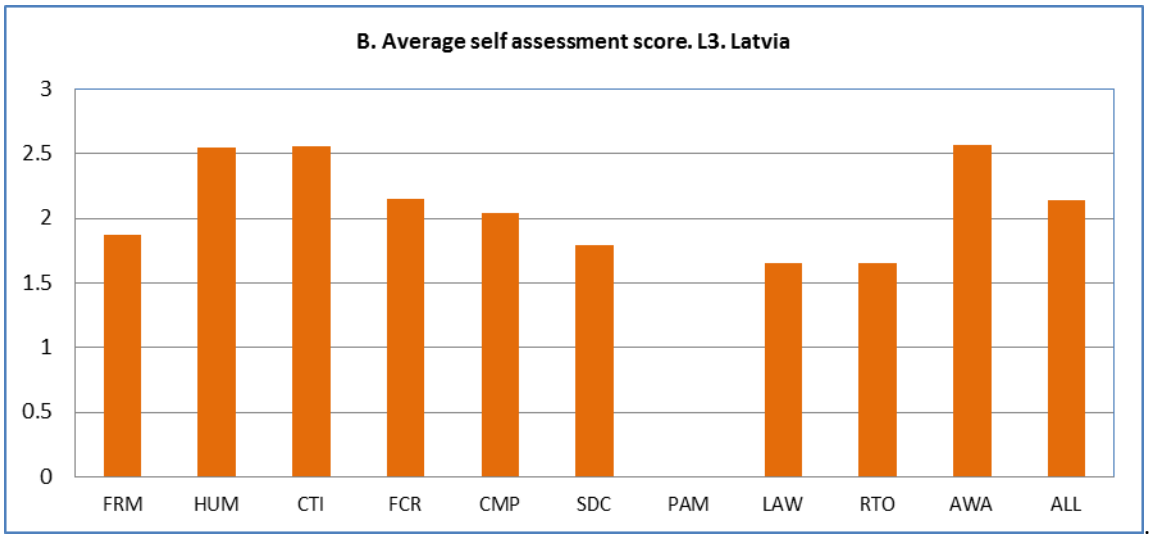


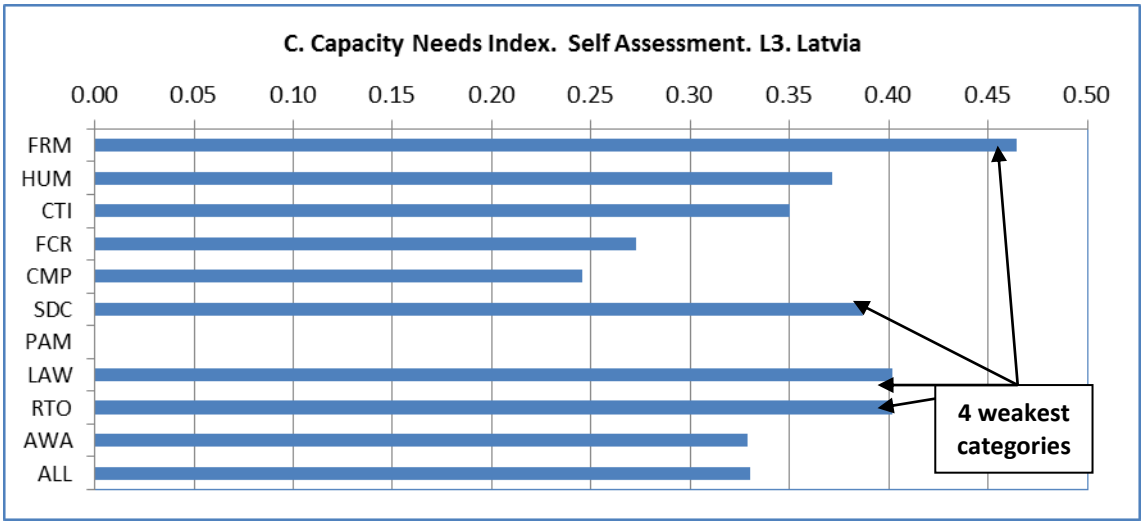
OBSERVATIONS

More than 60% of the self- assessments are in the two weakest score bands (1 and 2), indicating a general need for capacity development. The weakest categories are RTO and AWA. HUM is also quite weak.

SELF ASSESSMENTS OF COMPETENCE: LEVEL 3 SKILLS



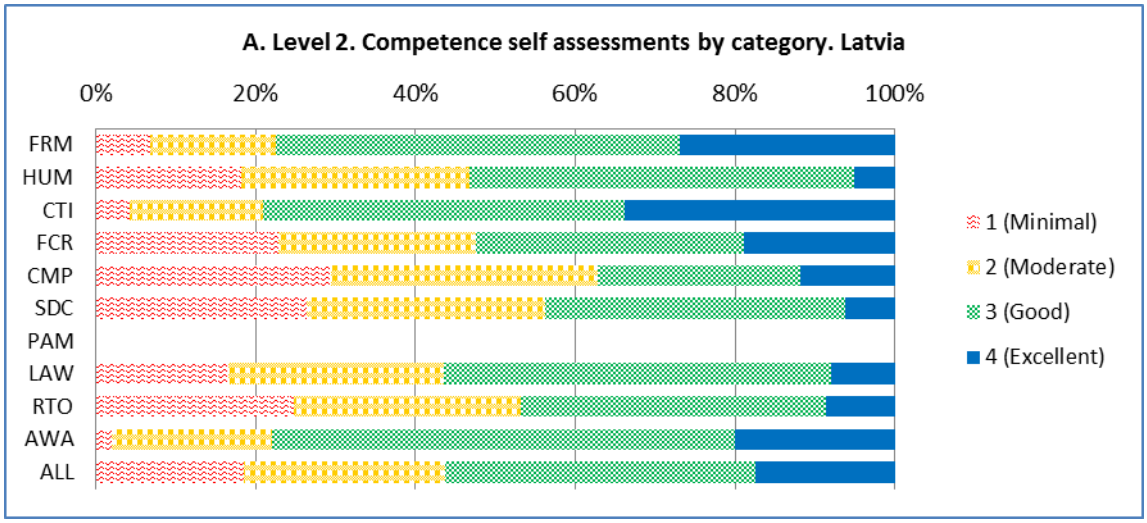


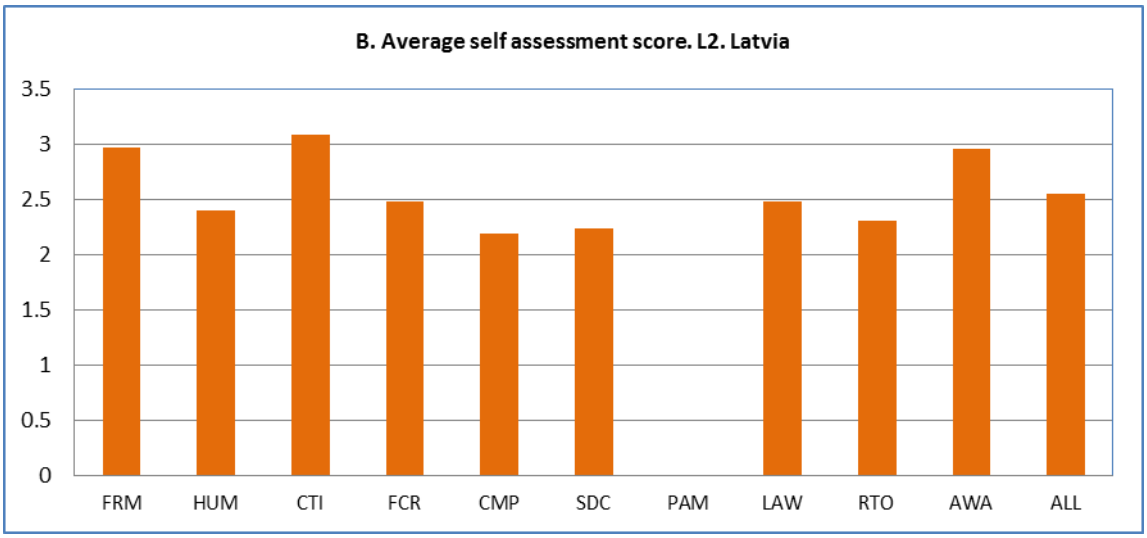


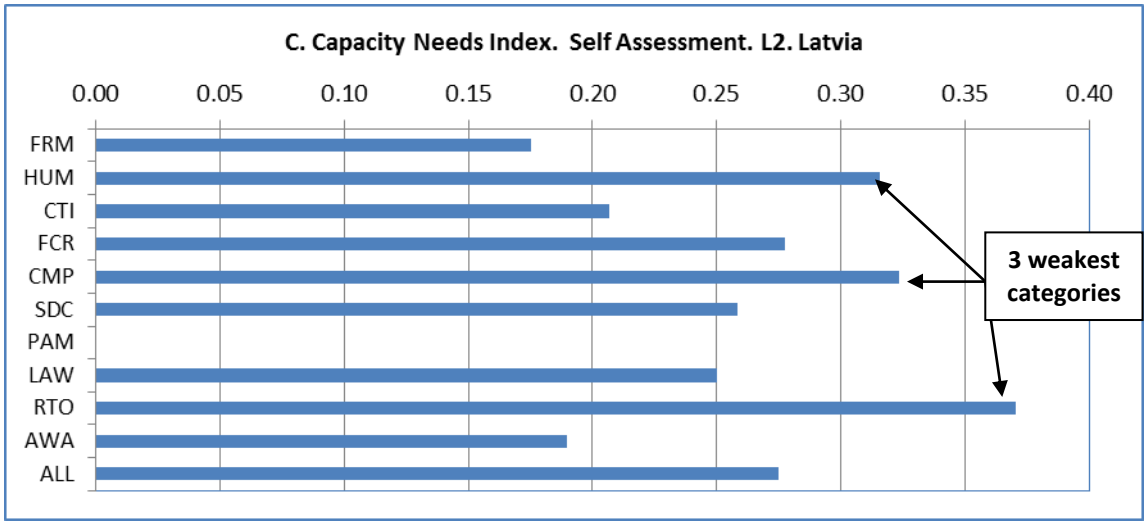
OBSERVATIONS

Overall self-assessments at this level quite similar to Level 4/5 staff, with over 60% of responses in the two weakest bands. There is a clear priority need for capacity development in FRM, mainly related to book keeping, budgeting and accounting. It appears that (unlike) in many other countries, Level 3 staff in Latvia have financial management responsibilities. Of the technical categories, the greatest needs relate to SDC, LAW and RTO.

SELF ASSESSMENTS OF COMPETENCE: LEVEL 2 SKILLS







OBSERVATIONS

Overall capacity appears to be better than for Level 3 and Level 4/5, with a nearly 20% of responses in the strongest band. Three categories stand out as priority needs; basic conservation skills (CMP), recreation and tourism (RTO) and Human Resource Management (HUM), the last of these indicating that staff at this level require training in supervisory and instructional skills.

4.5.3 RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES FROM THE SELF ASSESSMENT

The previous section aggregated the results according to the ten general skills categories. However, it was also possible to analyse self-assessed competence in the specific skills within each category, providing a more detailed picture of specific capacity development requirements. This information can be used to help identify the specific components of training courses and to contrast the results of self-assessments with personal preferences. The results are presented below.

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 4/5 (9 SENIOR MANAGERS)

Figure 9 Comparison of ranked capacity development priorities of senior managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	0.89	CMP 4.5	Determine the value of ecological/environmental services.	7
AWA 4.3	Plan and manage marketing, media and public relations activities.	0.89	PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	5
CMP 4.5	Determine the value of ecological/environmental services.	0.78	FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	4
RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	0.78	FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	4
RTO 4.3	Establish safety standards and codes of conduct for protected area users.	0.78	HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	2
HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0.78	CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	2
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	0.78	CMP 4.1	Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	2
PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0.78	SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders	2
PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	0.78	PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	2
HUM 4.4	Lead training and development needs analysis.	0.67	RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	2
SDC 4.1	Develop agreements with communities for resource access and use.	0.67	AWA 4.3	Plan and manage marketing, media and public relations activities.	2
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	0.67	HUM 4.2	Manage staff recruitment and contracting.	1
PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0.67	HUM 4.4	Lead training and development needs analysis.	1
HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	0.56	CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	1
SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	0.56	CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	1
PAM 4.3	Lead development of contingency plans for potential disasters.	0.56	PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	1
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	0.56	PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	1
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0.56	PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	1
PAM	Monitor management effectiveness of the	0.56	RTO	Establish safety standards and codes of	1

4.8	protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))		4.3	conduct for protected area users.	
LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	0.56	AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	1
RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	0.56	PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	1
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	0.44	PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	1
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	0.44		All other skills	0
HUM 4.2	Manage staff recruitment and contracting.	0.44			
CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	0.44			
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	0.44			
FCR 4.1	Contribute to specification and design of major infrastructure projects.	0.44			
SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	0.44			
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	0.44			
LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	0.44			
PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0.44			
PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0.44			
HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	0.33			
CMP 4.1	Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	0.33			
CMP 4.2	Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))	0.33			
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	0.33			
SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	0.33			
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	0.33			
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	0.22			
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	0.22			

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 3 (19 MIDDLE MANAGERS AND TECHNICAL SPECIALISTS)

Figure 10 Comparison of ranked capacity development priorities of middle managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	**SKILL**	**CNI SCORE**	**CODE**	**SKILL**	**Prefer-ences**
CTI 3.4	Operate GIS systems	0.61	CTI 3.4	Operate GIS systems	4
SDC 3.6	Provide advice on sustainable community based natural resource use and management.	0.57	CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	3
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.54	CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	3
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	0.54	SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	3
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	0.50	FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	2
FRM 3.2	Manage purchasing and inventory.	0.50	HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	2
SDC 3.5	Promote development of local networks and organizations.	0.50	HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	2
RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	0.50	HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	2
FRM 3.1	Prepare budgets and keep books and accounts	0.46	FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	2
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	0.43	FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	2
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	0.43	FCR 3.6	Locate, mark and inspect boundaries in the field.	2
CTI 3.5	Manage library, archives and other information resources.	0.39	CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	2
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	0.39	LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	2
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	0.39	RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	2
FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	0.39	RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	2
AWA 3.5	Provide information for the media	0.36	AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	2
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	0.36	AWA 3.3	Research, plan and design special education programmes for schools.	2
CTI 3.2	Give technical presentations and write technical reports/papers.	0.36	HUM 3.5	Plan, prepare and deliver formal lectures and presentations	1
RTO 3.4	Supervise safety and security of visitors and other users.	0.36	CTI 3.1	Organize and chair formal meetings.	1
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	0.36	CTI 3.3	Operate and maintain computers for advanced functions	1
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	0.36	FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	1
CMP	Specify site based special measures for	0.32	CMP	Plan and supervise animal capture,	1

3.3	assisting protection, survival or recovery of key species.		3.5	transport, care and management.	
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	0.32	SDC 3.6	Provide advice on sustainable community based natural resource use and management.	1
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	0.32	RTO 3.4	Supervise safety and security of visitors and other users.	1
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	0.32	AWA 3.5	Provide information for the media	1
AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	0.32		All other skills	0
FCR 3.6	Locate, mark and inspect boundaries in the field.	0.30			
AWA 3.3	Research, plan and design special education programmes for schools.	0.29			
HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	0.29			
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.29			
FCR 3.3	Operate and use base station radio and communication equipment.	0.27			
FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	0.27			
FCR 3.2	Organise and lead search and rescue operations in the field.	0.25			
FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	0.25			
LAW 3.1	Plan law enforcement activities and programmes.	0.25			
LAW 3.2	Lead patrol and law enforcement activities in the field.	0.25			
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	0.25			
CTI 3.1	Organize and chair formal meetings.	0.21			
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	0.21			
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	0.21			
CMP 3.7	Analyse, and present interpret survey and monitoring data.	0.21			
FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	0.18			
CTI 3.3	Operate and maintain computers for advanced functions	0.18			
CMP 3.5	Plan and supervise animal capture, transport, care and management.	0.18			
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	0.18			
CMP 3.8	Curate collections and manage museums	0.14			
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	0.14			

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 2 (39 RANGERS AND FIELD STAFF)

Figure 11 Comparison of ranked capacity development priorities of middle managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	**SKILL**	**CNI SCORE**	**CODE**	**SKILL**	**Prefer-ences**
CTI 2.3	Communicate in other languages and/or dialects.	0.53	CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	33
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	0.53	CTI 2.3	Communicate in other languages and/or dialects.	23
CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	0.48	CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	16
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	0.47	FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	15
RTO 2.2	Respond to emergencies and accidents to visitors.	0.47	CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	9
CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	0.45	FCR 2.9	Safely operate and maintain small boats and their engines	7
CMP 2.4	Use identification aids to identify plants and animals.	0.45	CMP 2.4	Use identification aids to identify plants and animals.	6
CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	0.40	FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	5
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	0.40	LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	5
HUM 2.1	Supervise and motivate work teams under direct supervision	0.37	HUM 2.1	Supervise and motivate work teams under direct supervision	4
CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	0.36	CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	4
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	0.36	LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	4
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	0.33	RTO 2.1	Guide, assist and regulate visitors on site.	4
CMP 2.5	Use and care for basic scientific instruments used in surveying	0.29	HUM 2.2	Provide training and instruction in the workplace for supervised staff	3
LAW 2.2	Conduct enforcement activities legally and safely	0.28	CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	3
RTO 2.1	Guide, assist and regulate visitors on site.	0.28	CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	3
FCR 2.5	Use compass and chart or map for navigation and orientation.	0.28	CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	3
LAW 2.4	Report correctly on law enforcement activities	0.28	SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	3
HUM 2.2	Provide training and instruction in the workplace for supervised staff	0.26	FCR 2.5	Use compass and chart or map for navigation and orientation.	2
FCR 2.2	Follow good safety and environmental practice in the field.	0.26	FRM 2.2	Manage stores of equipment and supplies.	1
FCR 2.10	Use and maintain radio handset for field communication.	0.26	CTI 2.5	Operate office and audio visual equipment	1
FCR 2.3	Fight fires.	0.26	FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	1
FRM 2.1	Collect and present evidence of expenditure and other financial transactions	0.25	CMP 2.5	Use and care for basic scientific instruments used in surveying	1
FCR 2.7	Construct and repair outdoor structures, paths and trails.	0.22	CMP 2.9	Care for captive animals	1
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	0.22	LAW 2.2	Conduct enforcement activities legally and safely	1

CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	0.21	LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	1
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	0.21	LAW 2.6	Care for and use firearms correctly and safely (if relevant)	1
FCR 2.9	Safely operate and maintain small boats and their engines	0.19	RTO 2.2	Respond to emergencies and accidents to visitors.	1
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	0.19	AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	1
CMP 2.8	Check and replenish feeding stations for wild animals.	0.17		All other skills	0
FCR 2.1	Care for, check and maintain basic field equipment.	0.17			
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	0.16			
CTI 2.5	Operate office and audio visual equipment	0.16			
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	0.16			
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	0.14			
CTI 2.2	Prepare written reports of work activities using standard formats	0.12			
FRM 2.2	Manage stores of equipment and supplies.	0.11			
CMP 2.9	Care for captive animals	0.10			
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	0.07			
LAW 2.6	Care for and use firearms correctly and safely (if relevant)	0.05			

4.5.4 OVERALL RANKED NEEDS FROM THE SELF ASSESSMENTS

Figure 12 shows the overall ranked priorities for capacity development in the ten competence categories for Latvia.

Figure 12 Ranked country capacity development needs. Latvia

Country capacity development needs ranked by category and level 1 = Highest need 10 = Lowest need Top 4 preferences highlighted				
		LEVEL 4/5	LEVEL 3	LEVEL 2
FRM	FINANCIAL & RESOURCES MANAGEMENT	7	1	9
HUM	HUMAN RESOURCES MANAGEMENT & DEVELOPMENT	3	5	3
CTI	COMMUNICATION TECHNOLOGY AND INFORMATION	7	6	7
FCR	FIELD CRAFT AND PRACTICAL SKILLS	9	8	4
CMP	CONSERVATION ASSESSMENT PLANNING & MANAGEMENT	10	9	2
SDC	SUSTAINABLE DEVELOPMENT & COMMUNITIES	5	4	5
PAM	PROTECTED AREA POLICY, PLANNING AND PROJECTS	4		
LAW	LAW ENFORCEMENT	6	2	6
RTO	RECREATION AND TOURISM	2	2	1
AWA	AWARENESS, EDUCATION AND PUBLIC RELATIONS	1	7	8

5 CONCLUSIONS

The following sections discuss the conclusions from the results of the two questionnaires for Latvia. See the General Report for discussion of the entire regional survey, for comparisons between countries and for an assessment of the limitations and possible inaccuracies in the survey.

5.1 OVERALL CONCLUSIONS

The overall conclusions from the assessment are that:

- Personnel of the NCA in Latvia are quite competent in many aspects of their work, but some individuals are very weak in some specific areas. Although a recent programme of training has taken place, staff development in the NCA does not appear to be fully institutionalised and training programmes are largely dependent on external funding.
- The system of governance and management of protected areas as part of the wider remit of a national agency (and not as within a specific department) is not typical of the region and requires especially careful analysis and interpretation of the results.

When assessing the results of the surveys from Latvia, a number of factors specific to the country need to be taken into consideration.

- The assessment is only for the personnel of the national Nature Conservation Agency; the survey does not cover many of the individuals or entities that own many of the 706 protected areas in Latvia. A much wider capacity needs assessment would be required to reach all of those organisations and people.
- Sample sizes are quite small. The general assessment questionnaire was only completed by five managers (from the headquarters of the NCA and from four regional offices) and only 9 Level 4/5 staff completes the self-assessment. Therefore, each of the individual respondents will have had a major influence on the overall findings.
- The consultants had some difficulty in determining which staff of the NCA can be considered as 'protected area personnel' and also in applying the staff levels to respondents.
- A higher than normal proportion of the skills were considered as irrelevant in the self-assessments. This appears to be because the NCA is not just a protected area agency, and PA work is included in the work of the various technical departments of the agency. This has the effect of masking important results, because the Capacity Needs Index takes relevance strongly into account. Consequently, the raw data needs to be examined in more detail to gain a full understanding of the results and the needs.

5.2 STAFFING

As previously mentioned, this survey only covers the staff of the NCA at not all individuals and organisations with responsibility for protected areas. In general, the following conclusions can be made.

- Latvia (43% male/57% female) has an unusual gender balance compared to the rest of the region (average: 66% male/34% female). It would be useful to find out the reasons for this.
- The personnel surveyed are well educated, with 98% having a university education. This indicates good potential for improvement in capacity, and also for development of internal training programs, making use of the high educational level of many staff.
- The workforce has quite a good balance of ages and experience. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time.

5.3 TRAINING

- The overall current average of training delivered of around 2 training days per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers (10-20 days). Most of the recent training appears to have been for the benefit of rangers.

- The NCA does not have staff development plan and no data are currently collected about the training that employees attend.
- Recent training topics in Latvia have focused exclusively on the 5 categories (CTI, FCR, CMP, LAW and AWA) identified in a TNA in 2010. No training is reported on categories such as Protected Area Planning and Management (PAM) or Recreation and Tourism (REC).
- No systematic training programme is in place; provision has been dependent on project funding, although the NCA does report having a budget for training.
- The preferences for capacity development modes indicated in the general survey (Figure 8) reveal a conservative attitude by managers, focusing on the topics of training already delivered.
- Unlike most countries in the region, there is a marked preference among managers for internal training and learning within protected area teams.

5.4 THE COMPETENCE ASSESSMENTS

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

5.4.1 MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

This category is a significant priority at Level 3 in the self-assessment.

Overall the category does not rate a such a need at Level 4/5, but this is because 50% of senior managers did not consider this category relevant, while those that consider it relevant all rated themselves very weakly. This requires some further investigation. It is possible that in the centralised and compartmentalised governance system, few senior staff have any financial responsibilities. This finding shows the importance of examining all of the results carefully, as it is revealed by Graph A in the self-assessments, but not by Graph C.

The need for development in financial and resource management is much more apparent at Level 3, where it is the weakest category, indicating that middle managers lack skills in financial management and reporting.

CONCLUSIONS

- Training in financial management is a major requirement for some, but not all senior staff.
- Middle managers require capacity development in budgeting and financial management.

5.4.2 MANAGEMENT OF HUMAN RESOURCES (HUM)

This category is the third ranking priority at Level 4/5, where the specific skill HUM 4.5 (Plan, design, supervise and evaluate staff training and capacity programmes) ranks very highly, as it does also in the personal preferences.

At Level 3 it is a mid ranking priority, but the skill HUM 3.2 (Prepare detailed work plans for staff and direct, monitor and report on work plan implementation) rates highly as a need. At Level 2 the category also rates highly, suggesting that supervisory and instructional skills are required for field staff.

CONCLUSIONS

- There is a clear need, recognised by senior managers, for developing internal staff training and capacity development programmes.
- Middle managers may require training in work planning and management of teams.
- Field staff require training in supervision and instructional techniques.

5.4.3 COMMUNICATION, TECHNOLOGY AND INFORMATION (CTI)

Results from this category require careful scrutiny, because the skills within it mix personal communication skills with skills associated with using information technology. With the benefit of hindsight, it would have been better to split this into two separate categories.

Overall the category is low to middle ranking as a need at all levels. At Level 2, some respondents, assign a high priority to foreign language skills. The use of GIS ranks fairly highly at Level 3, but this result should be treated with caution, because, in the experience of the lead author, investment in training and equipment for GIS is not worthwhile if parent protected area agencies have not developed an' IT culture' to institutionalise what has been taught/learned.

CONCLUSIONS

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability and where the protected area institution has adopted an IT culture.
- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.
- Some personnel would benefit from foreign language training (mainly English).

5.4.4 FIELD CRAFT (FCR)

These are quite traditional protected area skills; competence in this category rates quite highly and there are few specific training needs. At Level 2, although the average score Is quite good, this masks some skills that have a very high priority.

FCR 2.4. Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace). This is the second top priority among all skills for Level 2 staff.

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

CONCLUSIONS

- All protected areas staff should have at least basic training in first aid, safety and security.
- GPS training, while popular, should only be considered if the equipment is available and an appropriate IT culture exists.

5.4.5 CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

At Level 4/5 and at Level 3 however, the category was not considered relevant by the majority of staff, but for those to whom it is relevant, it is rated as very weak in all the skills within it. The low relevance of this category at these levels may require some further investigation, as biodiversity conservation is a fundamental function of all protected areas; it cannot be determined from this survey whether the category really is not relevant to most staff, or if it's importance is not being recognised and understood.

Furthermore, since this category has been one of the four that has dominated previous training in Latvia, the low capacity is a concern. Possible reasons for this are that the training course was not of suitable quality and/or subject matter, or that the training was not attended by many who needed it. The national consultant's report mentioned the difficulties some staff at regional offices have in attending courses taking place in Riga.

CONCLUSIONS

- This category only appears to be relevant to a minority of senior and middle management staff; but it is a major weakness and priority capacity need for some. This finding requires some further information.
- Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.
- Basic biodiversity and conservation knowledge and skills require strengthening at Level 2.
- Any future training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.
- Many senior PA staff would like training in valuation of ecosystem services.

5.4.6 SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

In the self-assessment this category was one of the higher capacity development needs for Level 4/5, and particularly for Level 3 staff, who recognise the importance of skills for working with local communities. The category is also rated highly as a need in the General Questionnaire, but it ranks much lower in the personal preferences identified in the Self-Assessment Questionnaire and in the priorities for future training identified by managers in the General Questionnaire. This finding is particularly interesting, and probably requires further investigation. It is possible that individuals find this category quite new and challenging and therefore would not choose training in it, even though they recognise its importance. These results for Latvia are very similar to those for most other countries in the region.

CONCLUSIONS

- There is a national need for training in working with communities at all levels, and this should be a priority topic in future initiatives.
- Although staff at all levels recognise the importance of training in this category, some may be personally reluctant to undergo such training. It is necessary therefore to 'sell' the benefits of training in this category to protected areas staff and to make sure that training programs offered are relevant and of a high quality.

5.4.7 PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

This category is assessed at Level 4/5 only. The category is a mid to high ranking need. No training in this category has been delivered in the past three years.

Five skills are particularly weak

PAM 4.5 Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.

PAM 4.6 Develop and negotiate collaborative partnerships, plans and programmes

PAM 4.8 Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))

PAM 4.3 Lead development of contingency plans for potential disasters.

PAM 4.4 Plan and negotiate trans boundary protected area and conservation initiatives.

CONCLUSIONS

- This category should be a priority for training of senior and possibly middle managers.
- To be effective, individual capacity building in this topic must take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

5.4.8 LAW ENFORCEMENT (LAW)

This is a traditional aspect of protected area management, where the need for capacity is governed by the severity of the threats to protected areas and biodiversity. The results in this category are again affected by the low relevance scores. It should be considered a high priority at Level 3 (for those who consider it relevant) and one skill in particular appears to be a major need.

LAW 3.3 Liaise with local communities to resist and prevent illegal activities.

However, there is a need for continuous monitoring in this category for the following reasons.

1. Pressures and threats on protected areas and, natural resources are increasing and therefore there is a greater need for law enforcement activities.
2. Laws, regulations, norms and standard operating procedures may change, leading to a requirement for refresher courses for existing staff.

CONCLUSIONS

- Middle managers and all site/field based staff require capacity development in skills related to law enforcement and compliance. However, this training should include a strong focus on 'soft' law enforcement approaches such as working with communities to reduce wildlife crime.

5.4.9 RECREATION AND TOURISM (RTO)

This category is overall a top priority for capacity development in Latvia. It is considered highly relevant and very weak in both questionnaires, especially at Level 4/5 and Level 3.

CONCLUSIONS

- There is a clear and major requirement for building capacity in tourism and recreation for all PAs that offer tourism opportunities.
- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.
- Training for middle managers and technical staff should focus on the day-to-day management of tourism, and in particular on visitor management at the site.

5.4.10 AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

This is a low to mid ranking need at Level 2, a mid to high- ranking need at Level 3 and the highest need in the self-assessments at Level 4/5, where there were no self-assessments in the highest two bands.

CONCLUSIONS

- Senior managers require capacity development in high level awareness and public relations work
- Training in awareness, for other staff should not be delivered separately, but should be integrated into training in tourism and recreation and in working with local stakeholders.

6 RECOMMENDATIONS

6.1 OVERALL RECOMMENDATIONS

These overall recommendations are mainly with concerned with developing an internal, sustainable and affordable programme of capacity development for PA personnel, without reliance on external funding and providing learning opportunities for staff that less expensive, but just as effective as formal courses.

1. ESTABLISH A FORMAL STAFF DEVELOPMENT POLICY AND PROGRAMME IN THE NCA

This would contribute greatly to improving staff capacity and to professionalizing protected area management in Latvia. This is also the main recommendation of the national consultants for Latvia. However, it is understood that such a policy would probably have to apply to the whole of the institution, since the remit of the NCA goes beyond protected areas. The following measures are recommended

1.1 The NCA should develop an overall policy strategy and plan for capacity developments of its personnel.

This strategy should be based in part on the results and recommendations arising from this survey.

1.2 The NCA should establish basic norms for how much capacity development should be made available to staff.

For example, '*all permanent staff should have access to at least five days' relevant, structured training (or equivalent capacity development) per year'*. This would more than double the existing provision.

1.3 The NCA and its offices should allocate budgets for capacity development to provide the required amount of training.

It should be stressed here that budgeting for capacity development does not have to be based on provision of (expensive) formal training courses and study tours: there are many other much cheaper options for providing good quality training and capacity development. Budgets for training should include costs for travel to the training event.

1.4 Records should be kept of all capacity development events, of training attended by all personnel and of the quality and impact of the training.

2. ENGAGE WITH REGIONAL INITIATIVES TO IMPROVE THE PROFESSIONALIZATION AND PROFILE OF PA MANAGEMENT.

There is a general movement to improve the profile of PA management across Europe, as recognised in the resolution of the workshop held on the isle of Vilm/Germany from 3- 5 June 2013. Latvia should continue to be an active partner in regional initiatives through Europarc, Eurosite, IUCN etc.

3. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

It is important to learn the lessons from the fact that the previous ranger training programme was snot sustained (for financial reasons). One of the unusual results from the General Questionnaire was the comparatively high ranking given by managers to internal training. Furthermore, in the Self-Assessment Questionnaire many respondents highlighted the need to develop their skills in capacity development. The high educational level and the comparatively high number of experienced staff in the NCA indicates that it may be possible to develop a programme that focuses on transfer of skills among existing staff, rather than using external (and much more expensive) training providers. Furthermore, there are many low-cost, easy to organise activities which can help build staff capacity within institutions, without reliance on external investment.

The following specific actions should be considered.

3.1 Appoint a capacity development/training officer (or small team) in the NCA.

This person should be responsible for identifying and mobilising a wide range of ways in which staff can improve their skills and knowledge The role should include

- Organising and coordinating formal training events.
- Providing and sharing information about training opportunities.

- Ensuring that basic learning resources are available in protected areas. Ideally, it should be possible to provide computers and Internet access, but even access to basic library of wildlife identification materials and copies of manuals and textbooks can make a difference.
- Establishing mentoring systems within protected areas, where more experienced staff are required to mentor and guide newer, less experienced staff.
- Identifying expertise within the protected area (and the protected area network) and making use of those with high levels of skills to train newer, less experienced staff.
- Organising regular informal training and learning sessions where staff can discuss and share their skills, provide updates on new policies, laws, regulations, technical advances etc.
- Ensuring that all visiting experts and researchers to the protected area are required to deliver a training session or seminar as part of the conditions of their permission to work there.
- Ensuring that good records are kept of training and capacity development.

3.2 Establish and train a national capacity development team comprising expert practitioners from within protected area institutions.

This team should be trained to provide standard training courses on priority topics across the PA system.

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

This arises from a need specifically identified at Levels 2 and 3 in the survey.

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

It appears that many PA staff find it difficult to attend training events in Riga, and the assessments revealed that managers have some interest in newer, technology-based forms of learning. The usefulness and applicability of e-learning is bound to increase, and it has the potential to be a very low cost and effective means of building capacity. If possible some online learning programmes should be developed. This could be piloted for English language learning as several free online courses are available and there is a demand for this from the rangers.

6.2 SPECIFIC PRIORITY CAPACITY DEVELOPMENT RECOMMENDATIONS

4. DEVELOP A COMMON FOUNDATION PROGRAMME FOR ALL PROTECTED AREAS STAFF

Rather than develop many small courses, it would be more effective and efficient to establish a basic standard foundation course covering essential skills, knowledge for all personnel involved in PAs in Latvia. Suggested basic principles of the programme are that:

4.1 All new or recently appointed protected area staff should complete a two-day induction course.

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

4.3 The course should be delivered by a national or regional training team from the NCA.

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

Table 10 shows a possible curriculum for the course.

Table 10 Possible curriculum for a general staff induction course

Course Title	Protected Area Staff Induction
Duration	2 days
Target group	All new ranger, scientific and technical staff with responsibilities in protected areas. All staff who have been employed in the past 3 years.
Purpose	To ensure that all staff working in protected area have a good understanding of the area, its functions and of basic standards of good and safe practice.
Assessment	Required attendance for the entire course .

Written and practical tests.	
Topic	**Mode of Delivery**
INTRODUCTION Values, purpose and functions of protected areas. Threats to protected areas. Administrative and legal basis and procedures for protected area management. Main conservation and management strategies of protected areas. Functions and duties of protected area staff and partners. Essentials of good personal conduct and environmental practice in the work place.	Lectures, presentations.
OBSERVATION AND COMMUNICATION SKILLS Record keeping and note taking. Basic leadership, team building and motivation. Communicating with stakeholders and visitors.	Presentations with examples. Site based instruction. Practical exercises. Follow up by supervisors.
BASIC FIELD WORK SKILLS First aid. Good environmental practice in the workplace and the field. Emergency response procedures. Fire prevention and firefighting. Safe use, care and maintenance of tools and equipment. Maps, navigation and GPS. Basic boat handling and safety (if necessary). Basic vehicle use and safety (if necessary).	Presentations with examples. Site Based instruction. Follow up by supervisors.

5. BUILD CAPACITY ON TOURISM AND RECREATION PLANNING AND MANAGEMENT.

This topic has been neglected in previous training and was identified as one of the biggest needs for Level 3 and Level 4/5 staff. The following specific actions are recommended

5.1 Develop and deliver a training programme for NCA staff and partners in tourism and recreation,

The programme should be developed in collaboration with the tourism sector and with local service providers around protected areas. An outline curriculum is shown in Table 11.

Table 11 Possible curriculum for a tourism and recreation course

Course	**PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS**
Duration	5 days or 2 x 3 day modules.
Target group	Level 3 and 4 personnel.
Purpose	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.
Topic	**Mode of Delivery**
Background • Fundamentals of the tourism industry in Latvia. • Legal and administrative basis for tourism and recreation in protected areas. • Key concepts in tourism and recreation provision and management. **Planning and design of recreation activities** • Identifying recreation opportunities and design appropriate recreation activities for a protected area. • Planning and implementation of recreation surveys to gather information about visitors and the use of the site. • Identifying potential recreation impacts and design impact monitoring and	Formal lectures Seminars and discussions Presentations by tour operators

mitigation systems. • Leading the participatory development of plans and programmes for PA based tourism (Eco-tourism, Nature based tourism etc.) • Developing business and financial plans and forecasts for tourism and recreation (costs, incomes, fees, ticketing, permits, concessions, franchises etc.). **Visitor management** • Establishing safety standards and codes of conduct for protected area users. • Supervising safety and security of visitors and other users. • Responding to emergencies and accidents to visitors. **Awareness and interpretation for visitors** • Planning and designing awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.). • Researching and planning interpretive/tourist/visitor centres and other major infrastructure. • Researching, planning, and designing awareness and educational publications, exhibits and signs • Researching, planning, and designing special education programmes for schools. • Delivering interpretive/ awareness/ educational presentations for visitors, local people and educational groups (talks, guided walks, lectures, audio visual presentations etc.)	Group work and exercises Study visit to other protected areas

5.2 Engage in regional initiatives to share experience improve standards for tourism and recreation in protected areas.

In particular, Latvia should consider engaging with the European Charter for Sustainable Tourism in Protected Areas (led by the Federation of Regional Nature Parks in France under the umbrella of the Europarc Federation). If possible NCA personnel from Latvia should be enabled to visit and learn from other protected areas in Europe with well-established and successful tourism programmes.

6. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

The results of the assessments clearly show that there is a need for improved capacity for staff at all levels in working with communities. The training that is offered should not just deal with the underlying principles and theory, it should include training in practical, personal skills associated with working with communities, for example interpersonal communication, conflict resolution or development of local awareness strategies.

6.1 Develop and a training programme for staff working in protected areas where collaborative management is an important component.

An outline of a possible basic curriculum is shown in Table 12.

Table 12 Possible curriculum for a community outreach course

Course	Planning and management of community outreach programmes and activities in protected areas
Duration	5 days or 2 x 3 day modules
Target group	Staff of the Sustainable Use and Community Outreach Department. Director, Deputy Director and other Department Heads.
Purpose	To enable staff to work in a participatory way with protected area and surrounding communities to combine sustainable development with achieving the conservation objectives of the protected area.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.
Topic	**Mode of Delivery**
Background • Communities living in protected areas, corridors and buffer zones. • Key concepts and principles relating to communities and sustainable rural development.	Formal lectures Seminars and

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

7. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE NCA (AND PARTNERS)

At Level 4/5, capacity appears to be quite patchy in some categories, even where they are not assessed as an overall priority. It would probably be impractical to recommend full training courses in all these categories; this would be very expensive and senior staff would probably not have the time to attend them. The proposed solution therefore is to hold a series of quarterly (or six monthly) facilitated seminars on priority topics, each with a specialist facilitator. The following specific recommendations are based on the results of this needs assessments.

7.1 Hold a seminar/learning event for senior staff on protected area funding.

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

7.2 Hold a seminar/learning event for senior staff on communication, awareness and public relations.

This topic was, surprisingly, a very high priority at Level 4/5. The event should focus on development of communication and awareness strategies for PAs and PA system and on building partnerships.

7.3 Hold seminars/learning events for senior staff on protected area planning, management and monitoring.

More than one even may be required. These should cover the following aspects of protected area planning; project planning and proposals, contingency planning, transboundary initiatives, performance and effectiveness monitoring.

8. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

As discussed in the general conclusions, this category was surprisingly considered as not relevant by the majority of staff, but the capacity who do think it relevant was very low. Since conservation is (in the sense of IUCN) the primary function of protected areas, there is a need to address both of these issues.

8.1 Design and deliver an updated course on applied, management-oriented conservation management.

This could be developed in association with universities, but it must take have a strong focus on management oriented rather than research based approaches. A possible curriculum is shown in Table 13.

Table 13 Possible curriculum for a conservation biology course

Course	Conservation biology (biodiversity survey, assessment, monitoring and management of species of conservation concern)
Duration	5 days or 2 x 3 day modules
Target group	Scientific Staff. Deputy Directors and other Department Heads.
Purpose	To enable staff to develop and implement scientifically based programmes for active survey,

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

8.2 Encourage universities to develop and deliver programmes in applied conservation biology and management.

It would be beneficial to shift the emphasis of some university programmes from field biology and research to active measures for conserving and monitoring biodiversity.

9. MAINTAIN AND UPDATE SKILLS AND KNOWLEDGE OF PERSONNEL INVOLVED IN LAW ENFORCEMENT AND PROTECTION

This was a specific high priority need for regionally based Level 3 staff. The following specific measures are recommended.

9.1 Develop and deliver a training course/seminar on prevention, compliance and law enforcement for field staff.

The programme should be designed in consultation with the relevant staff and should include training on 'soft' techniques for ensuring compliance as well as enforcement based approaches.

9.2 Provide regular updates for field staff on legislation, threats and approaches for reducing illegal activities.

7 ANNEXES

1. GENERAL QUESTIONNAIRE

Protected Area Questionnaire

TRAINING AND DEVELOPMENT NEEDS ASSESSMENT

To be completed for.

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

A. GENERAL INFORMATION

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

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

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

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

A. CURRENT SITUATION FOR TRAINING AND CAPACITY DEVELOPMENT

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

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

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

The institution has a training budget	YES		NO	

Year	Amount of budget	Main uses of budget
2011		
2012		
2013		

B3. SKILLS AND EXPERIENCE. COMPETENCE ASSESSMENTS FOR EACH LEVEL OF STAFF					
Please complete the following table, which is an assessment of the current skills and experience of personnel conducting protected areas work at different levels. For each skills category and staff level please enter a rating of 0-4 as follows					
0 = Staff at this level do not need these skills. **1** = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed. **2** =Staff at this level need these skills and have some competence in them: Further training and development are needed		**3** = Staff at this level need these skills and have good competence in them: Periodic updating only is needed. **4** = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.			
STAFF CATEGORY.	**Support staff (Labourers, cleaners, drivers etc.)**	**Administrative Staff**	**Rangers/. Field Staff**	**Mid-level Managers/. Professional Staff/Head Rangers**	**Directors/. Deputy Directors**
SKILLS CATEGORY	***Assessment 0,1,2,3 or 4***				
GENERAL SKILLS (GEN). General skills require for any job. Commitment, motivation, positive attitude, honesty, teamwork etc.					
FINANCIAL & RESOURCES MANAGEMENT (FRM). Management and organisation of finances, assets and equipment for the protected area.					
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT. (HUM). Directing, managing, organising and capacity building for staff and others working in the PA					
COMMUNICATION TECHNOLOGY AND INFORMATION (CTI). Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.					
FIELD CRAFT AND PRACTICAL SKILLS (FCR). Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.					
CONSERVATION ASSESSMENT PLANNING & MANAGEMENT (CMP). Identifying, surveying and monitoring species and ecosystems. Identifying the need for and carrying out specific actions for the protection and conservation of species, habitats and ecosystems.,					
SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC). Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable					

resource use and development					
PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM). Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas					
LAW ENFORCEMENT (LAW). Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.					
RECREATION AND TOURISM (RTO). Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas					
AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA). Planning and carrying out awareness, education and public relations work with visitors and local people. Presentations, signboards, educational materials, guiding visitors, working with schools groups. Promoting and publicising the Protected Area through the media.					

B4. FUTURE NEEDS AND PRIORITIES. Please indicate what you consider to be the three most important capacity development need(s)of each category of staff

Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/Deputy Directors
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3

B. MODES OF TRAINING AND LEARNING

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

Please assess how effective and suitable each type of learning would be for each level of staff at the protected area or institution.

0: Not all effective or suitable; 1: -Marginally effective and suitable; Effective and suitable.
3: Highly effective and suitable

MODE OF LEARNING	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
Informal learning in the work place with more experienced colleagues					
Short training sessions provided by supervisors and managers in the work place					
Short Formal Training Courses (<1 week)					
Longer training courses (1-4					

weeks)					
Long Term Study for Formal Qualifications (e.g. University Courses)					
Informal individual learning using training manuals and study materials					
Formal individual study through distance learning. Following courses using internet and correspondence					
Exchanges and study visits with other Protected Areas					
Others (please list)					

C2. ALLOCATION OF TIME FOR TRAINING AND DEVELOPMENT

Please indicate what you consider to be the ideal amount of time to be devoted each year to formal training of staff at different levels Indicate one choice for each staff category

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

C. OTHER COMMENTS

Please add any further comments or suggestions

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2. COVER SHEET FOR THE SELF-ASSESSMENT QUESTIONNAIRE

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

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

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

FCR	LEVEL 2
FCR 2.1	Care for, check and maintain basic field equipment.
FCR 2.2	Follow good safety and environmental practice in the field.
FCR 2.3	Fight fires.
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid)
FCR 2.5	Use compass and chart or map for navigation and orientation.
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.
FCR 2.7	Construct and repair outdoor structures, paths and trails.
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines
FCR 2.9	Safely operate and maintain small boats and their engines
FCR 2.10	Use and maintain radio handset for field communication.
FCR	LEVEL 3
FCR3.1	Plan and organise logistics for field trips, surveys and patrols.
FCR3.2	Organise and lead search and rescue operations in the field.
FCR3.3	Operate and use base station radio and communication equipment.
FCR3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work
FCR3.5	Inspect and specify maintenance and repair requirements and schedules.
FCR3.6	Locate, mark and inspect boundaries in the field.
FCR3.7	Identify and assess fire risks and hazards and plan fire prevention and control.
FCR	LEVEL 4
FCR 4.1	Contribute to specification and design of major infrastructure projects.
CMP	CONSERVATION ASSESSMENT, PLANNING AND MANAGEMENT
CMP	LEVEL 2
CMP2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs
CMP2.2	Accurately record and report wildlife observations using standard forms (where available)
CMP2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features
CMP2.4	Use identification aids to identify plants and animals.
CMP2.5	Use and care for basic scientific instruments used in surveying
CMP2.6	Conduct practical habitat creation, restoration, management and manipulation work
CMP2.7	Assist in the capture / immobilisation, handling and transportation of animals.
CMP2.8	Check and replenish feeding stations for wild animals.
CMP2.9	Care for captive animals
CMP	LEVEL 3
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.
CMP 3.5	Plan and supervise animal capture, transport, care and management.
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring
CMP 3.7	Analyse, and present interpret survey and monitoring data.
CMP 3.8	Curate collections and manage museums
CMP	LEVEL 4
CMP 4.1	Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)
CMP 4.2	Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and projects (rescue centres, captive breeding etc.)

CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)
CMP 4.5	Determine the value of ecological/environmental services.
SDC	**SUSTAINABLE DEVELOPMENT AND COMMUNITIES**
SDC	**LEVEL 2**
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.
SDC	LEVEL 3
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.
SDC 3.5	Promote development of local networks and organizations.
SDC 3.6	Provide advice on sustainable community based natural resource use and management.
SDC	LEVEL 4
SDC4.1	Develop agreements with communities for resource access and use.
SDC4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)
SDC4.3	Identify and mobilise external sources of assistance, support and finance for local communities.
SDC4.4	Design and implement long socio economic and cultural research and monitoring programmes.
PAM	PROTECTED AREA POLICY, PLANNING AND PROJECTS
PAM	**LEVEL 4**
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process
PAM 4.3	Lead development of contingency plans for potential disasters.
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))
PAM	**LEVEL 5**
PAM5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.
PAM5.2	Direct the design of protected areas, networks, systems and strategies.
PAM5.3	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.
PAM5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation
LAW	**LAW ENFORCEMENT**
LAW	**LEVEL 2**
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.
LAW 2.2	Conduct enforcement activities legally and safely
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.
LAW 2.4	Report correctly on law enforcement activities

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