



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

ROMANIA

Compiled by

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Contents

Acknowledgements	4
Compilers	4
Suggested citation	4
Abbreviations used in the text	4
1 Summary	6
1.1 Main conclusions	6
Overall	6
Staffing	6
Training	6
Specific skills categories	6
1.2 Recommendations	8
Overall recommendations	8
Specific capacity development recommendations	8
2 Background and purpose of the survey	10
3 Method	10
3.1 Selection of participating countries	10
3.2 Design of the questionnaires	10
3.2.1 General Questionnaire	11
3.2.2 Detailed Self-Assessment Questionnaire	12
3.3 Conduct of the surveys in Romania	13
3.4 Selection of sample protected areas and personnel	13
3.5 Completion and processing of the questionnaires	13
4 Results	15
4.1 Coverage of the surveys	15
4.1.1 Coverage of the General Questionnaire	15
4.1.2 Coverage of the Self-Assessment Questionnaire	16
4.1.3 Staff density	17
4.1.4 Summary observations on coverage	17
4.2 Staff profiles	17
4.2.1 General observations on personnel profiles	18
4.3 Training	19
4.3.1 Recent training provision	19
4.3.2 Topics of training	19
4.3.3 Training providers	19
4.3.4 Ideal training provision	20

4.3.5	Future training priorities	20
4.3.6	Modes of learning and training.....	21
4.3.7	Funding for training	21
4.3.8	General observations on training.....	21
4.4	Results from the competence assessments	22
4.4.1	General assessments by managers of competence of personnel in their organisations (General Questionnaire)	22
4.4.2	Self-assessment s of competence by individuals	26
4.4.3	Ranking of individual competences and personal preferences from the self-assessment.....	30
4.4.4	Overall ranked needs from the self-assessment s	36
5	Conclusions	38
5.1	Overall conclusions.....	38
5.2	Staffing	38
5.3	Training.....	38
5.4	The competence assessments.....	38
5.4.1	Management of finance and physical resources (FRM).....	38
5.4.2	Management of human resources (HUM)	38
5.4.3	Communication, technology and information (CTI).....	39
5.4.4	Field craft (FCR)	39
5.4.5	Conservation planning, assessment and management (CMP).....	39
5.4.6	Sustainable development & communities (SDC)	39
5.4.7	Protected area policy, planning and projects (PAM)	40
5.4.8	Law enforcement (LAW)	40
5.4.9	Recreation and tourism (RTO)	41
5.4.10	Awareness, education and public relations (AWA)	41
6	Recommendations	42
6.1	Overall recommendations.....	42
1.	Establish basic formal staff development policies and programmes for Romanian protected areas	42
2.	Build internal capacity for capacity development	42
3.	Engage with regional initiatives to improve the professionalization and profile of PA management	43
6.2	Specific priority capacity development recommendations.....	43
4.	Develop a common foundation programme for all protected areas staff.....	43
5.	Develop and provide training for implementation of a common system for PA planning, monitoring and reporting for ALL protected area site administrations and authorities	44
6.	Build capacity on tourism and recreation planning and management.....	44
7.	Build capacity for working with communities.....	45
8.	Continue the work conducted by the GEF project on capacity development for protected area funding	46
9.	Organise a series of facilitated seminars/learning events for senior PA staff	46
10.	Build capacity for applied conservation biology and conservation management	47

11. Maintain and update skills and knowledge of personnel involved in law enforcement and protection.....	48
7 Annexes.....	49
1. General Questionnaire	49
2. Cover sheet for the Self-Assessment Questionnaire	53
3. Full list of competences used in the Self-assessment questionnaire.....	54

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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)
GEO	Georgia

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

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 Romania included the following elements.

A **General Questionnaire** (Annex 1) was completed by 37 respondents, representing at least 37 protected areas and managing agencies covering over 918,000 ha, and with 561 staff (of which 161 are classified as administrative or support staff). A detailed **Self-Assessment Questionnaire** (Annexes 2 and 3) was completed by 373 individuals from 96 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.

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

Romania's system of protected areas is in a phase of expansion and modernisation at the moment, and there is an overall need for improved capacity among protected area staff at all levels, particularly in relation to less 'traditional' topics such as working with communities and developing tourism. Although some programmes of training have taken place, these have been inadequate in proportion to the need and demand and have been mainly delivered by NGOs, themselves dependent on project funding.

STAFFING

- Around 44% of personnel in PAs in Romania are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region.
- Romania (75% male/25% female) has a highly unbalanced gender balance among PA staff, compared even 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 in the self-assessment questionnaire are exceptionally well educated, with 85% having a university education.
- The workforce has quite a good balance of ages, but there is a clear lack of more experienced personnel; 50% have five years or less experience. This may be due to the recent establishment of so many Natura 200 sites and NGO managed protected areas in the country.

TRAINING

- The overall current average of training delivered of a little more 1 training day 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 around ten days.
- Recent training topics in Romania have covered a narrow range of topics and do not cover major areas of PA work.
- No systematic national training programme is in place; provision has been highly dependent on NGO initiatives. It is not clear if there are internal budgets specifically for training.
- Managers' preferred learning methods are study visits, short courses and long term educational programmes.

SPECIFIC SKILLS CATEGORIES

¹Albania, 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.

Management of finance and physical resources

- Training in protected area funding, financing and business planning is a major requirement for senior staff. There may be an opportunity to replicate and extend use of the outputs and training materials developed in the GEF project.

Management of human resources

- If Romania is to develop sustainable, internal and self-directed programmes of training for PA staff, development of instructional and training skills will be important. Middle management staff also require capacity development in supervisory and motivational skills.

Communication, technology and information

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability, 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. Reference should be made to the more specific study on communication skills for PA staff conducted by ProPark in 2013.
- Some personnel would benefit from foreign language training (mainly English).

Field craft

- All protected areas staff should have mandatory basic training in field work, first aid, safety and security.

Conservation planning, assessment and management

- Although to appear not to be a priority at present, these skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.
- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

Sustainable development & communities

- There is a national need for training in working with communities at all levels, and this should be a priority topic in future initiatives.

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 should take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

Law Enforcement

- While not an immediate priority, staff at all levels require regular updates on law enforcement and compliance topics.

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. Establish basic formal staff development policies and programmes for Romania
 - 1.1 The NFA should develop a general overall policy, strategy and plan for capacity development of its personnel.
 - 1.2 The NFA should establish basic norms for how much capacity development should be made available to staff.
 - 1.3 NFA Administered protected areas should allocate budgets for capacity development to provide the required amount of training.
 - 1.4 Records should be kept by PA managing entities of all capacity development events, of training attended by all personnel and of the quality and impact of the training.
 - 1.5 Other protected area managing administrations should develop and implement a common accord on capacity development for staff, possibly through the 'National Association of Legal Entities Representing Protected Areas', mediated by ProPark.
2. Build internal capacity for capacity development
 - 2.1 Protected area managing entities should appoint a capacity development/training officer (or small team).
 - 2.2 A national capacity development team should be established comprising relevant expert practitioners from within protected area institutions.
 - 2.3 Protected areas should provide supervisors in protected areas with training in basic instructional techniques for working with teams and workgroups.
3. Engage with regional initiatives to improve the professionalization and profile of PA management

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
 - 4.4 Completion of the course should be certificated and documented in the personnel records of staff.
5. Develop and provide training for implementation of a common system for PA planning, monitoring and reporting for ALL protected area site administrations and authorities
 - 5.1 A clear national framework and system should be developed for modern PA management planning, monitoring, reporting and adaptive management.
 - 5.2 Training and guidance should be provided for all PA administrations for the use and implementation for framework and system
 - 5.3 All donor assisted and project related capacity development programmes should be required to be integrated with and support the national system.
6. Build capacity on tourism and recreation planning and management
 - 6.1 Develop and deliver a training programme for PA staff and partners in tourism and recreation
7. Build capacity for working with communities
 - 7.1 Develop and a training programme for staff working in protected areas where collaborative management is an important component.
8. Continue the work conducted by the GEF project on capacity development for protected area funding

- .
 - 9.1 Hold a seminar/learning event for senior staff on communication, awareness and public relations.
 - 9.2 Hold seminars/learning events for senior staff on transboundary protected area planning, management and monitoring.
- 10. Build capacity for applied conservation biology and conservation management.
 - 10.1 Design and deliver an updated course on applied, management-oriented conservation management.
 - 10.2 Encourage universities to develop and deliver programmes in applied conservation biology and management.
- 11. Maintain and update skills and knowledge of personnel involved in law enforcement and protection
 - 11.1 Develop and deliver a training course/seminar on prevention, compliance and law enforcement for field staff.
 - 11.2 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 Foundation², based in Braşov (Romania) and funded by the German Federal Agency for Nature Protection, the Bundesamt für Naturschutz (BfN). The project's overall objective is to support and coordinate the development of national and regional plans for capacity building for implementation of the Convention on Biological Diversity (CBD) Programme of Work on Protected Areas (PoWPA) in Eastern Europe. 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 Romania.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries³, Romania 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 full list of countries in this 'first level' group comprises Croatia, Estonia, Georgia, Latvia, Romania, Serbia, Slovakia, Slovenia and Ukraine. See General Report for details.

3.2 DESIGN OF THE QUESTIONNAIRES

Two questionnaires were used in Romania.

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.

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 Asia⁴. 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.
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).

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

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 ROMANIA

The surveys were supervised and facilitated by two 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 Romania are shown in Table 5.

Table 5 Completion of questionnaires in Romania

Survey	Number of questionnaires completed	Number of PAs covered by questionnaires	Number of individuals covered by questionnaire.	Dates of survey
General Questionnaire	37	Minimum 37	561 personnel	April-June 2013
Self-Assessment Questionnaire	373	96 PAs and institutions responsible for PAs	373 individual self - assessments	April-May 2013

4 RESULTS

4.1 COVERAGE OF THE SURVEYS

4.1.1 COVERAGE OF THE GENERAL QUESTIONNAIRE

The national consultants collected information from 37 respondents, responsible for protected areas in Romania with an area of over 918,000 hectares. See Figure 1 and Table 6.

Figure 1 IUCN Categories of PA represented in the survey

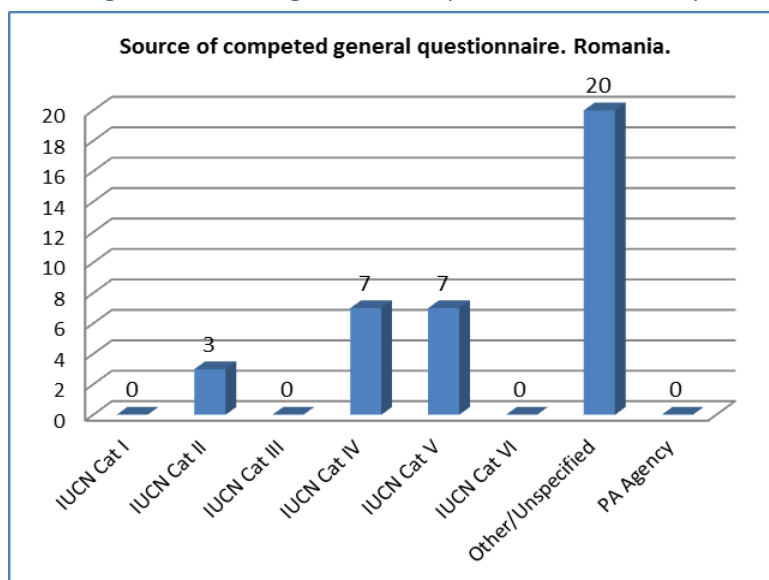


Table 6 Sources of responses to the General Questionnaire in Romania

Institution	Institution
1. Direcția Silvică Vaslui	19. ROSCI0062 - Defileul Crișului Repede - Pădurea Craiului
2. Direcția Silvică Neamț	20. Arboretul de castan comestibil de la Baia Mare
3. Agenția pentru Protecția Mediului Suceava	21. Asociația Educațional - Ecologică Ecotransilvania
4. Direcția Silvică Suceava	22. Gal Ruralis - La Sărătura
5. ONG Ecomoldavia	23. Sit Natura 2000 - Gutâi - Creasta Cocoșului
6. Centrul Regional de Ecologie Bacău	24. Csamad Balványos
7. Asociația Vânătorilor și Pescarilor Sportivi Români	25. Râul Tur, Societatea Carpatină Ardeleană
8. Direcția Silvică Iași	26. Asociația Speologică Exploratorii
9. Asociația Natura Montaniardul Călăuză	27. Administrația Natura 2000 Trascău
10. ANP Valea Oltului Inferior	28. Direcția Silvică Arad
11. AJVPS Galați	29. Asociația Biounivers
12. Direcția Silvică Constanța	30. Aria Specială de Protecție Avifaunistică ROSPA0075 Magura Odobesti
13. SPA Lacul Siutghiol	31. Pădurea Breana-Rosceni, Pădurea Fundeanu, Pădurea Talasmani
14. Asociația Black See SPA	32. Parcul Natural Bucegi
15. Lacul Baltan, Măgura Târgu Ocna	33. Parcul Natural Grădiștea Muncelului - Cioclovina
16. Locul Fosilifer Tirighina Bărboși	34. Muzeul Județean de Științele Naturii Prahova
17. ROSPA 24, ROSCI 131	35. Parcul Național Retezat Rezervație a Biosferei
18. ACDB	36. Parcul Național Călimani
	37. Parcul Național Piatra Craiului

4.1.2 COVERAGE OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-assessments were completed by 373 individuals from 94 protected area managing entities as shown in Table 7

Table 7. Source of the self-assessment questionnaires

Instituion		Instituion	
1	RNP-ROMSILVA Administrația Parcului Național Munții Rodnei R.A.	49	Direcția Silvică Botoșani
2	RNP-ROMSILVA Administrația Parcului Național Călimani R.A.	50	Direcția Silvică Suceava
3	RNP-ROMSILVA Administrația Parcului Natural Vânători Neamț R.A.	51	APM Suceava
4	RNP-ROMSILVA Administrația Parcului Național Cheile Bicazului-Hășmaș R.A.-	52	Direcția Silvică Neamț
5	RNP-ROMSILVA Administrația Parcului Natural Bucegi R.A.	53	Direcția Silvică Vaslui
6	RNP-ROMSILVA Administrația Parcului Național Piatra Craiului R.A.	54	Direcția Silvică Bacău
7	RNP-ROMSILVA Administrația Parcului Național Cozia R.A.-	55	APM Vrancea
8	RNP-ROMSILVA Administrația Parcului Național Buila Vânturarița R.A.	56	Ocolul Silvic Experimental Vidra, Jud. Vrancea
9	RNP-ROMSILVA Administrația Parcului Natural Grădiștea Muncelului-Cioclovina R.A.	57	Asociația pentru Conservarea Diversității Biologice, Focșani
10	RNP-ROMSILVA Administrația Parcului Național Retezat R.A.	58	Universitatea Moldova Sud
11	RNP-ROMSILVA Administrația Parcului Național Domogled-Valea Cernei R.A.-	59	Asociația compozesorală Sâncrăieni
12	RNP-ROMSILVA Administrația Parcului Național Semenic-Cheile Carașului R.A.	60	Centrul pentru Arie Protejate și Dezvoltare Durabilă Bihor, Oradea
13	RNP-ROMSILVA Administrația Parcului Național Cheile Nerei-Beușnița R.A.-	61	Asociația Educațional Ecologică Ecotransilvania
14	RNP-ROMSILVA Administrația Parcului Natural Porțile de Fie R.A.	62	Asociația Ecologic Baia Mare
15	RNP-ROMSILVA Administrația Parcului Natural Apuseni R.A.	63	Depresiunea și Munții Ciucului - ROSPA0034
16	RNP-ROMSILVA Administrația Parcului Natural Balta Mică a Brăilei R.A.	64	Asociația Echilibru, București
17	RNP-ROMSILVA Administrația Parcului Național Ceahlău R.A.	65	Fundația Conservation Carpathia Șinca Nouă
18	RNP-ROMSILVA Administrația Parcului Național Munții Măcinului R.A.	66	S.C. Butterfly Effect S.R.L.
19	RNP-ROMSILVA Administrația Parcului Național Defileul Jiului R.A.	67	Agencia Metropolitană Brașov
20	RNP-ROMSILVA Administrația Parcului Natural Lunca Mureșului R.A.-	68	Muzeul Țării Crișurilor, Oradea
21	RNP-ROMSILVA Administrația Parcului Natural Putna Vrancea R.A.-	69	Asociația Naturantica
22	Administrația Parcului Natural Lunca Joasă a Prutului Inferior	70	APM Mureș
23	Societatea Carpatină Ardeleană, Ariile protejate Râul Tur	71	O.S. Municipal Baia Mare
24	Asociația Speo-Turistică și de Protecția Naturii Lumea Pierdută	72	Asociația Heidenroslein Baia Mare, Tisa Superioară
25	Administrația sitului N2000 Trascău	73	Centrul județean pentru Protecția Naturii și Dezvoltarea Turismului, Sfântu Gheorghe
26	Ocolul Silvic Privat Baraolt	74	Organizatia geologică Accent

27	ASOCIAȚIA GEOPARK PERȘANI	75	Direcția Silvică Bihor
28	Sit Natura2000 ROSPA0037-Dumbrăvița, Rotbav, Măgura Codlei	76	Primăria comunei Cărpinet
29	Societatea Ornitologică Română București	77	Asociația GAL RURALIS
30	Societatea Ornitologică Română	78	Asociația Grupul Milvus, Valea Alceului, Lunca Barcăului
31	Administrația Rezervației Biosferei Delta Dunării (ARBDD)	79	Asociația GAL Valea Someșului
32	Direcția Silvică Iași	80	OS Vinca Minor, Sf. Gheorghe
33	Muzeul Județean de Științele Naturii Prahova,	81	APM Harghita, Rezervația Mlaștina Dumbrava Harghita
34	Agenția română de consultanță	82	Parcul Natural Munții Maramureșului
35	Serviciul Public Județean de Administrare a domeniului public și privat Galați	83	Asociația biounivers, Vălișoara
36	S.C. Eurotravel S.R.L.	84	Complexul Muzeal Bistrița-Năsăud,
37	Asociația Black Sea SPA Constanța	85	Direcția Silvică Sălaj, Pădurea Lapiș
38	Aria protejată Lacul Techirghiol	86	SGR, Alba, Piatra Despăcată, Piatra Corbului
39	Direcția Silvică Galați	87	Direcția Silvică Alba, Valea Cepelor
40	Direcția Silvică Constanța	88	Asociația Terra Nobillis
41	Asociația județeană a vânătorilor și pescarilor sportivi Galați	89	Asociația pentru Promovarea Valorilor Naturale și culturale ale Banatului și Crișanei
42	S.C. Compania de servicii și de consultanță S.A.	90	ICAS Timișoara
43	Asociația Natura Montaniardul Căləuză, Râmnicu Vâlcea	91	APM Timiș, Hunedoara Timișană - ROSPA0047, Pădurea Macedonia - ROSPA0195
44	Centrul regional de Ecologie Bacău	92	Agenția pentru protecția mediului Sibiu
45	Asociația vânătorilor și pescarilor sportivi români	93	Muzeul Banatului Timișoara, Mlaștinile Satchinez
46	ONG Clubul Montan Român	94	Direcția Silvică Sibiu , Rezervația Parcul Natural Dumbrava Sibiului
47	Asociația pentru Conservarea Vieții Sălbătice, Șaru Dornei	95	APM Sibiu
48	ONG Ecomoldavia	96	Direcția Silvică Arad

4.1.3 STAFF DENSITY

These numbers indicate a staffing density of 0.44 personnel (excluding support staff) per thousand hectares of protected area, and 0.61 staff per thousand hectares including support staff.

4.1.4 SUMMARY OBSERVATIONS ON COVERAGE

The surveys covered a significant proportion of Romania's major protected areas. The calculated staffing density is around half the regional average of 1.16 staff per 1,000 hectares.

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.

4.2 STAFF PROFILES

The responses to the General Questionnaire list 561 personnel, whose distribution between job categories is shown in Figure 2 . The Self-Assessment Questionnaire provided much more details about 373 individuals in the protected areas covered. Figure 3 shows the aggregated results from the personal information section of the self-assessment questionnaire.

Figure 2. Personnel covered by the general questionnaire survey according to job type

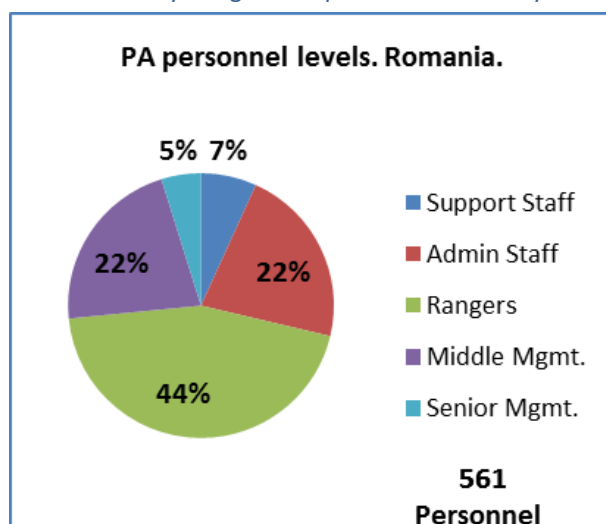
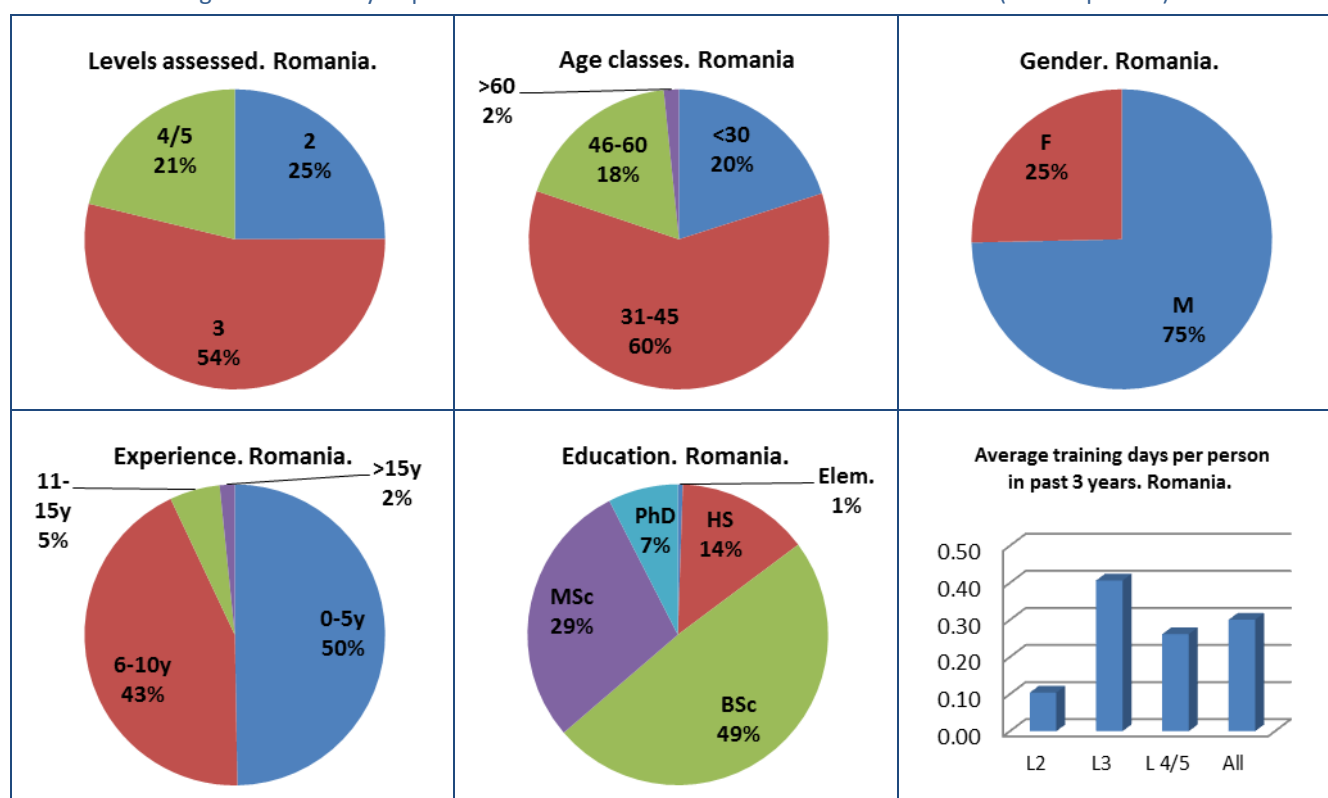


Figure 3 Summary of personal information from self-assessments in 18 PAs (152 responses)



4.2.1 GENERAL OBSERVATIONS ON PERSONNEL PROFILES

According to the General Questionnaire, 44% of personnel in PAs in Romania are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region. However the self-assessment questionnaire does not seem to have reached so many rangers; this is fairly typical, as it is often difficult to call rangers in at one time to complete questionnaires. Romania (75% male/25% female) has a highly unbalanced gender balance among PA staff, compared even 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 in the self-assessment questionnaire are exceptionally well educated, with 85% having a university education.

The workforce has quite a good balance of ages, but there is a clear lack of more experienced personnel; 50% have five years or less experience. This may be due to the recent establishment of so many Natura 200 sites and NGO managed protected areas in the country.

4.3 TRAINING

4.3.1 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 (excluding support staff) in Romania received 1.19 training days per person per year. This is just over half of the regional average of 2.04 days per year, which is itself very low.

4.3.2 TOPICS OF TRAINING

Figure 4 shows the proportions of different training topics reported, classified according to the standard skills categories used in the survey. This suggests that the training that has been delivered has focused on relatively few topics; some critical topics such as SDC and CMP have been neglected.

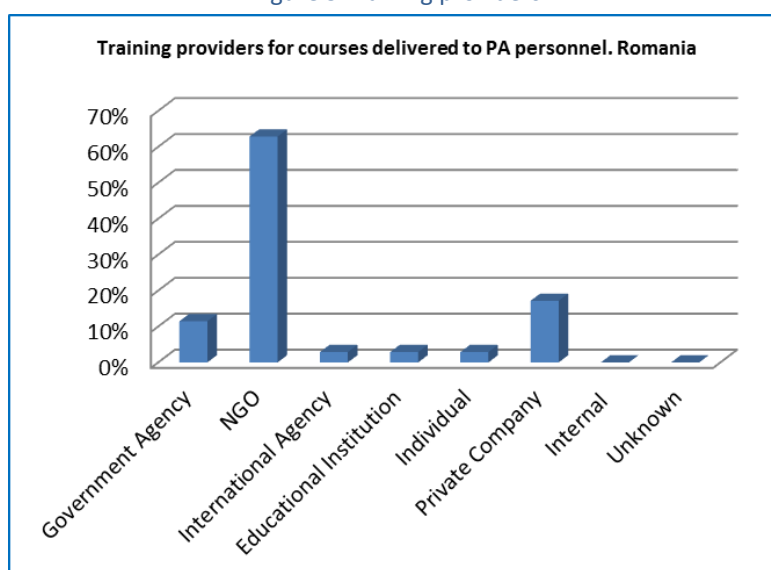
Figure 4 Training topics



4.3.3 TRAINING PROVIDERS

Figure 5 shows that most of the training has been provided by NGOs; there appears to be very little internal training provision for PA staff.

Figure 5 Training providers



4.3.4 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. The results suggest that managers would like to have up to 10 days' training per year for all staff (around 8 times what is now provided).

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

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

4.3.5 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 Romania, compared with the aggregated result for the entire region. It is noteworthy that the priority recommendation for future training (FCR) is also the main topic covered by recent programmes of training (Figure 4). This phenomenon has been noticed in other countries too; there seems to a tendency to select as priorities familiar rather than new topics.

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

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

4.3.6 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 long term courses, study visits and short courses for most staff. There is little interest in more 'modern' forms of learning such as e-learning and self-directed study.

Figure 8 Preferred modes of training

Ranked preferences for modes of capacity development. Romania.					
Ranked preferences for modes of capacity development. Romania.					
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	8	7	4	7	2
Short training sessions provided by supervisors & managers in the work place	5	4	2	4	3
Short Formal Training Courses (<1 week)	2	3	2	2	1
Longer training courses (1-4 weeks)	4	5	6	5	7
Long Term Study for Formal Qualifications (e.g. University Courses)	1	1	5	1	4
Informal individual learning using training manuals and study materials	7	6	7	8	6
Formal individual study through distance learning, internet etc.	6	8	8	6	7
Exchanges and study visits with other Protected Areas	3	2	1	3	5

4.3.7 FUNDING FOR TRAINING

Respondents to the General Questionnaire were asked to detail budgets for training in the past three years, but only three institutions provided figures, so it is not possible to draw any conclusions.

4.3.8 GENERAL OBSERVATIONS ON TRAINING

1. The overall current average of training delivered of a little more 1 training day 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 around ten days.
2. Recent training topics in Romania have covered a narrow range of topics and do not cover major areas of PA work.
3. No systematic national training programme is in place; provision has been highly dependent on NGO initiatives. It is not clear if there are internal budgets specifically for training.
4. Managers preferred learning methods are study visits, short courses and long term educational programmes.

4.4.1 GENERAL ASSESSMENTS BY MANAGERS OF COMPETENCE 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	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.

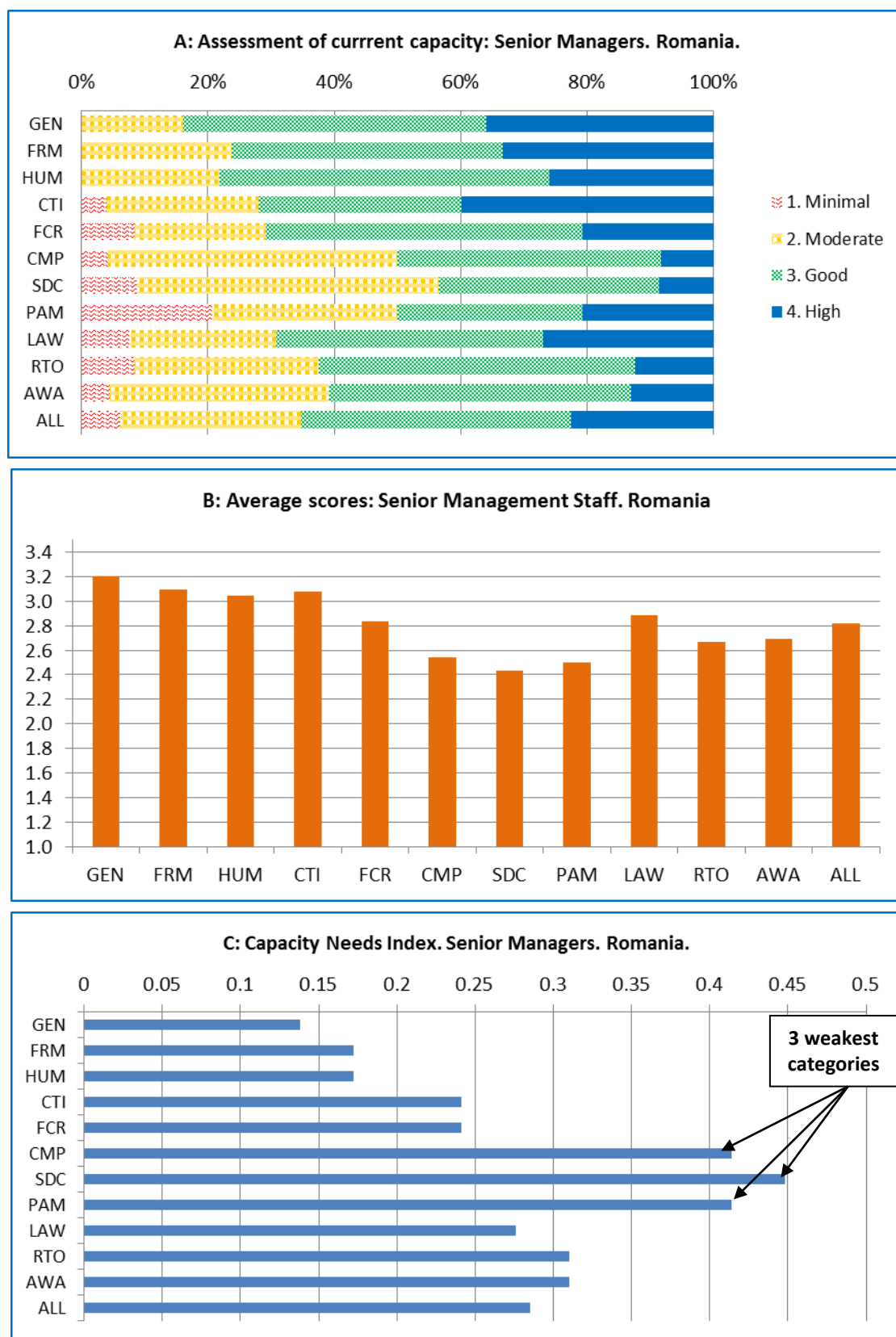
Capacity Needs index (CNI) =

*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.

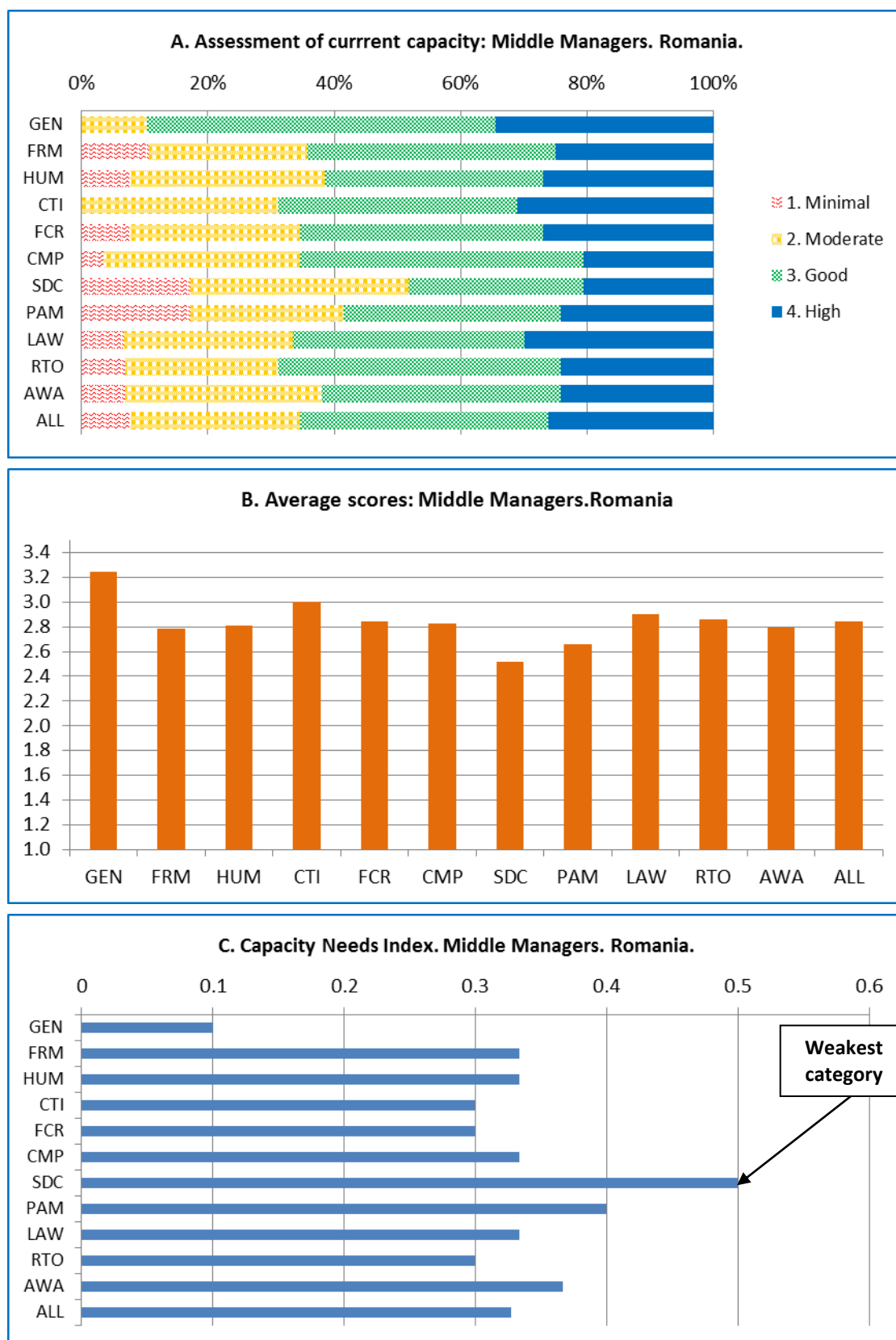
GENERAL ASSESSMENTS OF COMPETENCE BY SENIOR MANAGERS: SENIOR MANAGERS



OBSERVATIONS

Overall, confidence in the competence of senior managers fairly good, but it should be borne in mind that senior managers tend to rate their own competence higher than other levels. However three categories are conspicuously weak: CMP, SDC and PAM. This is cause for concern as these could be considered cornerstones of PA management.

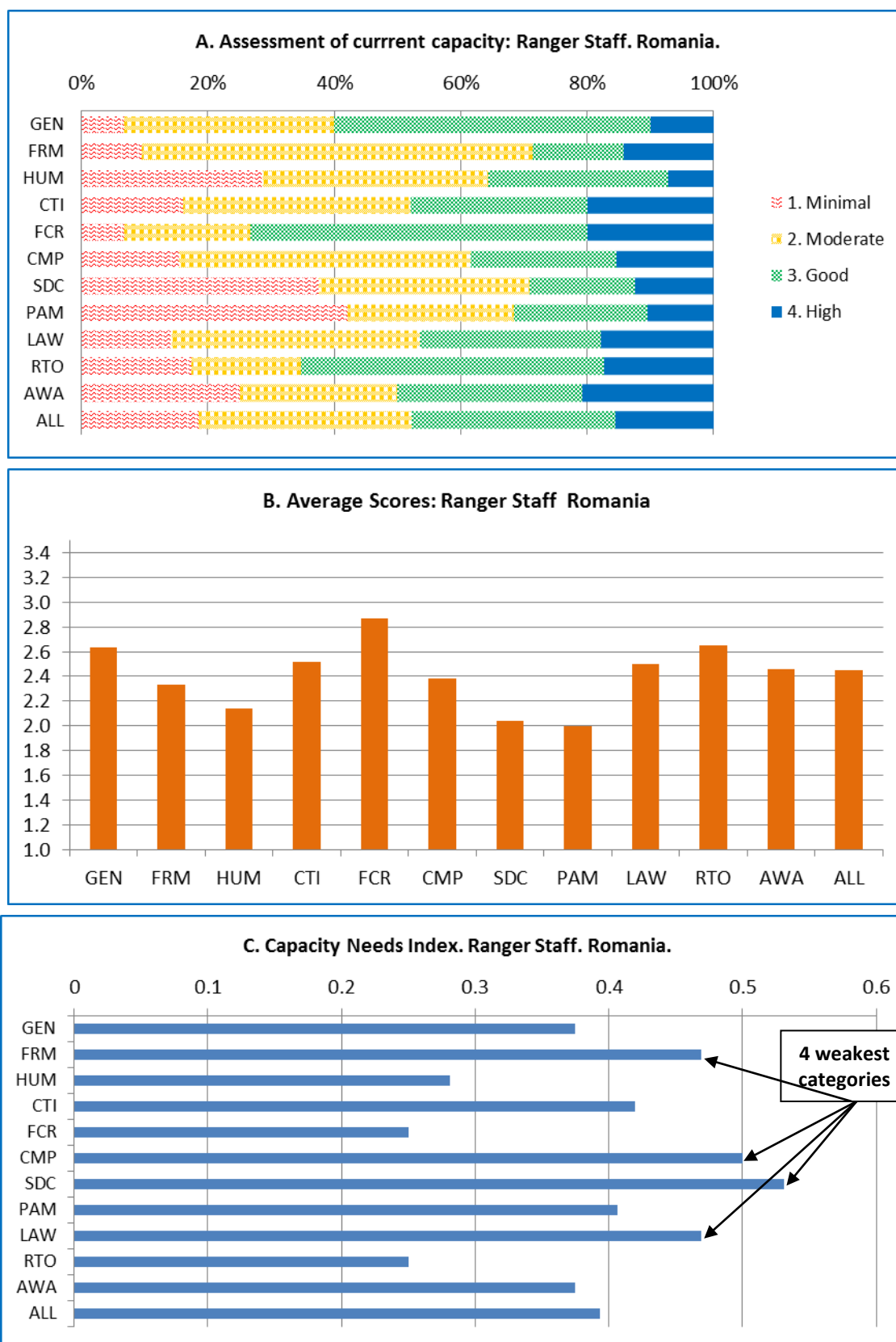
GENERAL ASSESSMENTS OF COMPETENCE BY SENIOR MANAGERS: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows fairly good levels of competence with more than 60% of assessments in the strongest two bands. Most categories are reasonably good, with the conspicuous exception of SDC, which is very weak.

GENERAL ASSESSMENTS OF COMPETENCE BY SENIOR MANAGERS: RANGERS AND FIELD STAFF



OBSERVATIONS

Overall competence is moderate, with around 50% of responses were in the two weakest bands (1 and 2). Four categories are conspicuously weaker, FRM, CMP, SDC and LAW.

4.4.2 SELF-ASSESSMENT S 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.

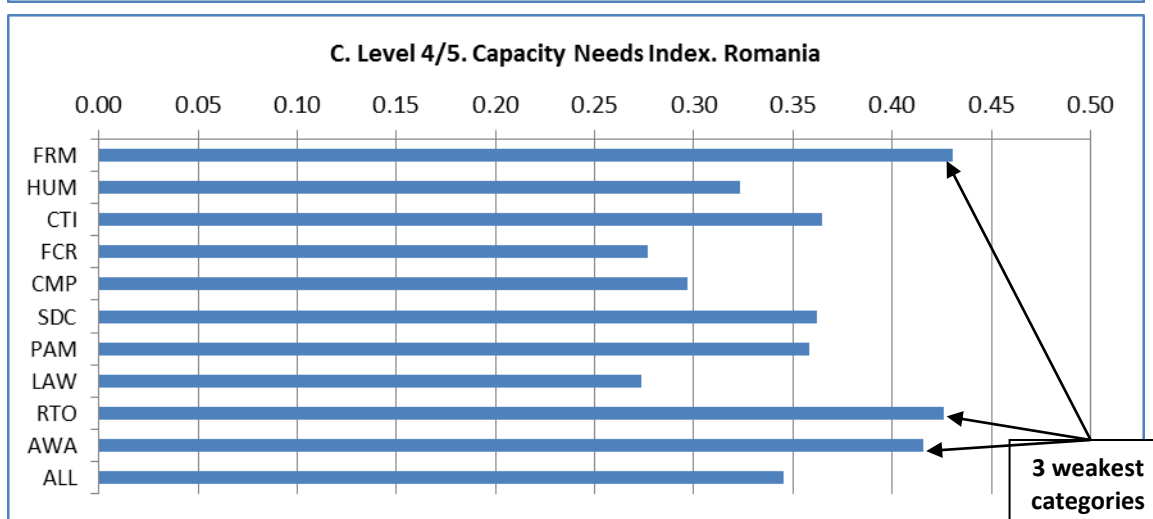
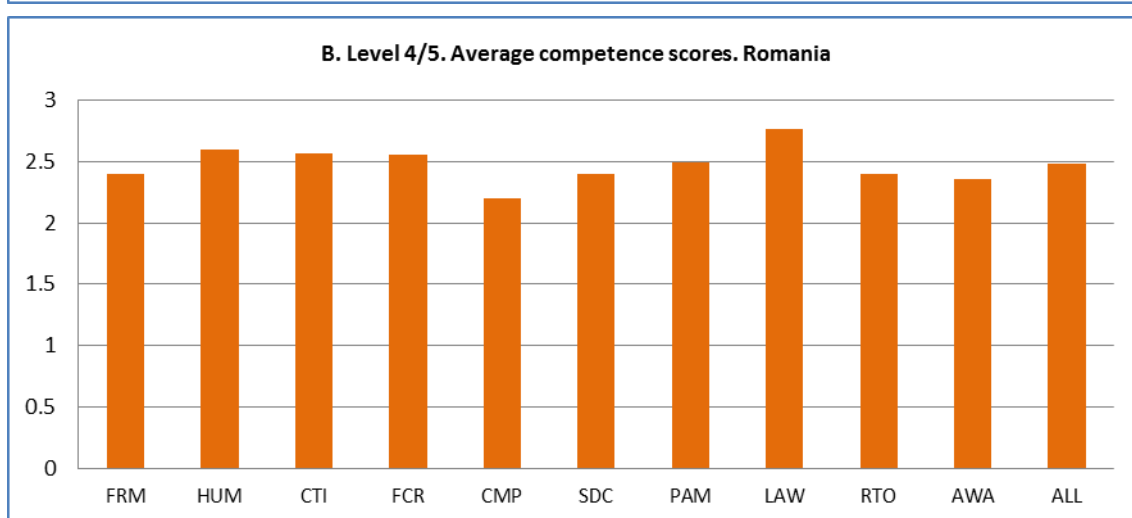
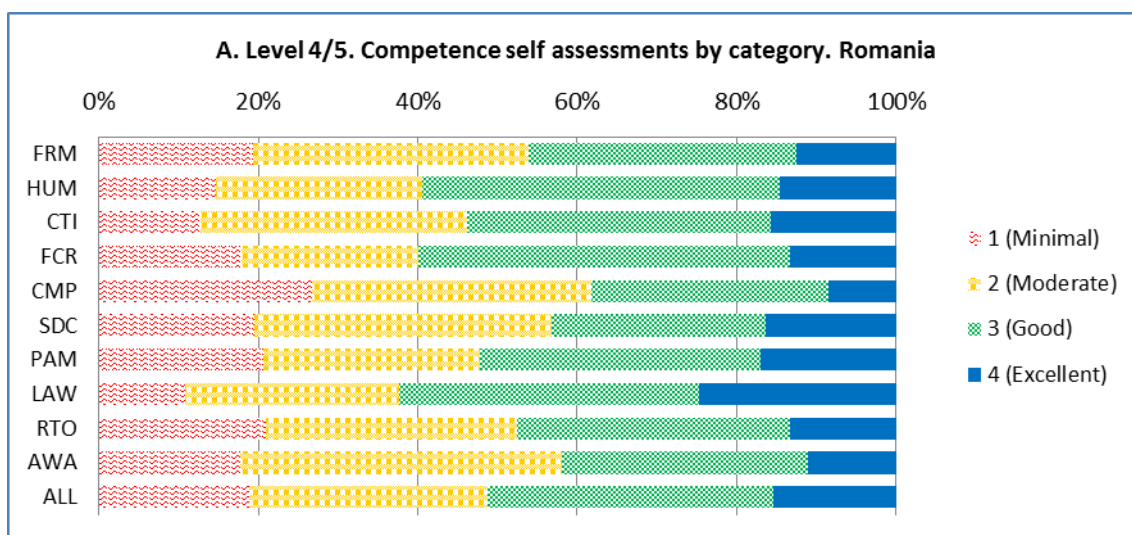
Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The CNI is calculated as follows:

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

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.

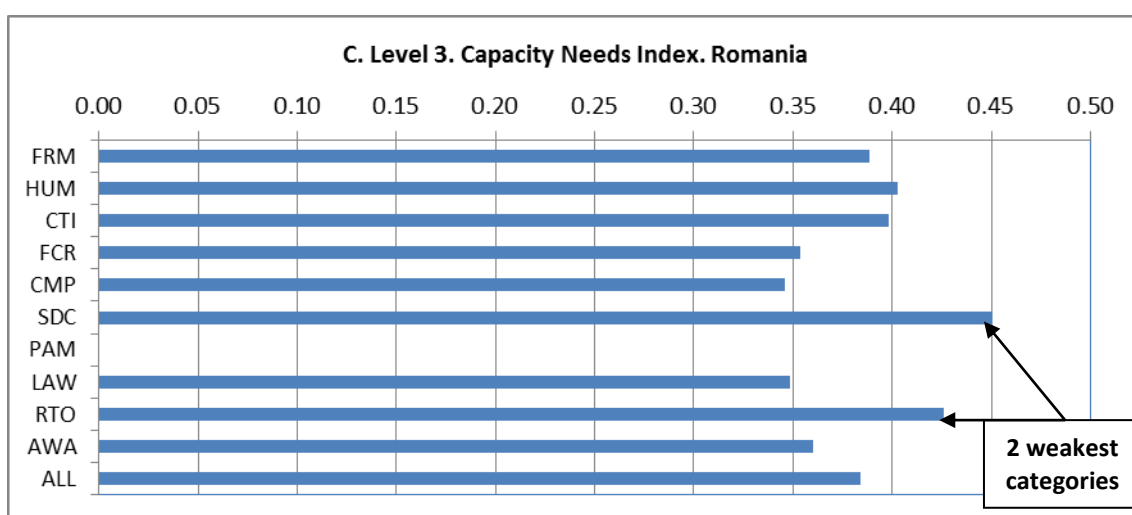
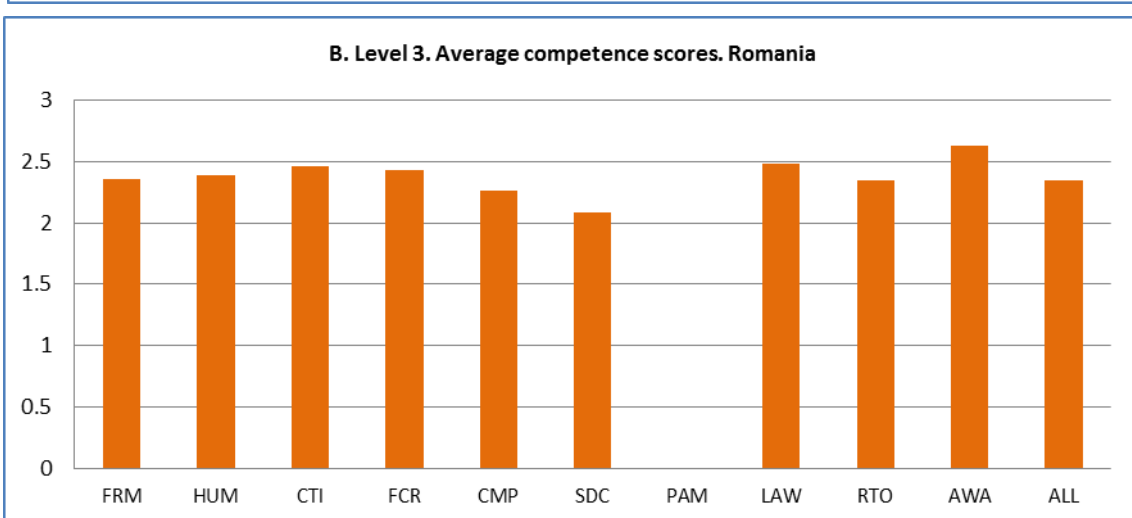
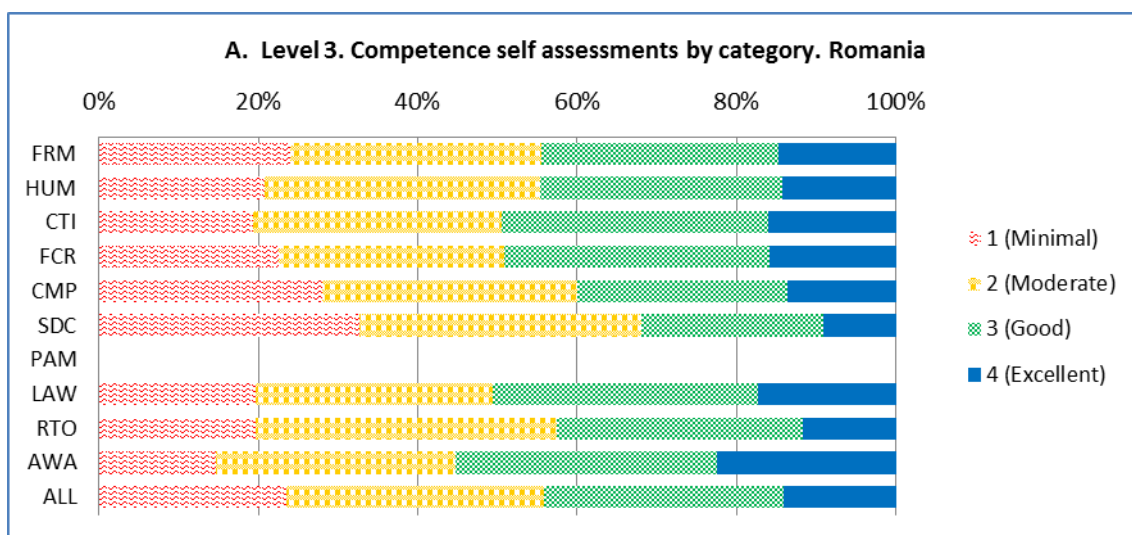
SELF-ASSESSMENT S OF COMPETENCE: LEVEL 4/5 SKILLS



OBSERVATIONS

Nearly 50% 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 clearly FRM (mainly related to the need for improving financing of protected areas), RTO and AWA.

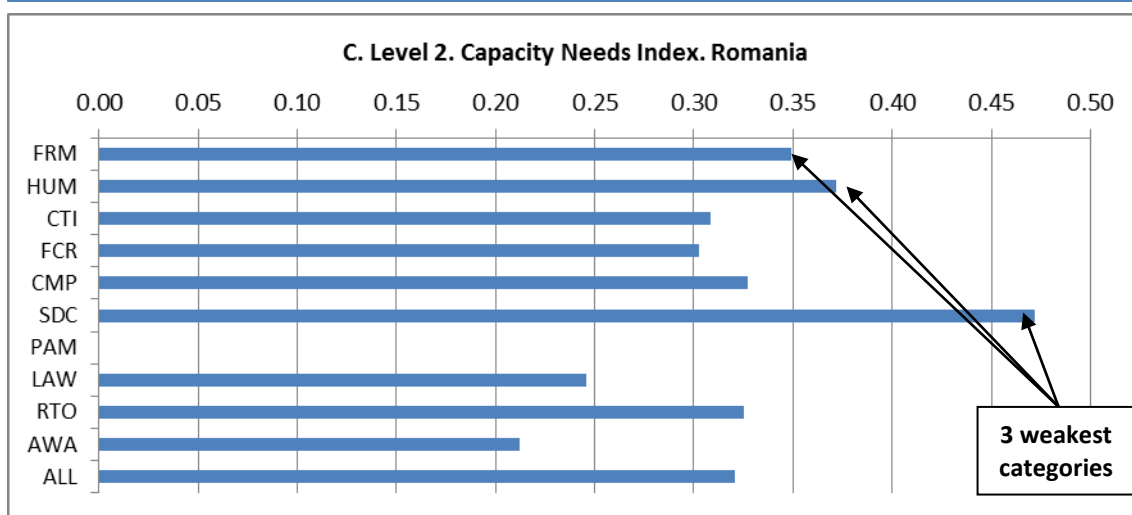
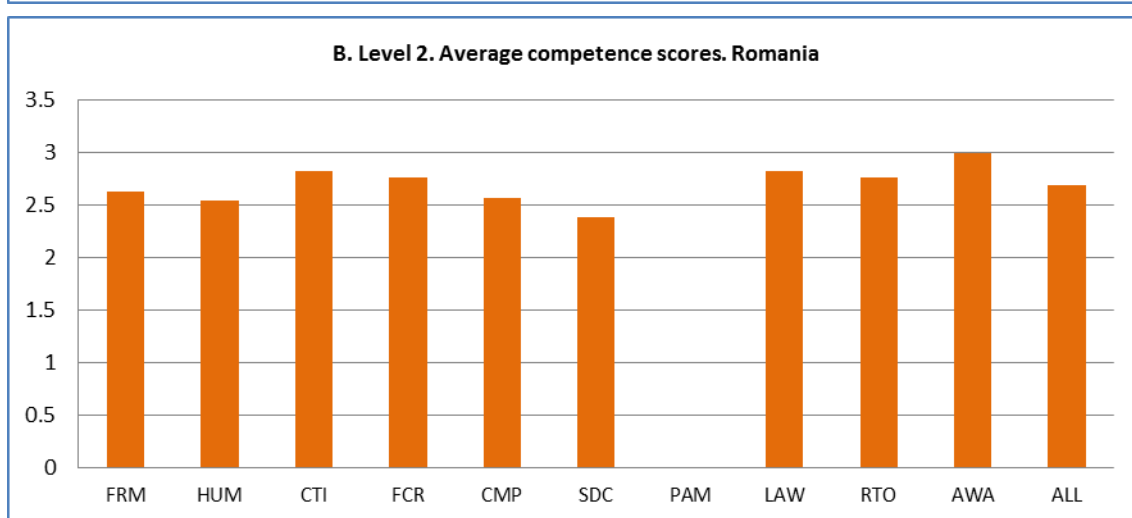
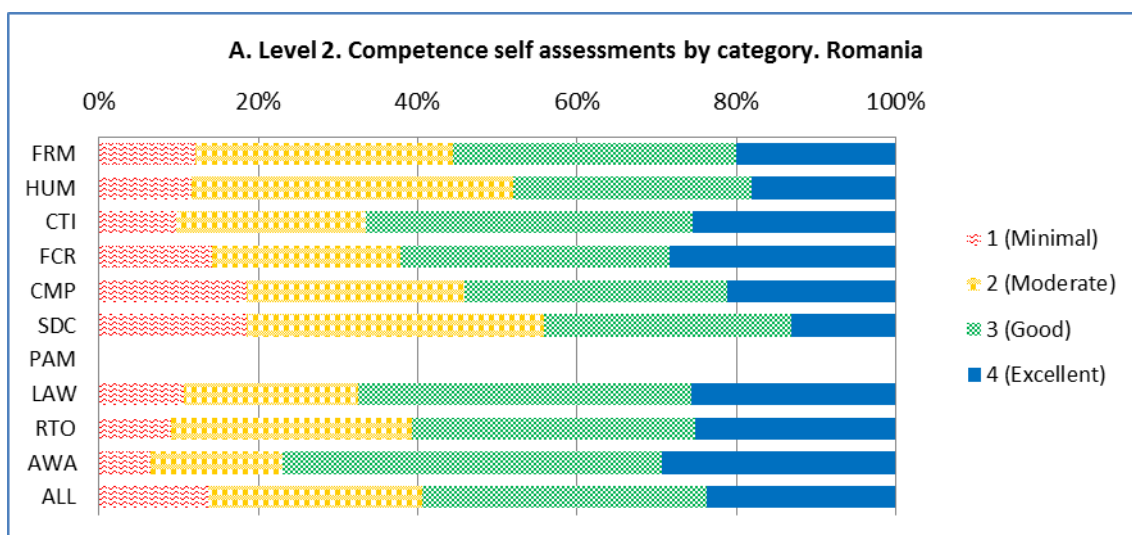
SELF-ASSESSMENT S OF COMPETENCE: LEVEL 3 PERSONNEL (19 MIDDLE MANAGERS/SPECIALISTS)



OBSERVATIONS

Overall, more than 50% of self-assessments at this level are in the two weakest bands. There is a clear priority need for capacity development in SDC and RTO.

SELF-ASSESSMENT 5 OF COMPETENCE: LEVEL 2 PERSONNEL (39 RANGERS AND FIELD STAFF)



OBSERVATIONS

Self-assessments at this level are overall rather stronger than at the other two levels. SDC is clearly the weakest category.

4.4.3 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 SKILLS

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	Preferences
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	0.51	FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	19
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	0.48	PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	19
PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0.47	PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	18
PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0.47	RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	18
RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	0.45	RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	18
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	0.44	CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	17
RTO 4.3	Establish safety standards and codes of conduct for protected area users.	0.43	PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	16
SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	0.42	PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	15
PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettelement.	0.41	AWA 4.3	Plan and manage marketing, media and public relations activities.	15
PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0.41	CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	14
RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	0.41	CMP 4.2	Plan, manage and evaluate , scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))	14
AWA 4.3	Plan and manage marketing, media and public relations activities.	0.40	CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	13
SDC	Identify and mobilise external sources of	0.39	SDC	Resolve conflicts concerning protected	13

4.3	assistance, support and finance for local communities.		4.2	areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0.39	LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	12
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	0.38	CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	11
PAM 4.3	Lead development of contingency plans for potential disasters.	0.38	PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	11
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	0.38	PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	11
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	0.37	RTO 4.3	Establish safety standards and codes of conduct for protected area users.	11
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	0.35	AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	11
CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	0.35	CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	10
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	0.35	CMP 4.5	Determine the value of ecological/environmental services.	10
PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0.35	SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	10
CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	0.34	AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	10
CMP 4.2	Plan, manage and evaluate , scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))	0.34	FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	9
SDC 4.1	Develop agreements with communities for resource access and use.	0.34	HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	9
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	0.34	PAM 4.3	Lead development of contingency plans for potential disasters.	9
HUM 4.4	Lead training and development needs analysis.	0.34	LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	9
HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0.34	FCR 4.1	Contribute to specification and design of major infrastructure projects.	8
HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance	0.32	PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	7

	standards				
HUM 4.2	Manage staff recruitment and contracting.	0.31	HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	6
HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	0.31	HUM 4.2	Manage staff recruitment and contracting.	6
SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	0.30	HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	5
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	0.28	SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	5
CMP 4.5	Determine the value of ecological/environmental services.	0.28	HUM 4.4	Lead training and development needs analysis.	4
LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	0.28	SDC 4.1	Develop agreements with communities for resource access and use.	4
FCR 4.1	Contribute to specification and design of major infrastructure projects.	0.28	PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0
LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	0.27	PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	0.26	PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	0.25	PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	0
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	0.23	PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 3 SKILLS

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	Preferences
CTI 3.4	Operate GIS systems	0.51	CTI 3.4	Operate GIS systems	34
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	0.50	CTI 3.3	Operate and maintain computers for advanced functions	17
HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	0.49	HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	14

SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.48	CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	14
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	0.47	SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	14
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	0.46	CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	12
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	0.45	CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	12
SDC 3.5	Promote development of local networks and organizations.	0.45	SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	12
FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	0.45	AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	12
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	0.44	HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	11
FRM 3.2	Manage purchasing and inventory.	0.42	CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	11
SDC 3.6	Provide advice on sustainable community based natural resource use and management.	0.42	CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	10
CTI 3.3	Operate and maintain computers for advanced functions	0.42	AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	10
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	0.41	AWA 3.5	Provide information for the media	10
RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	0.41	FRM 3.2	Manage purchasing and inventory.	9
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	0.41	FCR 3.2	Organise and lead search and rescue operations in the field.	9
FCR 3.3	Operate and use base station radio and communication equipment.	0.41	FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	9
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	0.40	CMP 3.7	Analyse, and present interpret survey and monitoring data.	9
CTI 3.5	Manage library, archives and other information resources.	0.40	SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	9
LAW 3.1	Plan law enforcement activities and programmes.	0.40	SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	9
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	0.40	FRM 3.1	Prepare budgets and keep books and accounts	8
FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	0.39	HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	8
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	0.39	HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	8
AWA	Research, plan and design special education	0.39	HUM	Plan, prepare and deliver formal lectures	8

3.3	programmes for schools.		3.5	and presentations	
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	0.38	FCR 3.3	Operate and use base station radio and communication equipment.	8
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	0.38	LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	8
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	0.38	RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	8
RTO 3.4	Supervise safety and security of visitors and other users.	0.37	RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	8
CTI 3.1	Organize and chair formal meetings.	0.37	AWA 3.3	Research, plan and design special education programmes for schools.	8
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.37	FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	7
FRM 3.1	Prepare budgets and keep books and accounts	0.36	CTI 3.1	Organize and chair formal meetings.	7
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	0.36	CMP 3.5	Plan and supervise animal capture, transport, care and management.	7
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	0.36	SDC 3.6	Provide advice on sustainable community based natural resource use and management.	7
FCR 3.2	Organise and lead search and rescue operations in the field.	0.36	LAW 3.1	Plan law enforcement activities and programmes.	7
AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	0.35	LAW 3.2	Lead patrol and law enforcement activities in the field.	7
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	0.34	AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	7
AWA 3.5	Provide information for the media	0.34	CTI 3.2	Give technical presentations and write technical reports/papers.	6
FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	0.34	FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	6
CMP 3.5	Plan and supervise animal capture, transport, care and management.	0.34	LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	6
CMP 3.7	Analyse, and present interpret survey and monitoring data.	0.33	CTI 3.5	Manage library, archives and other information resources.	5
LAW 3.2	Lead patrol and law enforcement activities in the field.	0.31	RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	5
CTI 3.2	Give technical presentations and write technical reports/papers.	0.30	FCR 3.6	Locate, mark and inspect boundaries in the field.	4
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	0.29	CMP 3.8	Curate collections and manage museums	4
FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	0.29	SDC 3.5	Promote development of local networks and organizations.	4
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	0.27	FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	2
FCR 3.6	Locate, mark and inspect boundaries in the field.	0.23	RTO 3.4	Supervise safety and security of visitors and other users.	2
CMP 3.8	Curate collections and manage museums	0.20	FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	1

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 2 SKILLS

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.		
COD E	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	0.52	CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	26
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	0.51	FCR 2.6	Use GPS for Georeferencing locations and for navigation and orientation.	18
CTI 2.3	Communicate in other languages and/or dialects.	0.48	CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	18
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	0.48	CTI 2.3	Communicate in other languages and/or dialects.	17
CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	0.46	CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	15
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	0.43	CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	13
FCR 2.10	Use and maintain radio handset for field communication.	0.42	CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	13
FCR 2.6	Use GPS for Georeferencing locations and for navigation and orientation.	0.41	RTO 2.1	Guide, assist and regulate visitors on site.	13
CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	0.40	HUM 2.1	Supervise and motivate work teams under direct supervision	12
FRM 2.1	Collect and present evidence of expenditure and other financial transactions	0.39	HUM 2.2	Provide training and instruction in the workplace for supervised staff	12
HUM 2.1	Supervise and motivate work teams under direct supervision	0.39	FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	11
CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	0.39	CMP 2.4	Use identification aids to identify plants and animals.	11
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	0.38	FCR 2.5	Use compass and chart or map for navigation and orientation.	10
RTO 2.2	Respond to emergencies and accidents to visitors.	0.38	LAW 2.6	Care for and use firearms correctly and safely (if relevant)	10
CMP 2.4	Use identification aids to identify plants and animals.	0.36	AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	10
HUM 2.2	Provide training and instruction in the workplace for supervised staff	0.36	CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	9
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	0.35	CMP 2.5	Use and care for basic scientific instruments used in surveying	9
CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	0.35	FCR 2.2	Follow good safety and environmental practice in the field.	8
FRM 2.2	Manage stores of equipment and supplies.	0.31	SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	8
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	0.31	FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	7
CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	0.31	CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	7
FCR 2.7	Construct and repair outdoor structures, paths and trails.	0.28	SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	6
RTO 2.1	Guide, assist and regulate visitors on site.	0.27	SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	6
FCR 2.3	Fight fires.	0.27	RTO 2.2	Respond to emergencies and accidents to visitors.	6
LAW	Conduct enforcement activities legally and safely	0.27	CTI	Prepare written reports of work activities using	5

2.2			2.2	standard formats	
CTI 2.2	Prepare written reports of work activities using standard formats	0.26	CTI 2.5	Operate office and audio visual equipment	5
CMP 2.5	Use and care for basic scientific instruments used in surveying	0.25	FCR 2.1	Care for, check and maintain basic field equipment.	5
CMP 2.8	Check and replenish feeding stations for wild animals.	0.24	LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	5
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	0.23	LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	5
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	0.23	FCR 2.3	Fight fires.	4
FCR 2.9	Safely operate and maintain small boats and their engines	0.23	FCR 2.9	Safely operate and maintain small boats and their engines	4
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	0.23	LAW 2.2	Conduct enforcement activities legally and safely	4
FCR 2.1	Care for, check and maintain basic field equipment.	0.22	CMP 2.8	Check and replenish feeding stations for wild animals.	3
CTI 2.5	Operate office and audio visual equipment	0.22	LAW 2.4	Report correctly on law enforcement activities	3
FCR 2.5	Use compass and chart or map for navigation and orientation.	0.22	FRM 2.1	Collect and present evidence of expenditure and other financial transactions	2
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	0.21	FCR 2.7	Construct and repair outdoor structures, paths and trails.	2
LAW 2.4	Report correctly on law enforcement activities	0.21	CMP 2.9	Care for captive animals	2
CMP 2.9	Care for captive animals	0.19	LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	2
LAW 2.6	Care for and use firearms correctly and safely (if relevant)	0.15	FRM 2.2	Manage stores of equipment and supplies.	1
FCR 2.2	Follow good safety and environmental practice in the field.	0.15	FCR 2.10	Use and maintain radio handset for field communication.	1

4.4.4 OVERALL RANKED NEEDS FROM THE SELF-ASSESSMENT S

Figure 12 shows the overall ranked priorities for capacity development from the self-assessment s in the ten competence categories for Romania.

Figure 12 Ranked country capacity development needs. Romania

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

5 CONCLUSIONS

The following sections discuss the conclusions from the results of the two questionnaires for Romania. 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

Romania's system of protected areas is in a phase of expansion and modernisation at the moment, and there is an overall need for improved capacity among protected area staff at all levels, particularly in relation to less 'traditional' topics such as working with communities and developing tourism. Although some programmes of training have taken place, these have been inadequate in proportion to the need and demand and have been mainly delivered by NGOs, themselves dependent on project funding.

5.2 STAFFING

In general, the following conclusions can be made.

- Around 44% of personnel in PAs in Romania are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region.
- Romania (75% male/25% female) has a highly unbalanced gender balance among PA staff, compared even 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 in the self-assessment questionnaire are exceptionally well educated, with 85% having a university education.
- The workforce has quite a good balance of ages, but there is a clear lack of more experienced personnel; 50% have five years or less experience. This may be due to the recent establishment of so many Natura 200 sites and NGO managed protected areas in the country.

5.3 TRAINING

- The overall current average of training delivered of a little more 1 training day 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 around ten days.
- Recent training topics in Romania have covered a narrow range of topics and do not cover major areas of PA work.
- No systematic national training programme is in place; provision has been highly dependent on NGO initiatives. It is not clear if there are internal budgets specifically for training.
- Managers' preferred learning methods are study visits, short courses and long term educational programmes.

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 identified as a major priority for senior staff at Level 4/5 in the self-assessment and the personal preferences, especially with respect to business planning, financing and fund raising for protected areas, which is the highest specific competence requirement. With respect to this, it would be of interest to investigate the impact in Romania of the recently completed GEF project 'Improving the Financial Sustainability of the Carpathian System of Protected Areas', in order to determine if it has addressed this need.

CONCLUSIONS

- Training in protected area funding, financing and business planning is a major requirement for senior staff. There may be an opportunity to replicate and extend use of the outputs and training materials developed in the GEF project.

5.4.2 MANAGEMENT OF HUMAN RESOURCES (HUM)

This is an often overlooked category of competence. This is one of the stronger categories at Level 4/5, but is an overall weakness at Levels 2 and 3. The main specific needs appear to relate to training and instructional skills, work planning and leadership and motivation.

CONCLUSIONS

- If Romania is to develop sustainable, internal and self-directed programmes of training for PA staff, development of instructional and training skills will be important. Middle management staff also require capacity development in supervisory and motivational skills.

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.

With respect to IT skills, GIS and advanced computer skills rate very highly as needs at Level 3. However these results should be treated with caution, because, in the experience of the lead author, investment in training and equipment for information technology and GIS is not worthwhile if parent protected area agencies have not developed an 'IT culture' to institutionalise what has been taught/learned.

With respect to the communication skills, at Level 2 communicating in other languages rated highly as a need in the self-assessments and the personal preferences.

CONCLUSIONS

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability, where the protected area institution has adopted an IT culture and where staff have access to equipment.
- 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. Reference should be made to the more specific study on communication skills for PA staff conducted by ProPark in 2013.
- Some personnel would benefit from foreign language training (mainly English).

5.4.4 FIELD CRAFT (FCR)

These are quite traditional protected area skills in which competence rates quite highly, with one specific exception. First Aid skills are the highest priority in the Level 2 self-assessments (as is the case in most other countries).

CONCLUSIONS

- All protected areas staff should have mandatory basic training in field work, first aid, safety and security.

5.4.5 CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

Conservation is the main foundation of protected area management, and overall this category appears to be quite strong at all Levels, although it has only been a minor component of previous training. The category rates significantly more highly in the selection of individual preferences than in the self-assessment s.

CONCLUSIONS

- Although to appear not to be a priority at present, these skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.
- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

5.4.6 SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

This category emerges as a major weakness, especially at Levels 3 and 2 where it is the top ranked overall need from the self-assessment s. It is quite surprising that senior staff at Level 4/5 do not rate skills in this category as particularly

high needs for themselves in the self-assessment, but the category is the highest ranked need in the general assessments. PA staff evidently recognise the need to build their skills in working with local stakeholders, managing resource use and resolving conflicts. These results for Romania 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. However it may also be useful first to work with PA staff to define more clearly what exactly are the needs and responsibilities for working with communities.

5.4.7 PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

Although this category is at the very core of protected area work and has been a prominent topic of previous training provision, both questionnaires show that it is one of the weaker skill categories. There are a number of possible explanations for this.

- The topic is very complex and demanding and requires continual capacity development.
- The training curricula and content may not be relevant to the needs of participants.
- The quality of the training may not have been adequate.
- The training may have been attended by the wrong people
- There may be a high staff turnover at Levels 3, 4 and 5, leading to a continuous need for training of new entrants.
- Participants may not be getting the chance to put what they learned into action.

The strategic, system wide skills are ranked generally as generally higher needs than the site planning and management skills, although all are generally weak.

CONCLUSIONS

- This category should be a priority for training of senior and possibly middle managers.
- One of the challenges in capacity building in this category is connected with the structures and governance of protected area systems (topics that are not covered in the survey). In the experience of the lead author, building individual capacity in this category is not effective and sustainable unless the protected area authorities have also adopted a culture and system of systematic planning, monitoring and reporting at the institutional level. For example, while an individual protected area manager may learn how to prepare a management plan to a high standard, this will be of little benefit if the managing agency does not require production of management plans, does not officially approve a management plan and does not use management plans as the basis for budgeting and allocating resources. It is a common finding across the region that managing authorities lag behind many protected area teams in their capacity.
- To be effective individual capacity building in this topic should 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. Capacity in Romania appears to be quite good at all levels. However, at Level 2, the General Assessment rates capacity as very weak, while the self-assessments indicate much higher competence. This suggests a difference of opinion between managers and individuals, which may merit some further investigation.

Despite the generally good levels of competence, there is a need for continuous monitoring of capacity 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

- While not an immediate priority, staff at all levels require regular updates on law enforcement and compliance topics. The category should be included in foundation training for all PA staff when they are employed.

5.4.9 RECREATION AND TOURISM (RTO)

This category is a major priority for capacity development in Romania in the self-assessments at Level 4/5 and at Level 3. Tourism is seen as an increasingly important element of PA management in Romania because of increase in demand and because it is seen as the best means for increasing site based income to underfunded PAs.

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 ranking need at Level 2, a mid to high- ranking need at Level 3 and a higher need in the self-assessments at Level 4/5. Senior managers clearly consider that they need development in development of onsite awareness and in media, communication and public relations work.

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.

6.1 OVERALL RECOMMENDATIONS

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

One of the main challenges in Romania appears to be that the management of the PA system is diversified, making the delivery of capacity development and the establishment of common standards quite challenging. While the National Forest Administration does represent a single organisation managing major protected areas, management of the other sites in the country (including Natura 2000) sites is dispread across a wide range of organisations. A recently established 'National Association of Legal Entities Representing Protected Areas' may provide a means to enable development of common standards and shared access to capacity development. The work of ProPark in establishing high quality competence based training for PA staff may also provide an opportunity to build capacity consistently and sustainably.

1. ESTABLISH BASIC FORMAL STAFF DEVELOPMENT POLICIES AND PROGRAMMES FOR ROMANIAN PROTECTED AREAS

This would contribute greatly to improving staff capacity, to professionalizing protected area management in Romania and to increasing ownership of capacity development. The following measures are recommended.

1.1 The NFA should develop a general overall policy, strategy and plan for capacity development of its personnel. This strategy should be based in part on the results and recommendations arising from this survey and from other recent TNAs.

The strategy should be used to guide and direct the capacity development elements of donor assisted projects.

1.2 The NFA 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'*.

1.3 NFA Administered protected areas 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 (See recommendation 2).

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

1.5 Other protected area managing administrations should develop and implement a common accord on capacity development for staff, possibly through the 'National Association of Legal Entities Representing Protected Areas', mediated by ProPark.

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

The fairly high educational level and the comparatively high number of experienced staff in Romania indicates that it should be possible to develop capacity development programmes that focus on transfer of skills among existing staff, rather than relying on external (and much more expensive) training providers and on formal short courses (and all the associated expenses). 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.

2.1 Protected area managing enities should appoint a capacity development/training officer (or small team). This person or team 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.
- Coordinating and directing the capacity development programmes of donor assisted projects to ensure that are correctly aligned with the national strategy and with national needs.
- 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.

2.2 A national capacity development team should be established comprising relevant expert practitioners from within protected area institutions.

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

2.3 Protected areas should 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. 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. Romania should continue to be an active partner in regional initiatives through Europarc, Eurosite, IUCN etc.

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 (and possibly mandatory) standard foundation course covering essential skills, knowledge for all personnel involved in PAs in Romania, whoever they work for. This course could be delivered internally by training officers and/or by a national capacity development team.

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.
- 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. DEVELOP AND PROVIDE TRAINING FOR IMPLEMENTATION OF A COMMON SYSTEM FOR PA PLANNING, MONITORING AND REPORTING FOR ALL PROTECTED AREA SITE ADMINISTRATIONS AND AUTHORITIES

New approaches to systematic protected area planning, monitoring and reporting for protected areas need to be embedded at the institutional level, as well as being taught and promoted at the site level. Therefore, although it is important that training in management planning, monitoring etc. continues, there should be a parallel and complementary focus on providing an institutional platform for improved planning, management, monitoring and reporting. This will help ensure consistent management across the system and provide a clear framework for delivery of internationally assisted capacity development. It is specifically recommended therefore that

- 5.1 A clear national framework and system should be developed for modern PA management planning, monitoring, reporting and adaptive management.
- 5.2 Training and guidance should be provided for all PA administrations for the use and implementation for framework and system
- 5.3 All donor assisted and project related capacity development programmes should be required to be integrated with and support the national system.

6. BUILD CAPACITY ON TOURISM AND RECREATION PLANNING AND MANAGEMENT

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

6.1 Develop and deliver a training programme for PA staff and partners in tourism and recreation,

The programme should be developed in collaboration with the with the Romanian Ecotourism association, with the tourism sector and with local service providers around protected areas. A possible 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	Formal lectures	
<ul style="list-style-type: none"> Fundamentals of the tourism industry in Romania. Legal and administrative basis for tourism and recreation in protected areas. Key concepts in tourism and recreation provision and management. 	Seminars and discussions	
Planning and design of recreation activities		
<ul style="list-style-type: none"> 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 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.). 	Presentations by tour operators	Group work and exercises
Visitor management		
<ul style="list-style-type: none"> 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. 	Study visit to other protected areas	
Awareness and interpretation for visitors		
<ul style="list-style-type: none"> 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, audiovisual presentations etc.) 		

7. 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.

7.1 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	Formal lectures	
<ul style="list-style-type: none"> Communities living in protected areas, corridors and buffer zones. Key concepts and principles relating to communities and sustainable rural development. 		
Survey and Assessment	Seminars and discussions	
<ul style="list-style-type: none"> Techniques for gathering and recording information about communities and livelihoods. Planning and conducting basic social and economic surveys. 		
Working with communities	Village visits with expert facilitation	
<ul style="list-style-type: none"> 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. 	Group work and exercises	
	Study visit to protected areas	

8. CONTINUE THE WORK CONDUCTED BY THE GEF PROJECT ON CAPACITY DEVELOPMENT FOR PROTECTED AREA FUNDING

The recent project has established principles and practices for business planning and diversification of funding, mainly for NFA administered protected areas. The products and processes and e-learning materials developed should be maintained and further developed and contextualised for use across Romania. It is not clear at present what institution should take on the role of doing this.

9. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR PA STAFF

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 or may be reluctant to accept that they need to be trained. The proposed solution therefore is to hold a series of facilitated seminars on priority topics, each with a specialist facilitator. These could possibly be established as mobile seminars that are held at various centres in the country. The following specific recommendations are based on the results of this needs assessments.

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

This topic was a 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.

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

10. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

As discussed in the general conclusions, this category is a major weakness. Since conservation is the primary function of protected areas (as determined by IUCN), there is a need to address this.

10.1 Design and deliver an updated course on applied, management-oriented conservation management for relevant PA staff (in particular natural resource specialists in the territorial administrations and the APA HQ).

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	Formal lectures	
<ul style="list-style-type: none"> 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. 	Seminars and discussions	
Survey and assessment	Field survey exercises	
<ul style="list-style-type: none"> 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. 	Group work and exercises	
Conservation management and planning	Study visit to protected areas	
<ul style="list-style-type: none"> 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 		

10.2 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.

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

The following specific measures are recommended.

11.1 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.

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

1. GENERAL QUESTIONNAIRE

Protected Area Questionnaire					
TRAINING AND DEVELOPMENT NEEDS ASSESSMENT					
To be completed for.					
<ul style="list-style-type: none"> 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					
<i>The institution has a training budget</i>			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 <u>one choice</u> for each staff category					
	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
0 days					
1-5 days					
6-10 days					
11-15 days					
16-20 days					
>20 days					
C. OTHER COMMENTS					
Please add any further comments or suggestions					
.					

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, gazettelement.
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.