



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

ALBANIA

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ABBREVIATIONS USED IN THE TEXT

BfN	Bundesamt für Naturschutz (German Federal Agency for Nature Conservation).
CBD	Convention on Biological Diversity.
ALB	Albania
ha	Hectare(s)
IUCN	International Union for the Conservation of Nature and Natural Resources (IUCN).
mgmt	Management.
PA	Protected Area.
Person/training day	The equivalent of one individual attending a training course for one day.
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.

In Albania a General Questionnaire was completed by 20 respondents representing 54 protected areas, covering at least 438,000 ha, and with 186 staff. The questionnaire had three main sections:

- A. General information
- B. Current situation for training and capacity development
- C. Modes of training and learning

A copy of the questionnaire is located in Annexe 1.

1.1 MAIN CONCLUSIONS

The following sections discuss the conclusions from the results of the questionnaire for Albania. 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.

- There was not enough data to provide overall competence assessments for senior managers. Capacity at middle manager/technical level and the ranger level is moderate with some significant weaknesses.
- The fact that most PAs in Albania are managed by the Forest Directorates is both a limitation and an opportunity. The limitation is that there are no specialist protected area staff or management units and some of the foresters responsible for these areas currently have relatively little knowledge or experience in PA management. The opportunity is that there is a chance to build capacity through a single, relatively well resourced institution.
- Albania does have some good expertise in natural resource and biodiversity management, developed through project based capacity development and also within the active environmental NGO movement.
- Until now almost all relevant training in Albania has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic programme of training for protected area personnel.
- There were not enough responses to draw major conclusions about the capacities of senior managers.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 1.

Table 1 Top 5 priority future training topics identified from the competence assessments.

Senior Managers (insufficient data)	Middle Managers and Technical Staff	Rangers and Field Staff
1	SDC	CTI
2	PAM	SDC
3	RTO	PAM
4	HUM	RTO
5	CTI	FRM + HUM

- Based on the results of the questionnaires, there are still many significant gaps in competence among PA staff in Albania, particularly in technical aspects of the work. Managers are particularly aware of the need for ‘newer’ protected area skills (particularly in working with communities and tourism). Despite the large amount of training in management planning, protected area management remains a major need.

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.

- Managers seemed unclear about an ideal amount of training for senior managers. It was considered that middle managers and technical staff should have 10-20 days training per year and rangers 6-15 days.
- There was a near universal consensus among respondents that the best modes of training for PA staff were exchanges and study visits with other protected areas. For senior managers the next preferences were for longer term study and for self-directed learning. Self-directed learning was one of the least popular options across the region, and it is particularly interesting that it is rated quite highly in Albania. For middle managers and for rangers, short and medium term courses were considered as most useful.

1.2 SUMMARY RECOMMENDATIONS

Based on these conclusions the following recommendations are made

GENERAL NATIONAL RECOMMENDATIONS

1. BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT WITH THE FOREST DIRECTORATES.

- 1.1 Develop and adopt an internal national strategy and plan for capacity development for protected areas.
- 1.2 Appoint a capacity development/training officers in Forest Directorates responsible for protected areas to promote a range of learning opportunities for staff.
- 1.3 Form the capacity development officers into a National Capacity Development Team to take responsibility for internal delivery of training and capacity development programmes across the Forest Directorates as needed.

2. ADOPT A NEW, DIVERSIFIED, LEARNING-BASED APPROACH TO CAPACITY DEVELOPMENT FOR PA STAFF.

- 2.1 Improve access for PA staff to the internet and online learning materials.
- 2.2 Translate key materials (e.g. IUCN good practice guidance) into the national language.
- 2.3 Ensure that visiting experts and consultants share their skills and knowledge when they work in protected areas.
- 2.4 Identify centres of expertise among protected areas in Albania and enable staff secondments and study visits.
- 2.5 Ensure that international study tours are well planned, focus on specific needs and learning outcomes and include the staff who will benefit most from them professionally.

3. FOCUS INVESTMENTS FROM INTERNATIONAL DONORS ON PRIORITY NEEDS.

- 3.1 Request donors to support investments in capacity development that will have a long term impact.
- 3.2 Ensure that donor supported training programmes are based on identified priorities and groups.

4. IMPROVE INSTITUTIONAL SUPPORT FOR CAPACITY DEVELOPMENT.

- 4.1 The Ministry of Environment, Forestry and Water Administration and all Forest Directorates should allocate a secured budget for a minimum (baseline) level of annual training.
- 4.2 The Ministry of Environment, Forestry and Water Administration should seek new funding to support training programmes.

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS.

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

- 5.1 All new or recently appointed protected area staff should complete a two-day induction course.
- 5.2 National curricula and programmes for the course should be developed, and a set of training materials provided.
- 5.3 The course should be delivered by a national team.
- 5.4 Completion of the course should be certificated and documented in the personnel records of staff.

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

- 6.1 Develop and deliver a training course/seminar on prevention, compliance and law enforcement for field staff.
- 6.2 Provide regular updates for field staff on legislation, threats and approaches for reducing illegal activities.

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. BUILD CAPACITY FOR TOURISM AND RECREATION PLANNING AND MANAGEMENT.

8.1 Develop and deliver a training programme for protected area staff and partners in tourism and recreation,

8.2 Engage in regional initiatives to share experience improve standards for tourism and recreation.

9. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE FOREST DIRECTORATES AND THE MINISTRY OF ENVIRONMENT, FORESTRY AND WATER RESOURCES ADMINISTRATION.

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 protected area planning, management and monitoring (including trans boundary protected area management).

10. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT.

10.1 Design and deliver an updated course on applied, management-oriented conservation management for relevant PA and Ministry staff.

11. BUILD CAPACITIES OF FORESTRY TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING.

11.1 Work with forestry training institutions and universities to develop a set of standard PA management modules, focusing on applied skills and techniques.

11.2 Organise delivery of modules and courses so that they can also be attended by employed staff as short professional development courses.

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 Albania.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries³, Albania was selected as one of fourteen 'second level countries' where only a General Questionnaire would be completed by senior staff members representing protected areas and managing agencies across the country.

The countries in this second level group were Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Czech Republic, Hungary, Kosovo, Lithuania, Macedonia, Moldova, Montenegro, Poland and Turkey.

The nine countries in the 'first level' group, where two questionnaires were used were Croatia, Estonia, Latvia, Georgia, Romania, Serbia, Slovakia, Slovenia and Ukraine. See General Report for details.

3.2 DESIGN OF THE 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 2. See Annexe 1 for the full questionnaire.

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.

Table 2 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 3.

Table 3 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 4.

Table 4 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.

3.3 COMPLETION OF THE QUESTIONNAIRE

The questionnaires were completed under the supervision of national consultants who were engaged to:

- 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 for completion of the questionnaires.
- To participate in a brief online training session concerning the questionnaire and how they should be applied.
- To translate the questionnaire, supporting materials and the project description into the national language.
- To conduct field visits and/or phone interviews and collect information for the training needs assessment.
- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff.
- To collate and submit the collected information to the project management team.

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREAS AND CAPACITY DEVELOPMENT IN ALBANIA

Information from the report of national consultant Silvamina Alshabany

The protected area system of Albania currently covers 798 sites, with an area of 455,854.9 ha, or around 15.83% of the area of the country (Table 5). A further three Ramsar sites covering more than 70,000 ha are also included in the system. Most protected areas are Category III monuments and sites with very small and unrecorded areas. Protected areas are managed by the 36 Forest Directorates under the Ministry of Environment, Forestry and Water Administration, without having their own management bodies (not even for National Parks).

Table 5. Protected areas of Albania

Category	Title	Number	Total Area
Category I	Strict Nature Reserve / Scientific Reserve	2	4,800.0
Category II	National Park	15	210,501.4
Category III	Natural Monument (Bio & Geo Monuments)	750	Not recorded

Category IV	Managed Nature Reserve/ Nature Park	22	122,974.1
Category V	Protected Landscape	5	95,864.4
Category VI	Protected Area of Managed Resources	4	18,245.0
Total	15.83% of land area	798	455,854.9
RAMSAR SITES		3	79,205.30

There is no systematic training programme for protected area staff. Capacity building activities in PA's are usually part of donor-funded projects, and are provided on an occasional basis for limited numbers of participants. There are no national institutions providing relevant training, most of the capacity development is delivered by national or international experts. The majority of recent projects and training events have concerned preparation of management plans for protected areas.

4.2 COVERAGE OF THE QUESTIONNAIRE

The questionnaire was completed by representatives of 18 protected area administrations, one overall managing agency and one project office, representing 54 protected areas, responsible for at least 438,000 hectares of protected areas in Albania. See Figure 1 and Table 6.

Figure 1 IUCN Categories of PA included in the survey

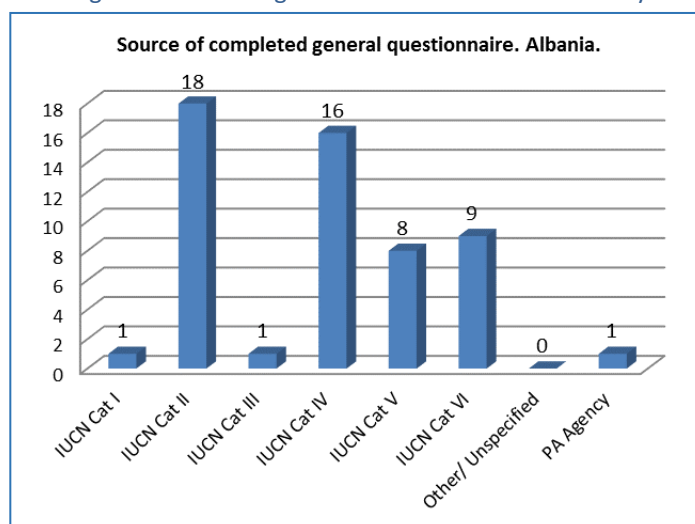
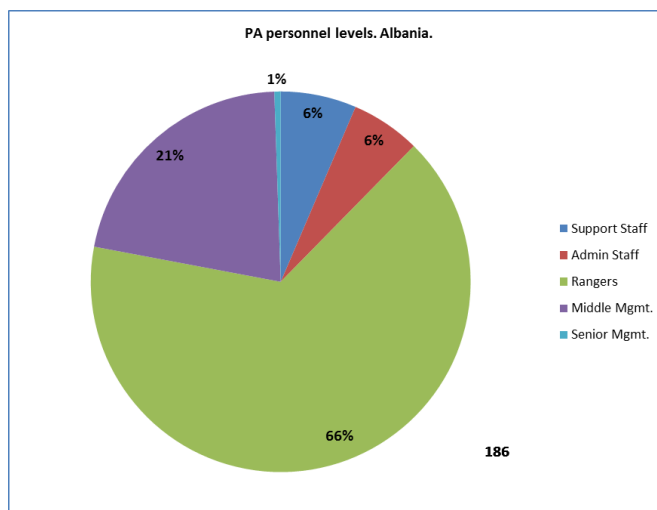


Table 6 Sources of responses to the General Questionnaire in Albania

Protected Area/ Institution		Protected Area/ Institution	
1	Forestry Directorate Services Librazhd	11	Forestry Directorate Services Mat
2	Forestry Directorate Services Diber	12	Forestry Directorate Services Pogradec
3	Forestry Directorate Services Fier	13	Forestry Directorate Services Skrapar
4	Forestry Directorate Services Kolonjë	14	Forestry Directorate Services Tirane
5	Forestry Directorate Services Korçë	15	Forestry Directorate Services Tropojë
6	Forestry Directorate Services Shkoder	16	Forestry Directorate Services Lushnje
7	Forestry Directorate Services Vlorë	17	Forestry Directorate Services Permet
8	Forestry Directorate Services Berat	18	Ministry of Environment, Forestry and Water Administration -Sector "Protection Areas and National Parks"
9	Forestry Directorate Services Bulqize	19	KFW Project "Trans boundary Biosphere Reserve Prespa"
10	Forestry Directorate Services Devoll	20	Representative of "Prespa" National Park (Lokal Level)

The 20 respondents to the General Questionnaire reported that they employ 186 personnel. The distribution of personnel between job categories is shown in Figure 2. This shows that the majority of employees fall into the category of rangers and field staff.

Figure 2. Personnel covered by the General Questionnaire according to job level



The reported staff numbers represent a staffing density of **0.425 personnel per thousand hectares of protected area**, compared to a **regional average of 1.16 per 1,000 hectares**, a very low figure for the region.

4.3 TRAINING

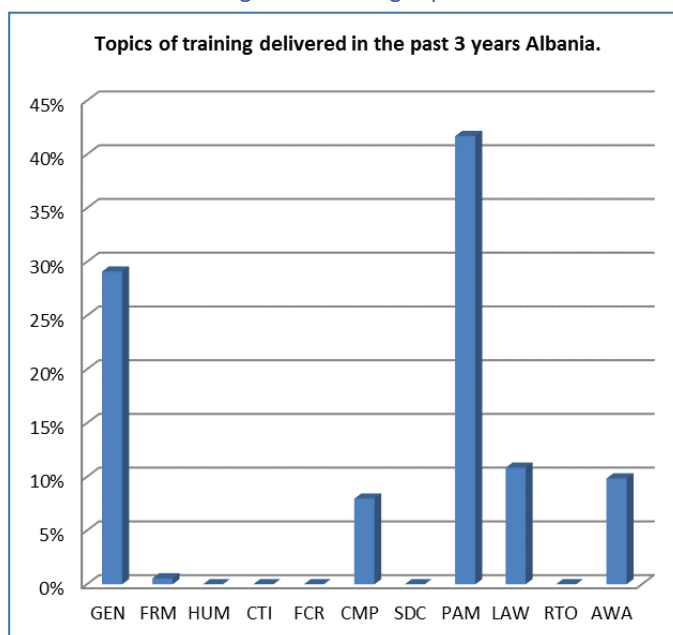
4.3.1 RECENT TRAINING PROVISION

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 PA personnel covered by the survey in Albania received just **1.36 training days per person per year**. This figure is very low compared to the **regional average of 3.3 days per year**.

4.3.2 TOPICS OF TRAINING

Figure 3 shows the proportions of different training topics reported, classified according to the standard skills categories used in the survey.

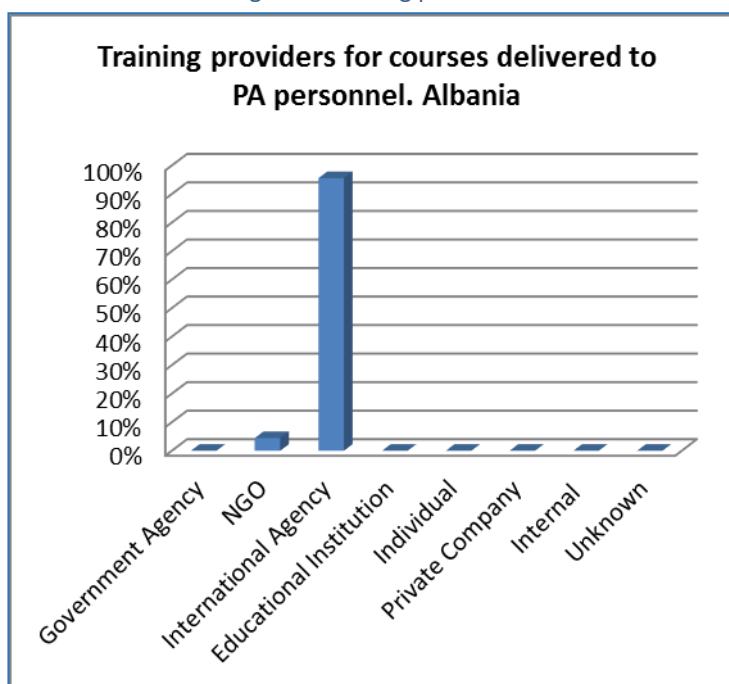
Figure 3 Training topics



4.3.3 TRAINING PROVIDERS

Figure 4 shows the relative proportions of the different training providers reported, showing more than 90% of training has been delivered through international projects.

Figure 4 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 5. These show that in general, managers consider that senior staff are uncertain about how much training they need. The greatest need for training is considered to be with middle managers and technical staff.

Figure 5 Numbers of training days recommended by respondents to the General Questionnaire

Recommended Annual Number of Training Days. Ranked preferences. Albania. 1 = Most preferred 6= Least preferred					
Training Days	Senior Mgmt.	Middle Managers	Rangers/ Field Staff	Admin Staff	Support Staff
0	1	2	2	1	1
1-5	3	6	5	4	2
6- 10	3	4	2	2	4
11- 15	3	2	1	2	4
16-20	2	1	4	4	3
>20	3	5	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 6 shows the result for Albania, compared with the aggregated result for the entire region.

Figure 6 Ranked preferences of senior managers for overall priority future training topics.

	CATEGORY	ALBANIA	OVERALL FOR THE REGION
GEN	General skills	9	3
FRM	Financial & resources management	7	10
HUM	Human resources management & development	11	11
CTI	Communication technology and information	10	6
FCR	Field craft and practical skills	4	4
CMP	Conservation assessment planning & management	3	2
SDC	Sustainable development & communities	7	8
PAM	Protected area policy, planning and projects	1	1
LAW	Law enforcement	4	7
RTO	Recreation and tourism	6	5
AWA	Awareness, education and public relations	2	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 7.

Figure 7 Preferred modes of training

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

4.3.7 FUNDING FOR TRAINING

Budgets for training were reported from only one respondent.






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

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

Each set of assessments is summarised in three graphics.

Graphic A shows the proportions of self-assessments for each skills category, according to the numerical scale described in the previous section (see Table 4). Colour coding is used to aid understanding of the results (see Table 7). These graphics exclude assessments of '0' (not relevant), and therefore only represent proportion of responses which considered the skills category to be relevant. The author has found that a rapid assessment of competence can be made by considering the boundary between the two weakest categories (indicated in red and yellow) and the two strongest categories (green and blue). The yellow-green boundary therefore, provides a quick indication of comparative competence of the different categories.

Table 7 Colour coding used for competences

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

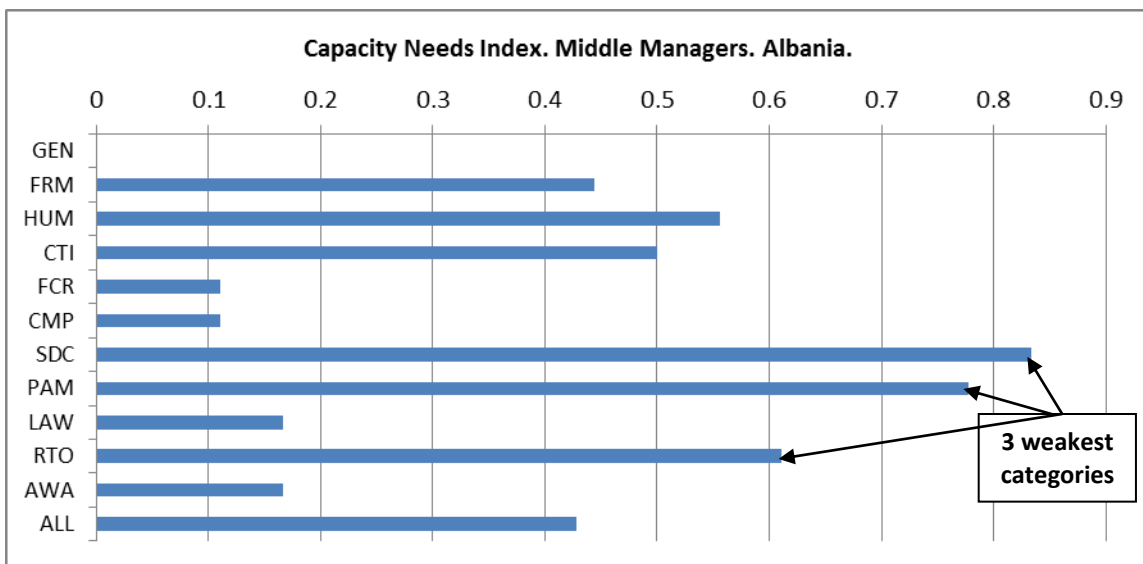
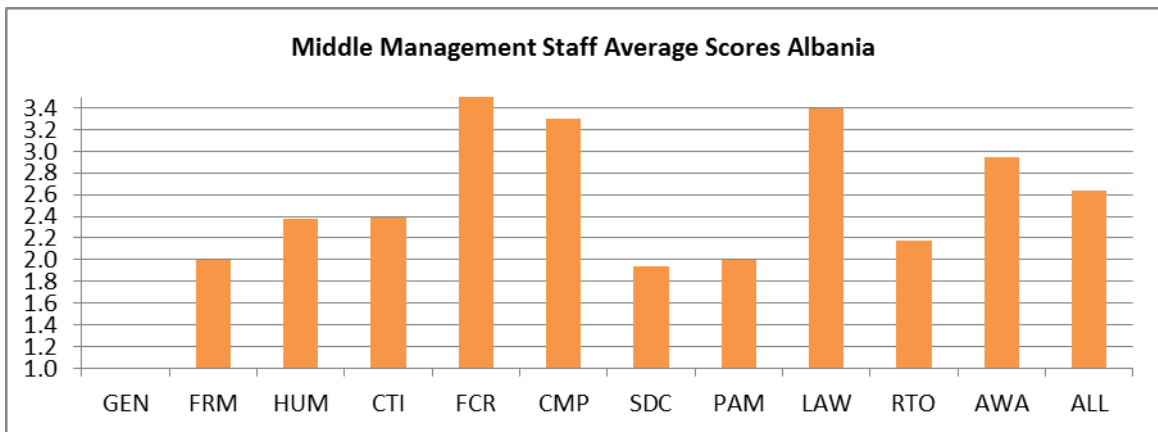
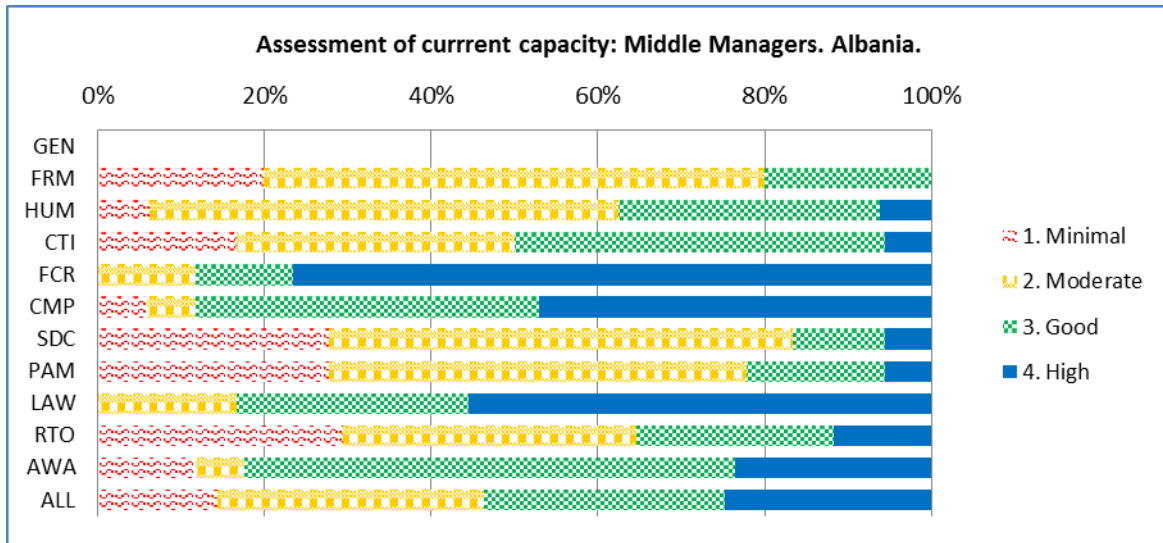
The higher the CNI, the greater the need for capacity development in that category. This formula is intended to take into account how relevant the category is, as well as how weak the overall competence is.

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: SENIOR MANAGERS

Only one assessment was conducted for senior staff, therefore no meaningful data were obtained.

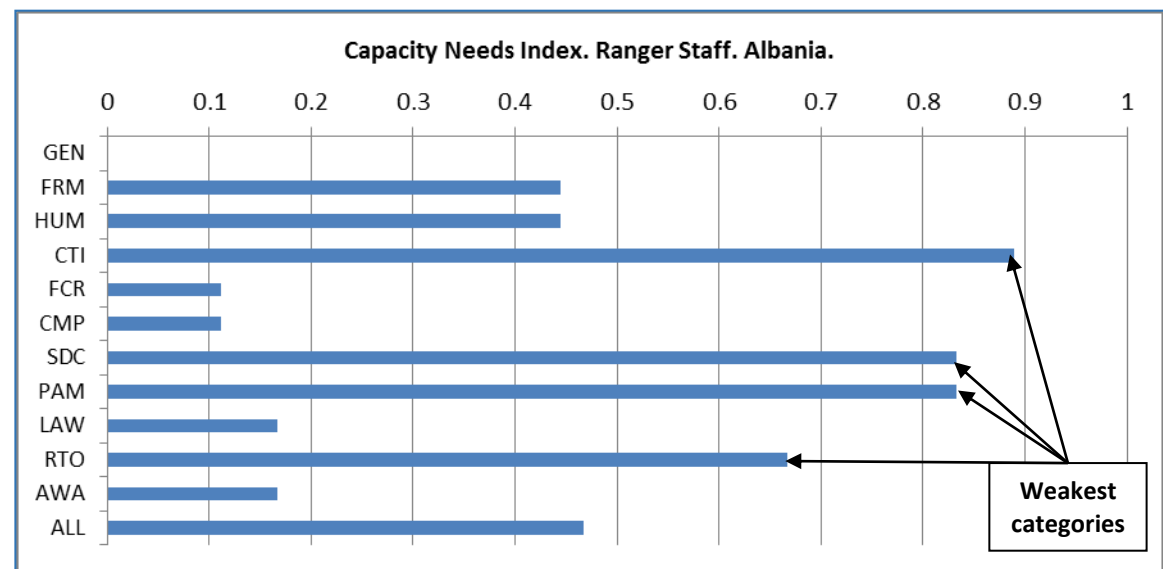
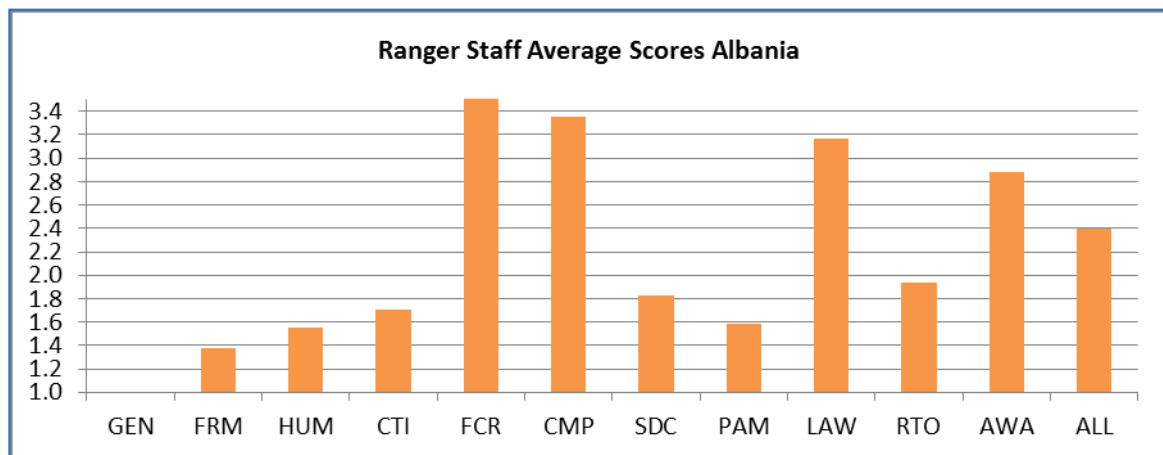
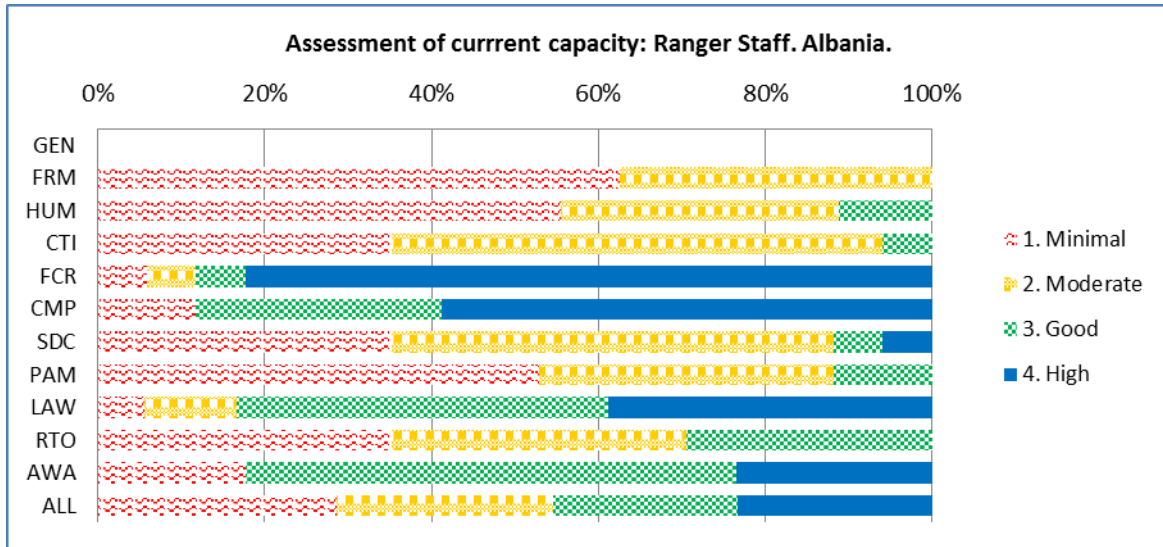
GENERAL ASSESSMENTS OF COMPETENCE: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows moderate levels of confidence by the assessors in the capacity of middle management and technical staff. More than 50% of responses are in the weakest two bands. There are three major weaknesses, SDC, PAM and RTO.

GENERAL ASSESSMENTS OF COMPETENCE: RANGERS AND FIELD STAFF



OBSERVATIONS

This appears to be the moderate overall capacity, with around 45% of assessments in the two weakest bands. Several categories are significantly weak, CTI, SDC, PAM and RTO, indicating an overall need for training, not only in 'conventional' ranger skills such as law enforcement.

5 CONCLUSIONS

The following sections discuss the conclusions from the results of the questionnaire for Albania. 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.

- There was not enough data to provide overall competence assessments for senior managers. Capacity at middle manager/technical level and the ranger level is moderate with some significant weaknesses.
- The fact that most PAs in Albania are managed by the Forest Directorates is both a limitation and an opportunity. The limitation is that there are no specialist protected area staff or management units and some of the foresters responsible for these areas currently have relatively little knowledge or experience in PA management. The opportunity is that there is a chance to build capacity through a single, relatively well resourced institution.
- Albania does have some good expertise in natural resource and biodiversity management, developed through project based capacity development and also within the active environmental NGO movement.
- Until now almost all relevant training in Albania has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic programme of training for protected area personnel.
- There were not enough responses to draw major conclusions about the capacities of senior managers.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 8.

Table 8 Top 5 priority future training topics identified from the competence assessments.

	Senior Managers (insufficient data)	Middle Managers and Technical Staff	Rangers and Field Staff
1		SDC	CTI
2		PAM	SDC
3		RTO	PAM
4		HUM	RTO
5		CTI	FRM, HUM

- Based on the results of the questionnaires, there are still many significant gaps in competence among PA staff in Albania, particularly in technical aspects of the work. Managers are particularly aware of the need for ‘newer’ protected area skills (particularly in working with communities and tourism). Despite the large amount of training in management planning, protected area management remains a major need.
- Managers seemed unclear about an ideal amount of training for senior managers. It was considered that middle managers and technical staff should have 10-20 days training per year and rangers 6-15 days.
- There was a near universal consensus among respondents that the best modes of training for PA staff were exchanges and study visits with other protected areas. For senior managers the next preferences were for longer term study and for self-directed learning. Self-directed learning was one of the least popular options across the region, and it is particularly interesting that it is rated quite highly in Albania. For middle managers and for rangers, short and medium term courses were considered as most useful.

6 RECOMMENDATIONS

Based on the results of the survey the following recommendations are made for the effective, efficient, relevant and sustainable development of capacity for PA staff in Albania.

GENERAL NATIONAL RECOMMENDATIONS

1. BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT WITH THE FOREST DIRECTORATES

Reliance on international support for training is neither sustainable nor efficient, but it is also unlikely that very large annual budgets will be available internally for capacity development. There is therefore a need to develop cost effective ways to establish at least a baseline of capacity internally, which can then be supplemented with international project support.

1.1 Develop and adopt an internal national strategy and plan for capacity development for protected areas.

The results of this and other assessments should be integrated into an agreed national strategy and plan to guide all future capacity development. As part of the current BfN project, ProPark has developed a methodology for developing a national capacity development plan. This could be adapted and implemented in Armenia as part of a donor assisted project focused on sustainable capacity development.

1.2 Appoint a capacity development/training officers in Forest Directorates responsible for protected areas to promote a range of learning opportunities for staff. These are not intended to be full time positions; rather the duties should be added to the job descriptions of existing personnel (if possible with an additional responsibility allowance). This person should be responsible for identifying and mobilising a wide range of 'self - help' measures through which staff can improve their skills and knowledge, beyond formal training. The role should include

- Organising and coordinating formal training events (when resources are available)
- 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.

1.3 Form the capacity development officers into a National Capacity Development Team to take responsibility for internal delivery of training and capacity development programmes across the Forest Directorates as needed.

The appointed officers should attend 'Training of trainers' courses and be supported to deliver nationally approved courses.

2. ADOPT A NEW, DIVERSIFIED, LEARNING-BASED APPROACH TO CAPACITY DEVELOPMENT FOR PA STAFF

It is necessary to shift the emphasis and understanding of capacity development from training to learning. There are numerous ways in which staff can improve their skills and knowledge apart from attending training courses. They can be encouraged to learn and build their skills if they have access to good learning materials and opportunities. Although these approaches to learning were not favoured by respondents to the questionnaire, they can be very effective would be much less expensive than formal training courses

The recommendations that follow are intended to provide directions towards further developing as a 'learning organisation', combining formal training with a wide range of other potentially more affordable and sustainable approaches.

- 2.1 Improve access for PA staff to the internet and online learning materials.
- 2.2 Translate key materials (e.g. IUCN good practice guidance) into the national language.
- 2.3 Ensure that visiting experts and consultants share their skills and knowledge when they work in protected areas.

All such experts should be obliged to provide a presentation on their work and findings.

2.4 Identify centres of expertise among protected areas in Albania and enable staff secondments and study visits. Exchanges and study visits were considered to be the most useful means of learning. It can be very effective and economical to enable staff to work with more experienced/more trained colleagues in other protected areas for extended periods.

2.5 Ensure that international study tours are well planned, focus on specific needs and learning outcomes and include the staff who will benefit most from them professionally.

International study visits can be an effective (though expensive) form of learning, but must be well designed and attended by the most appropriate people.

3. FOCUS INVESTMENTS FROM INTERNATIONAL DONORS ON PRIORITY NEEDS

Although reliance on international support is not sustainable in the long term, where such support is available best use should be made of it. Very often international projects are designed with capacity building components that are project focused and do not reflect national needs or priorities. For example in Albania, several projects appear to be supporting preparation of management plans, but far fewer are building capacities to implement those plans. The following specific recommendations should be considered (alongside recommendation 3 below).

3.1 Request donors to support investments in capacity development that will have a long term impact.

Such investments might include

- Training of trainers for the capacity development officers
- Improvement of internet access for protected areas
- Provision of learning support materials

3.2 Ensure that donor supported training programmes are based on identified priorities and groups.

Project design should pay close attention to the results and recommendations of this survey and of other capacity assessments conducted in Albania.

4. IMPROVE INSTITUTIONAL SUPPORT FOR CAPACITY DEVELOPMENT

Although low cost alternatives and focusing of international support can help fill the funding gap for capacity development, there is still a need to establish a baseline of capacity development for protected area staff.

4.1 The Ministry of Environment, Forestry and Water Administration and all Forest Directorates should allocate a secured budget for a minimum (baseline) level of annual training. They should budget for training for all PA personnel for at least 3 days per person per year.

4.2 The Ministry of Environment, Forestry and Water Administration should seek new funding to support training programmes.

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

It is hard to assess capacity, because protected areas do not have their own administrations, but the overall level of capacity in Albania is quite weak across most of the technical categories. The following recommendations address the major weaknesses identified in the survey.

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

Rather than develop many small courses, it would be more effective and efficient to establish a basic standard foundation course covering essential practical skills, knowledge for all personnel involved in protected areas in Albania. This should include specific topics related to protected areas in Albania, and generic topics such as communication skills. This course can then be delivered internally by the training officers and by the national capacity development team (see recommendation 1)

Suggested basic principles of the programme are that:

- 5.1 All new or recently appointed protected area staff should complete a two-day induction course.
- 5.2 National curricula and programmes for the course should be developed, and a set of training materials provided.
- 5.3 The course should be delivered by a national team.
- 5.4 Completion of the course should be certificated and documented in the personnel records of staff.

Table 9 shows a possible curriculum for the course.

Table 9 Possible curriculum for a general staff induction course

Course Title		Protected Area Staff Induction	
Duration	2 days		
Target group	All new ranger, scientific and technical staff 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.		

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

Although capacities in law enforcement were rated more strongly than others, it is essential that all rangers have updated and high level skills in this category, as laws can change and new threats can emerge.

- 6.1 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.

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

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 10.

Table 10 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 	Group work and exercises	
<ul style="list-style-type: none"> 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. 	Study visit to protected areas	

8. BUILD CAPACITY FOR TOURISM AND RECREATION PLANNING AND MANAGEMENT.

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

8.1 Develop and deliver a training programme for protected area staff and partners in tourism and recreation, The programme should be developed in collaboration with the tourism sector and with local service providers around protected areas. An outline curriculum is shown in Table 11.

Table 11 Possible curriculum for a tourism and recreation course

Course	PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS	
Duration	5 days or 2 x 3 day modules.	
Target group	Level 3 and 4 personnel.	
Purpose	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation.	
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.	
Topic	Mode of Delivery	
Background	Formal lectures	
<ul style="list-style-type: none"> Fundamentals of the tourism industry in Albania. 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. 	Presentations by tour operators	
<ul style="list-style-type: none"> Identifying potential recreation impacts and design impact monitoring and mitigation systems. 	Group work and exercises	
<ul style="list-style-type: none"> 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.). Working with local communities to jointly develop and manage tourism activities and services. 	Study visit to other protected areas	
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. 		
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, audio-visual presentations etc.) 		

8.2 Engage in regional initiatives to share experience improve standards for tourism and recreation.

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

9. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE FOREST DIRECTORATES AND THE MINISTRY OF ENVIRONMENT, FORESTRY AND WATER RESOURCES ADMINISTRATION (AND PARTNERS)

The lack of data has made it difficult to assess capacities at Level 4/5, but overall capacity appears to be quite patchy, especially since protected areas do not have separate administrations. It would probably be impractical to recommend full training courses in all these categories; this would be very expensive and senior staff would probably not have the time to attend them. The proposed solution therefore is to hold a series of annual (or six monthly) facilitated seminars

on priority topics, each with a specialist facilitator. It may be possible to make use of international specialists working on PA projects to lead these events. The following specific recommendations are based on the results of this needs assessments, but a wide range of events could be held.

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 protected area planning, management and monitoring (including trans boundary protected area management).

10. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

There has been a lot of training in management planning in Albania, but less so in applied management of protected areas, especially in relation to biodiversity conservation. 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 and Ministry staff.

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 12.

Table 12 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 		

11. BUILD CAPACITIES OF FORESTRY TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING

Since most protected areas are managed by the Forest Directorates, the most effective long term strategy for improving capacity would be to ensure that compulsory modules are included in all relevant educational programmes for foresters at all levels. Universities could also develop modules relevant to protected areas, focusing on applied aspects of management. The following specific measures are recommended. These measures could be proposed as a donor assisted project for ensuring the sustainability of capacity development.

11.1 Work with forestry training institutions and universities to develop a set of standard PA management modules, focusing on applied skills and techniques.

11.2 Organise delivery of modules and courses so that they can also be attended by employed staff as short professional development courses.

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

<p>0 = Staff at this level do not need these skills.</p> <p>1 = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.</p> <p>2 = Staff at this level need these skills and have some competence in them: Further training and development are needed</p>	<p>3 = Staff at this level need these skills and have good competence in them: Periodic updating only is needed.</p> <p>4 = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.</p>
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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	<i>Assessment 0,1,2,3 or 4</i>				
<p>GENERAL SKILLS (GEN). General skills require for any job. Commitment, motivation, positive attitude, honesty, teamwork etc.</p>					
<p>FINANCIAL & RESOURCES MANAGEMENT (FRM). Management and organisation of finances, assets and equipment for the protected area.</p>					
<p>HUMAN RESOURCES MANAGEMENT & DEVELOPMENT. (HUM). Directing, managing, organising and capacity building for staff and others working in the PA</p>					
<p>COMMUNICATION TECHNOLOGY AND INFORMATION (CTI). Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.</p>					
<p>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.</p>					
<p>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.</p>					
<p>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</p>					

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					
.					