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

ARMENIA

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Contents

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

2

ACKNOWLEDGEMENTS

COMPILERS

SUGGESTED CITATION

ABBREVIATIONS USED IN THE TEXT

BfN	Bundesamt für Naturschutz (German Federal Agency for Nature Conservation).
CBD	Convention on Biological Diversity.
ARM	Armenia
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

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

3

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 Armenia a General Questionnaire was completed by 9 respondents representing 32 protected areas, covering at least 516,000 ha, and with 1,597 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 conclusions were drawn from the results of the questionnaire

- The density of PA personnel is quite high in comparison for much of the region, but capacities are very low, with nearly 60% of assessments in the 'weak' or 'low' bands.

- Current training provision is inadequate and almost negligible at 0.09 training days per person per year.

- Until now, all relevant training in Armenia has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic or institutionalised programme of training for protected area personnel.

- Based on the results of the questionnaires, there are still numerous gaps in capacity among PA staff in Armenia, particularly in technical aspects of the work. The top five priorities for future training for each staff level as identified by respondents are shown in Table 8. Effective management of the protected area system is likely to require a major increase in capacity.

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

	Senior Managers	Middle Managers and Technical Staff	Rangers and Field Staff
1	SDC	GEN, FRM	FRM, CMP, AWA
2	RTO	HUM, FCR, CMP, SDC, LAW	FCR, RTO
3	CTI	CTI, PAM, RTO	GEN, CTI, SDC, LAW
4	FCR,CMP, PAM, LAW, AWA, GEN	AWA	PAM, HUM
5	FRM, HUM		

- Managers considered that the ideal amount of training for senior managers was up to 10 days per year, for middle managers and technical staff as much as 20 days, and for rangers up to 10 days. This far exceeds the current provision.

- The two best methods of learning were considered to study visits and short courses, with longer courses and full time study also considered important for middle managers and technical staff.

- The relatively high numbers of PA staff in Armenia provide an opportunity or economies of scale in training provision.

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

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

4

Based on these conclusions the following recommendations are made

GENERAL NATIONAL RECOMMENDATIONS

1.   IMPROVE INSTITUTIONAL SUPPORT FOR CAPACITY DEVELOPMENT

1.1   All responsible Ministries and Administrations should allocate a secured budget for a minimum (baseline) level of annual training for all PA personnel of at least 3 days per person per year.

1.2   Responsible Ministries should seek new funding to support training programmes.

2.   BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT

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

2.2   Appoint capacity development/training officers in the protected area administrations to promote a range of learning opportunities for staff.

2.3   Form the capacity development officers into a National Capacity Development Team to take responsibility for internal delivery of training and capacity development programmes.

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

3.1   Improve access for PA staff to the internet and online learning materials.

3.2   Translate key materials (e.g. IUCN good practice guidance) into the national language.

3.3   Ensure that visiting experts and consultants share their skills and knowledge.

3.4   Identify centres of expertise among protected areas in Armenia and enable staff secondments and study visits

3.5   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.

4.   FOCUS INVESTMENTS FROM INTERNATIONAL DONORS ON PRIORITY NEEDS

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

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

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

5.   DEVELOP A COMMON FOUNDATION PROGRAMME IN PROTECTED AREA MANAGEMENT FOR ALL SENIOR AND MIDDLE RANKING PROTECTED AREAS STAFF

5.1   A national curriculum and programme for the course should be developed, and a set of training materials prepared.

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

6.   DEVELOP, PILOT AND PROMOTE A FOUNDATION PROGRAMME FOR LAW ENFORCEMENT AND COMPLIANCE TRAINING FOR RANGERS (INCLUDING SENIOR RANGERS)

6.1   All rangers should be required to complete the training and a formal assessment within two years of appointment. The course should be formally assessed and certificated.

6.2   Senior rangers require regular professional updating on legislation, threats and approaches for reducing illegal activities.

6.3   A national ranger training team could be established to deliver the course at protected areas.

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

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

7.1   Hold a seminar/learning events for senior staff on protected area planning, management and monitoring.

7.2   Hold a seminar/learning event for senior staff on working with communities.

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

7.4   Hold a seminar/learning event for senior staff on tourism and recreation planning and management.

8   BUILD CAPACITIES OF TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING

8.1   Identify the main educational institutions providing PA personnel at middle management and senior levels

8.2   Work with relevant institutions to develop and deliver course and modules within full time programme that can also be attended by employed staff as short professional development courses.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

5

2   BACKGROUND AND PURPOSE OF THE SURVEY

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

1. Two or three national and one subregional capacity building plans, accepted by the relevant national institutions, committed to take the lead in implementing and further developing them.

2. Protected area capacity development curricula proposal developed, and discussions initiated with countries on possibilities to have it standardized across the region.

3. Steps and resources identified for certification of the protected area training/capacity development programmes initiated through the project.

4. At least two training of trainers workshops (with a focus on didactic skills, resources available and objectives of the entire programme).

5. Active network of protected area specialists involved in the capacity development programmes as trainers/mentors.

6. Centres of good practice for protected area capacity development identified and promoted (if existing).

7. Funding possibilities identified in the region and recommendations developed for national authorities on possibilities to develop sustainable financing for the capacity development programmes.

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

3   METHOD

3.1   SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries[3], Armenia 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 this '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.

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[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.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

6

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.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

7

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 ARMENIA

Information from the report of national consultant Karen Jenderedjian

The protected area system of Armenia currently covers 263 sites (Table 5). A further three Ramsar sites covering more than 70,000 ha are also included in the system. Centrally, prtoected areas come under the jurisdication of three Minstrries, Ministry of Nature Protection (MNP), Ministry of Agriculture (MA) and Ministry of Education and Science (MES). Individual protected area administrations are established as State Non Commercial Organisations and are usually responsible for a major protected area and a cluster of State Sanctuaries.

Table 5. Protected areas of Armenia

Category	Title	Number
Category I	State Reserve	3
Category II	National Park	4
Category III	Nature Monument (unstaffed)	230

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

Category IV	State Sanctuary	26
Category V	-	
Category VI	-	

There is no systematic training budgeted programme for protected area staff in Armenia. 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.

A WWF RAPPAM assessment in 2008 that made the following recommendations on capacity development, none of which have been implemented.

- Re-examine and fundamentally change the pay scale for protected area staff, particularly field inspectors (rangers).

- Conduct training courses and seminars with broad involvement of authoritative NGOs.

- Develop training and capacity building programmes for key positions and specialities (e.g. directors, deputy directors, chief rangers, financial/logistic managers, accountants).

- Prepare and publish manuals on key issues of protected area management improvement (medium-term and short-term management planning, financial management, tourism development etc.).

- Create a training centre for key protected area staff under the aegis of an international/national organization capable to provide respective services.

- Seek funds and legislative possibilities to introduce special state insurance for protected area staff employers, particularly for field inspectors (rangers).

- Provide innovative incentives for protected area staff (financial rates, awards, honours, medals, etc.).

- Improve the ability and right of managers at the protected areas site level to develop clear annual work plans for most effective implementation of their management plans with limited staff and funds.- Improve protection activities and strengthen protection services in state non-commercial organizations dealing with the management of protected areas.

A range of *ad hoc* and limited term training events have been conducted in recent years. These include courses in natural resources management, Wildlife Sanctuary management, wetland management and awareness. Further project based training events are planned for the coming years. It is noted however that all the trainings have been conducted by different donors; no one organisation has yet invested in long term training.

4.2   COVERAGE OF THE QUESTIONNAIRE

The questionnaire was completed by 9 protected area administrations, responsible for 32 protected areas covering

Altogether therefore, the national consultants collected information from 30 respondents representing thirty protected areas and two managing agencies, responsible for at least 516,000 hectares of protected areas in Armenia. See Figure 1 and Table 6.

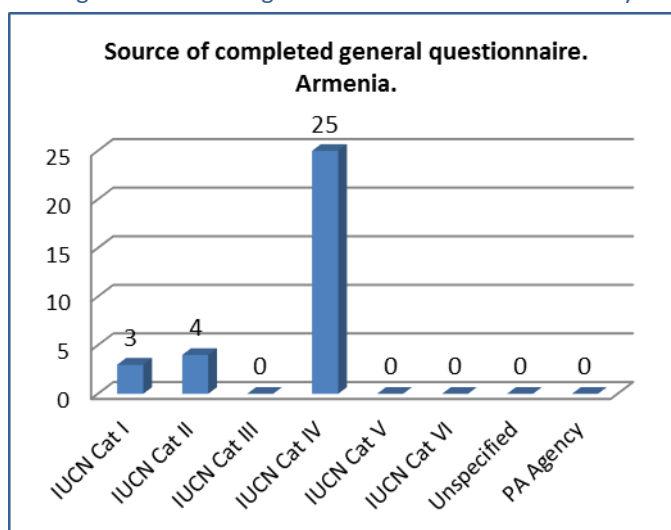Figure 1 IUCN Categories of PA included in the survey

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

Table 6 Sources of responses to the General Questionnaire in Armenia.

	Respondent SNCO = State Non Commercial Organisation	Responsible Authorities MNP = Ministry of Nature Protection. MA = Ministry of Agriculture	Relevant Protected Areas
1	Khosrov Forest State Reserve SNCO	MNP	Management of Khosrov Forest SR, Khor Virap and Goravan Sands SS.
2	Shikahogh State Reserve SNCO	MNP	Management of Shikahogh SR, Plane Grove SS and Zangezur SS.
3	Reserve Park Complex SNCO	MNP	Management of Erebuni SR, Ararat Vordan Karmir, Hankavan Hydrological, Sev Lich and Jermuk Hydrological SS.
4	Arevik National Park SNCO	MNP	Management of Arevik NP and Boghakar SS.
5	Arpi Lake National Park SNCO	MNP	Management of Arpi Lake NP.
6	Dilijan National Park SNCO	MNP	Management of Dilijan NP and Akhnabat Yew Grove SS.
7	Sevan National Park SNCO	MNP	Management of Sevan NP and Juniper Open Woodlands SS.
8	Zikatar Environmental Centre SNCO	MNP	Management of Zikatar SS.
9	Hayantar SNCO	MA	Management of Getik, Gyulagarak Pine, Caucasian Rose-bay, Margahovit, Arzakan and Meghradzor, Bank's Pine, Goris, Her-her Open Woodland, Jermuk, Yeghegnadzor, Gandzakar Upper Aghdan, Ijevan, and Arjatkhleni Hasel-nut SS.

The respondents to the General Questionnaire reported that the protected areas under their management employ a total of 1,597 personnel. The distribution of personnel between job categories is shown in Figure 2.

Figure 2. Personnel covered by the General Questionnaire according to job level
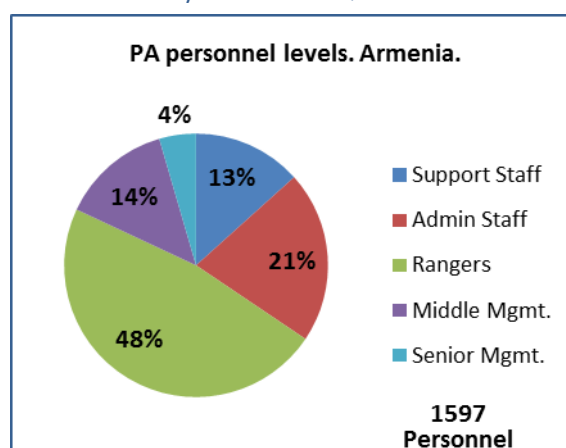
The reported staff numbers represent a staffing density of **4.51personnel per thousand hectares** of protected area, a very high figure compared to a **regional average of 1.16 per 1,000 hectares**.

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 Armenia received just **0.09 training days per person per year**. This figure is very low compared to the **regional average of 3.3 days.**

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

10

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
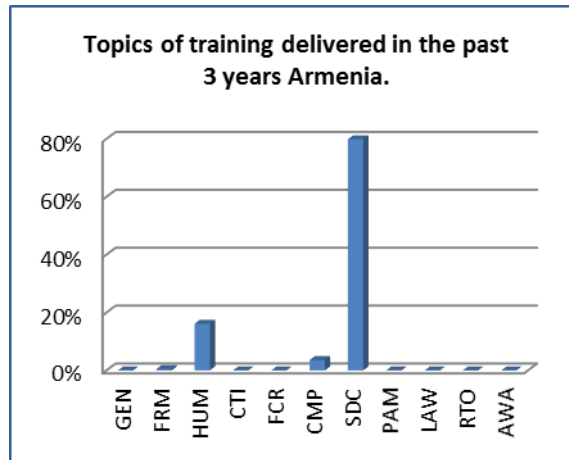
This figure shows a strong focus on training in community related topics, although the overall very low amount of training should be taken into account before drawing conclusions from this result.

4.3.3 TRAINING PROVIDERS

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

Figure 4 Training providers
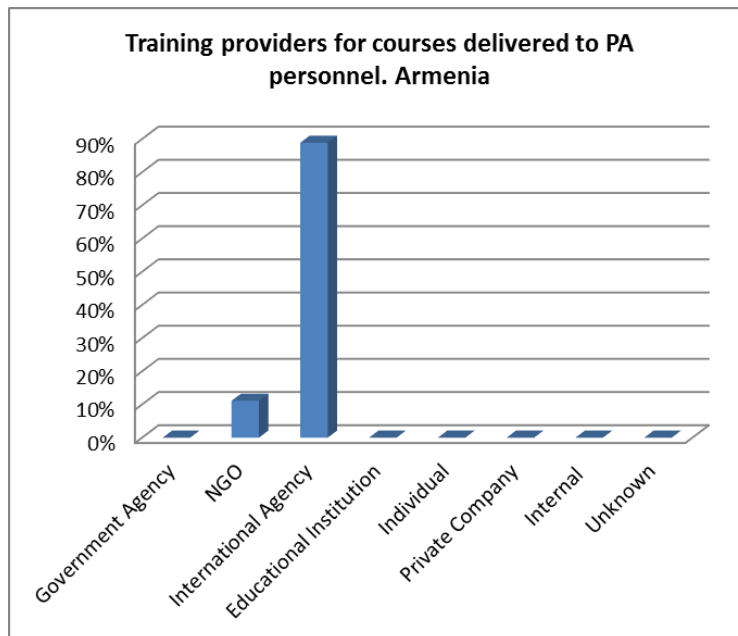
4.3.4 IDEAL TRAINING PROVISION

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.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

11

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

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

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 Armenia, compared with the aggregated result for the entire region.

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

	CATEGORY	ARMENIA	OVERALL FOR THE REGION
GEN	General skills	11	3
FRM	Financial & resources management	3	10
HUM	Human resources management & development	5	11
CTI	Communication technology and information	8	6
FCR	Field craft and practical skills	4	4
CMP	Conservation assessment planning & management	10	2
SDC	Sustainable development & communities	5	8
PAM	Protected area policy, planning and projects	5	1
LAW	Law enforcement	1	7
RTO	Recreation and tourism	2	5
AWA	Awareness, education and public relations	9	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. Armenia					
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	7	7	4	6	2
Short training sessions provided by supervisors & managers in the work place	8	7	4	6	1
Short Formal Training Courses (<1 week)	2	3	2	1	3
Longer training courses (1-4 weeks)	3	3	3	5	4
Long Term Study for Formal Qualifications (e.g. University Courses)	6	2	7	3	5
Informal individual learning using training manuals and study materials	5	6	6	8	5
Formal individual study through distance learning, internet etc.	4	5	7	3	8
Exchanges and study visits with other Protected Areas	1	1	1	2	5

4.3.7 FUNDING FOR TRAINING

No budgets for training were reported.

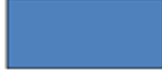Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

13

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	I 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.

When evaluating these results it should be borne in mind that these are the results of nine assessments by senior managers and may not be fully representative.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

14

Assessment of currrent capacity: Senior Managers. Armenia.

Legend:
- 1. Minimal
- 2. Moderate
- 3. Good
- 4. High

Senior Management Staff Average Scores Armenia

Capacity Needs Index. Senior Managers. Armenia.
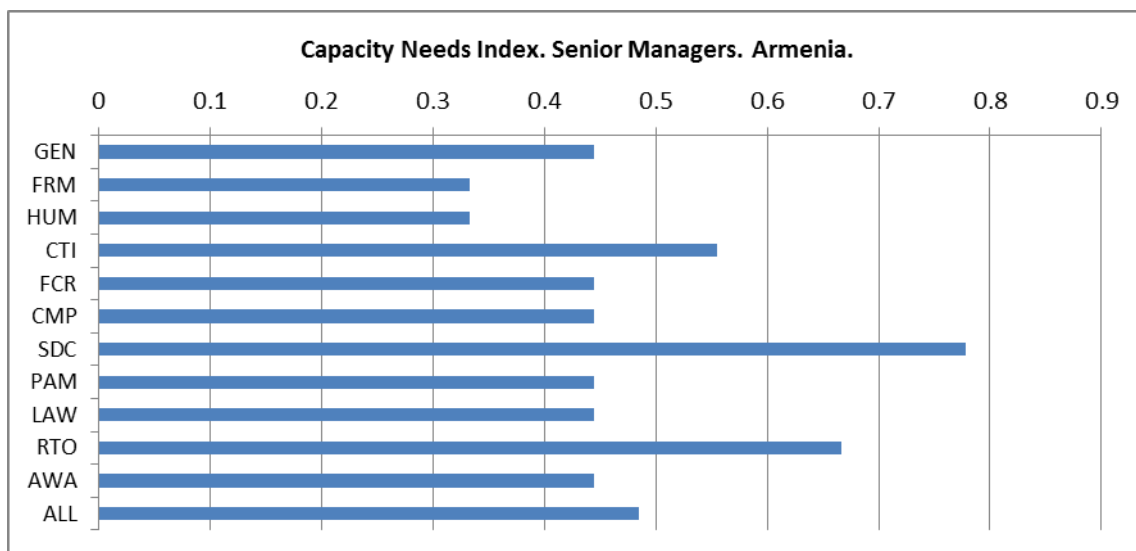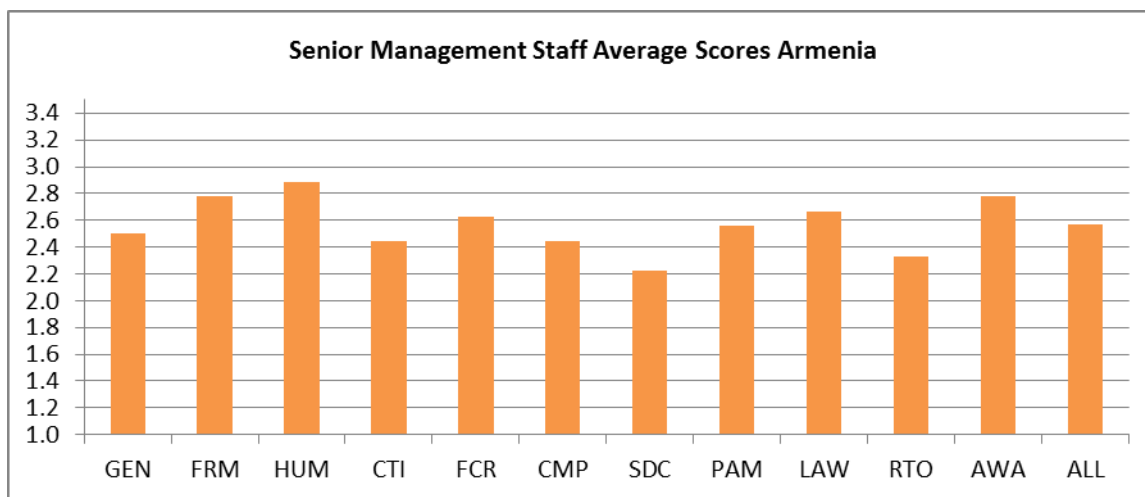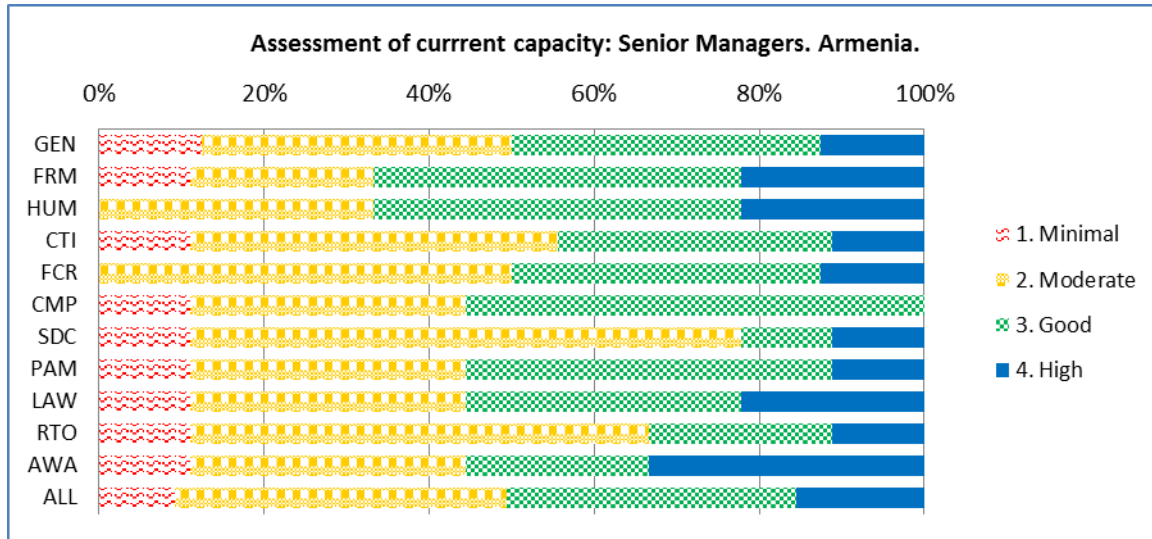
OBSERVATIONS

Overall nearly 50% of assessments are in the weakest two bands, indicating an overall need for training in almost all topics. The most conspicuously weak topics are Sustainable Development and Communities, Recreation and Tourism and Communication, Technology and Information.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

Assessment of currrent capacity: Middle Managers. Armenia.

Legend:
- 1. Minimal
- 2. Moderate
- 3. Good
- 4. High

Middle Management Staff Average Scores Armenia

Capacity Needs Index. Middle Managers. Armenia.
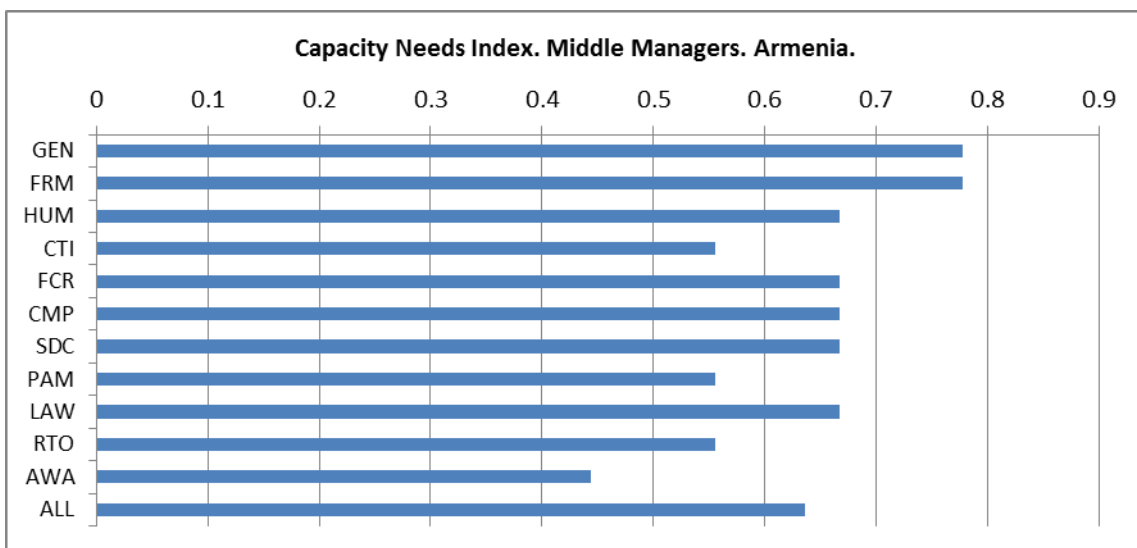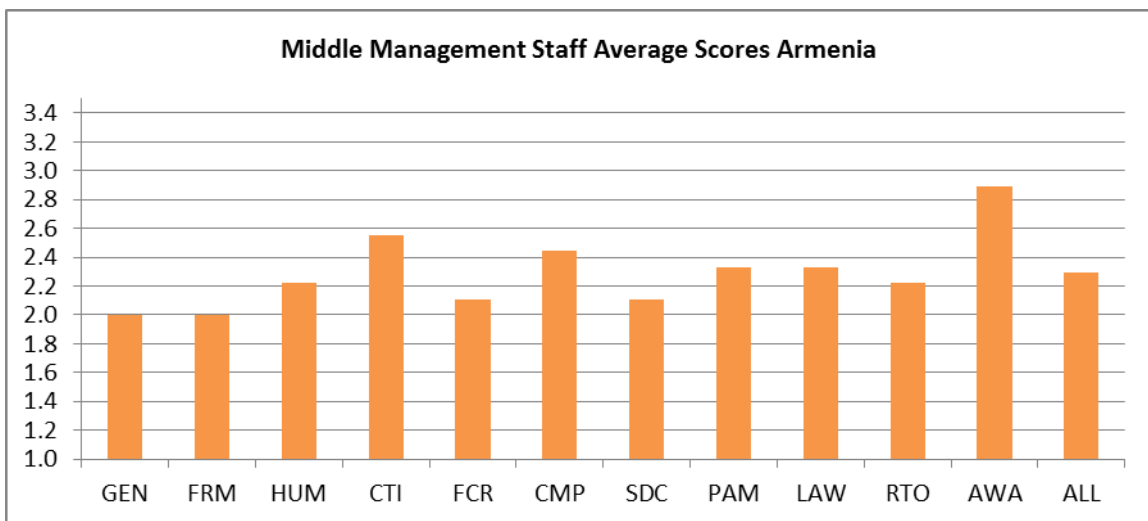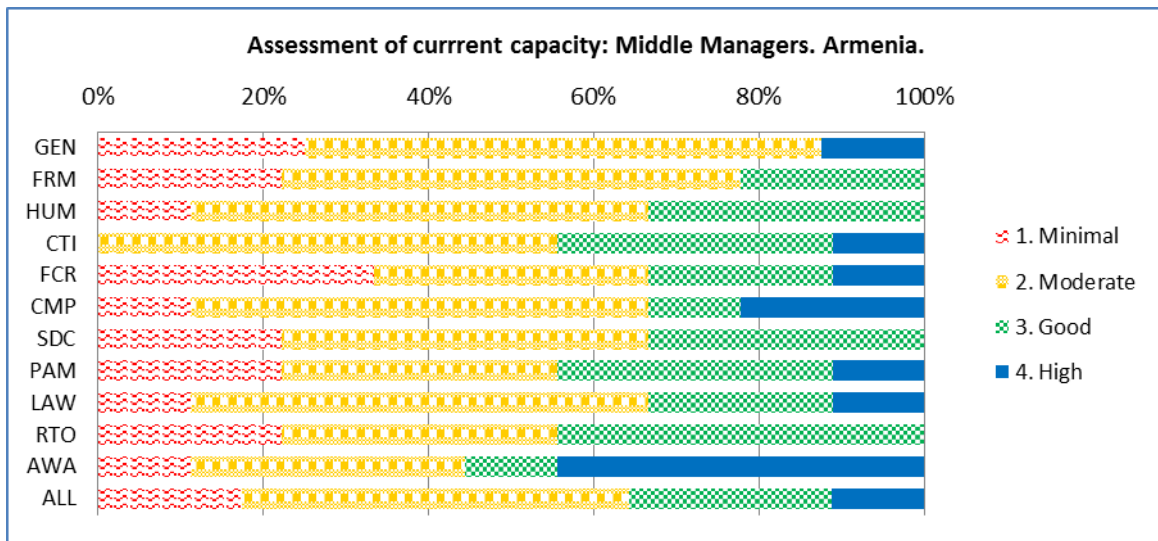
OBSERVATIONS

The overall assessment shows that over 60% of assessments are in the weakest two bands, indicating generally very low capacity and a need for training in all topics. No category is conspicuously strong.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

16

Assessment of currrent capacity: Ranger Staff. Armenia.

Ranger Staff Average Scores Armenia

Capacity Needs Index. Ranger Staff. Armenia.
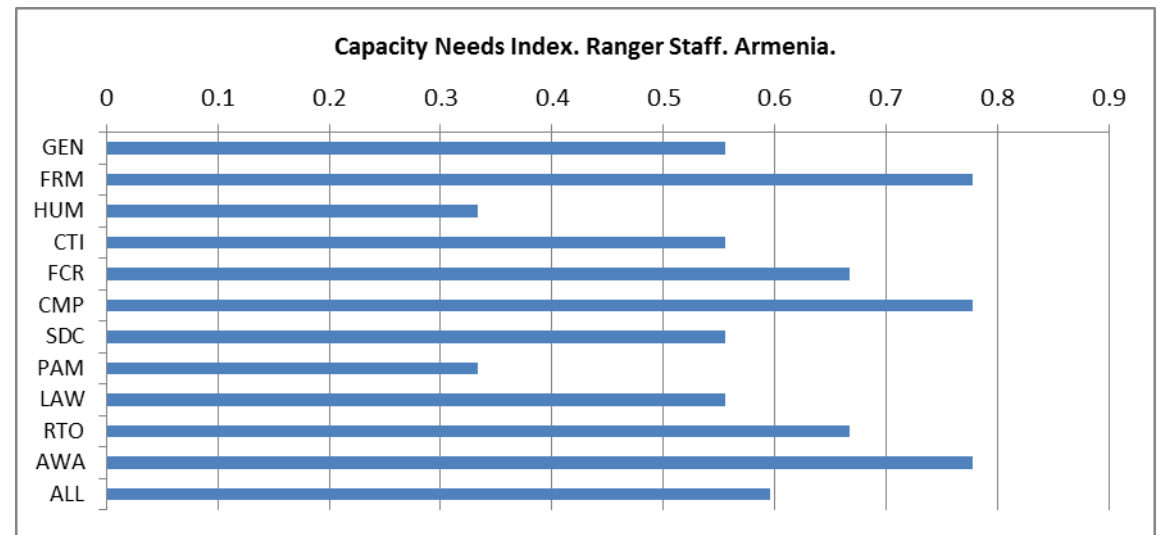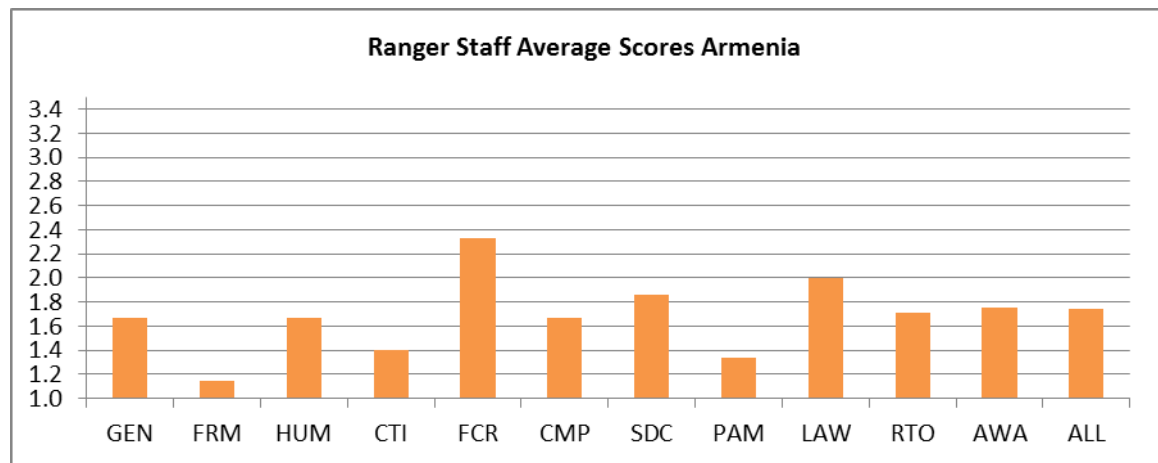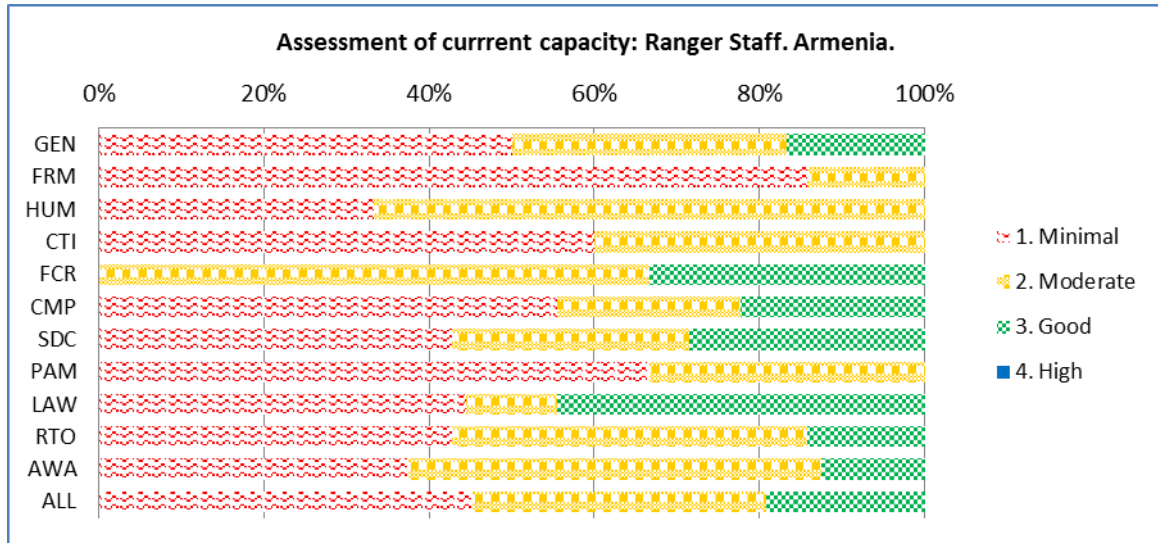
OBSERVATIONS

This appears to be low overall capacity, with nearly 60% of assessments in the two weakest bands. Several categories are significantly weak, AWA, RTO, CMP, FCR and FRM indicating an overall need for general training for rangers, not only in 'conventional' ranger skills such as law enforcement.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

17

5   CONCLUSIONS

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

- The density of PA personnel is quite high in comparison to much of the region, but capacities are very low, with nearly 60% of assessments in the 'weak' or 'low' bands.

- Current training provision is inadequate and almost negligible at 0.09 training days per person per year.

- Until now, all relevant training in Armenia has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic or institutionalised programme of training for protected area personnel.

- Based on the results of the questionnaires, there are still numerous gaps in capacity among PA staff in Armenia, particularly in technical aspects of the work. The top five priorities for future training for each staff level as identified by respondents are shown in Table 8. Effective management of the protected area system is likely to require a major increase in capacity.

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

	Senior Managers	Middle Managers and Technical Staff	Rangers and Field Staff
1	SDC	GEN, FRM	FRM, CMP, AWA
2	RTO	HUM, FCR, CMP, SDC, LAW	FCR, RTO
3	CTI	CTI, PAM, RTO	GEN, CTI, SDC, LAW
4	FCR,CMP, PAM, LAW, AWA, GEN	AWA	PAM, HUM
5	FRM, HUM		

- Managers considered that the ideal amount of training for senior managers was up to 10 days per year, for middle managers and technical staff as much as 20 days, and for rangers up to 10 days. This far exceeds the current provision.

- The two best methods of learning were considered to study visits and short courses, with longer courses and full time study also considered important for middle managers and technical staff.

- The relatively high numbers of PA staff in Armenia provide an opportunity or economies of scale in training provision.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

18

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 Armenia.

GENERAL NATIONAL RECOMMENDATIONS

1.   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.

1.1   All responsible Ministries and Administrations should allocate a secured budget for a minimum (baseline) level of annual training for all PA personnel of at least 3 days per person per year.

1.2   Responsible Ministries should seek new funding to support training programmes.

2.   BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT

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.

2.1   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.

2.2   Appoint capacity development/training officers in the protected area administrations 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.

2.3   Form the capacity development officers into a National Capacity Development Team to take responsibility for internal delivery of training and capacity development programmes.

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

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

19

3.   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, for reasons of efficiency and economy. 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.

3.1   Improve access for PA staff to the internet and online learning materials.

3.2   Translate key materials (e.g. IUCN good practice guidance) into the national language.

3.3   Ensure that visiting experts and consultants share their skills and knowledge.

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

3.4   Identify centres of expertise among protected areas in Armenia 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.

3.5   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.

4.   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 project are designed with capacity building components that are project focused and do not reflect national needs or priorities. For example in Armenia, 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).

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

Such investments might include

- Development of a national strategy.
- Training of trainers for the capacity development officers.
- Improvement of internet access for protected areas.
- Provision of learning support materials.

4.2   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 Armenia.

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

The overall level of capacity in Armenia is particularly weak in most areas of applied protected area management. Therefore capacity development should focus on building a sustainable baseline foundation of skills, knowledge and competence in the key elements of protected area management. This should be the priority for the internal elements of capacity development and should be prioritised ahead of providing specialist courses in specific technical areas. Donors should be encouraged to support this and only subsequently to investment in building additional technical competence through donor assisted specific training programmes.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

20

5. DEVELOP A COMMON FOUNDATION PROGRAMME IN PROTECTED AREA MANAGEMENT FOR ALL SENIOR AND MIDDLE RANKING 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 senior personnel involved in PAs in Armenia. Given than there are nearly 300 such staff, a single foundation course could be developed and delivered to groups of around 20-25.

It is possible that some staff will consider that they do not need this training, but they are unlikely to possess all the skills covered by the course, and the programme should be delivered so that they can share their expertise in relevant topics.

5.1 **A national curriculum and programme for the course should be developed, and a set of training materials prepared.**

The curriculum could be developed in association with a national university or training institution.

5.2 **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 protected area management foundation course.

Course Title	Protected Area Management Staff Foundation
Duration	5 days
Target group	All managerial, scientific and technical staff with responsibilities in protected areas
Purpose	To ensure that all senior staff working in protected area have a common foundation of knowledge and understanding of all main aspects of PA management.
Assessment	Required attendance for the entire course End of course test.

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.

CORE SKILLS
- Basic leadership, team building and motivation.
- Communicating with stakeholders and visitors.
- Good environmental practice in the workplace and the field.

BIODIVERSITY CONSERVATION

Background
- Understand key concepts and principles of conservation biology: species, populations, communities, ecosystems.
- Understand the legal and policy basis for biodiversity conservation nationally and internationally.

Survey and assessment
- Organising survey and monitoring activities.
- Analyse, and present interpret survey and monitoring data.

Conservation management and planning
- Specify management requirements for conservation of habitats and ecosystems
- Specify special measures for assisting protection, survival or recovery of key species.
- Plan, evaluate and supervise management of invasive and problem animals and human wildlife conflict.
- Specify, and evaluate sustainable quotas for natural resource use using scientific methods
- Understand the principles, roles and functions of ex-situ conservation measures

INTRODUCTION TO RECREATION AND TOURISM

Background
- Key concepts in tourism and recreation provision and management.

Planning and design of recreation activities
- Identifying recreation opportunities and designing appropriate recreation activities for a protected area.
- Identifying potential recreation impacts and design impact monitoring and mitigation systems.
- Leading the participatory development of plans and programmes for PA based tourism.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

21

- Planning for tourism and recreation (activities, resources, finance)

Visitor management

- Establishing safety standards and codes of conduct for protected area users.

Awareness and interpretation for visitors

- Planning and designing awareness and education activities for visitors, educational groups and local people
- Researching and planning interpretive/tourist/visitor centres and other major infrastructure.

INTRODUCTION TO WORKING WITH COMMUNITIES

Background

- Key concepts and principles relating to protected area communities and sustainable rural development.

Working with communities

- Basic communication skills for working with local communities; the participatory approach.
- Developing agreements with communities for resource access and use.
- 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.

INTRODUCTION TO MANAGEMENT PLANNING

- Main elements of a protected area management plan.
- Process for developing a protected area management plan.

6. DEVELOP, PILOT AND PROMOTE A FOUNDATION PROGRAMME FOR LAW ENFORCEMENT AND COMPLIANCE TRAINING FOR RANGERS (INCLUDING SENIOR RANGERS)

6.1   All rangers should be required to complete the training and a formal assessment within two years of appointment. The course should be formally assessed and certificated.

Protected area directors may require some rangers to retake the course as a refresher if their performance has been unsatisfactory. Completion of the course should be documented in personnel records and could be made a requirement for promotion within the ranger service.

6.2   Senior rangers require regular professional updating on legislation, threats and approaches for reducing illegal activities.

This could be achieved through annual ranger seminars and circulation of relevant information and guidance.

6.3   A national ranger training team could be established to deliver the course at protected areas.

Table 10 Possible curriculum for a ranger induction course

Course	Basic Law Enforcement Skills for Rangers	
Duration	5 days	
Target group	All Rangers and Law Enforcement Staff	
Purpose	To enable all rangers to complete their duties correctly.	
Assessment	Written test on theory. Practical test on law enforcement procedures in the field. Rangers must pass both parts. Failure to pass should lead to a retest.	
Topics to be covered		**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.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

22

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.
LEGAL BASIS • Understand the laws and regulations affecting the site and its resources. • Understand the powers and duties of the ranger. • Treat members of the public with respect and understanding during patrol and enforcement activities.	Classroom presentation. Practical exercise. Question and answer. Individual tests.
LAW ENFORCEMENT • Recognise and identify signs of illegal or restricted activities in the field. • Participate in patrol activities safely, effectively and with discipline. • Participate in tactical enforcement operations (raids). • Apprehend and detain suspects correctly and legally. • Issue warnings and guidance for future conduct. • Conduct searches, spot checks and inspections. • Correctly secure and process a crime scene. • Follow correct procedure for dealing with evidence and confiscated items. • Complete required paperwork for recording and reporting activities and events. • Provide testimony in court.	Classroom presentation. Field based instruction. Simulated patrols and raids. Individual practice and tests for correct procedures.
PERSONAL SECURITY • Deal effectively with hostile situations and defend oneself against physical attack. • Care for and use firearms correctly and safely.	Theory in classroom. Practical instruction and practice.

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

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

All senior staff should participate in the foundation training described in Recommendation 5, but this should be supported by 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.

7.1   Hold a seminar/learning events for senior staff on protected area planning, management and monitoring.

7.2   Hold a seminar/learning event for senior staff on working with communities.

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

7.4 Hold a seminar/learning event for senior staff on tourism and recreation planning and management.

8 BUILD CAPACITIES OF TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING

An effective long term strategy for improving capacity would be to ensure that relevant modules are included in all relevant pre-entry educational programmes for PA staff.

8.1   Identify the main educational institutions providing PA personnel at middle management and senior levels

8.2   Work with relevant institutions to develop and deliver course and modules within full time programme that can also be attended by employed staff as short professional development courses.

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

23

1. GENERAL QUESTIONNAIRE

<table>
<tr><td colspan="6" align="center">**Protected Area Questionnaire**</td></tr>
<tr><td colspan="6" align="center">**TRAINING AND DEVELOPMENT NEEDS ASSESSMENT**</td></tr>
<tr><td colspan="6">To be completed for.
•   Protected Area Administrations.
•   Departments at regional or national level responsible for protected areas</td></tr>
</table>

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

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

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

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

A. CURRENT SITUATION FOR TRAINING AND CAPACITY DEVELOPMENT					

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

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

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

The institution has a training budget		YES		NO	
Year	Amount of budget	Main uses of budget			
2011					
2012					
2013					

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

24

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					

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

25

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					

Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

26

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

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Assessment of capacity development needs of protected area staff in Eastern Europe. Armenia.

27