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

GEORGIA

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ABBREVIATIONS USED IN THE TEXT

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

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1   SUMMARY

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

The component for Georgia included the following elements.

A **General Questionnaire** (Annex 1) was completed by 20 respondents, representing 49 protected areas, with 386 staff. A detailed **Self-Assessment Questionnaire** (Annexes 2 and 3) was completed by 114 individuals from 12 protected area managing entities. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities. Results presented in this report have been aggregated across the whole region; results for the individual participating countries are published in supplementary reports.

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

1.1   MAIN CONCLUSIONS

OVERALL

- There is an overall need for improved capacity among protected area staff at all levels in Georgia. Although some programmes of training have taken place, these have been limited and are mainly dependent on international support. Staff development in Georgia does not appear to be fully institutionalised and training programmes are largely dependent on external funding.

STAFFING

- Over 50% of personnel in PAs in Georgia are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region and of countries with large and remote protected areas requiring significant numbers of protection personnel.
- Georgia (84% male/16% female) has a highly unbalanced gender balance among PA staff, compared to the of the region (average: 66% male/34% female) The skewed ratio is partly explained by the fact that all rangers are male.
- The personnel surveyed are quite well educated, with 69% having a university education and the remainder educated to high school level. The survey did not record the subject of the degrees awarded to the respondents, so it was not possible to assess the relevance of the education.
- The workforce has quite a good balance of ages and experience, with good numbers of older and more experienced staff. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time (in some countries high staff turnover is a major limiting factor for staff development).

TRAINING

- The overall current average of training delivered of around 1 training day per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers (5-20 days).
- Recent training events in Georgia, while limited in number, have covered a fairly broad range of topics.
- Managers' preferred learning methods are study visits and short courses.
- No systematic training programme is in place; provision has been highly dependent on project funding and international support.

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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.

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- There is no dedicated internal budget within the Agency of Protected Area for training, although training is supported through other budgets where possible, as well as from projects and donors.

SPECIFIC SKILLS CATEGORIES

Management of finance and physical resources

- Training in protected area funding, financing and business planning is a major requirement for senior staff.

.Management of human resources

Training in this category is not a priority at present. However if Georgia is to develop sustainable, internal and self-directed programmes of training for PA staff, development of instructional and training skills will be important in the future..

Communication, technology and information

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability, where the protected area institution has adopted an IT culture

- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.

- Some personnel would benefit from foreign language training (mainly English).

Field craft

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

Conservation planning, assessment and management

- These skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.

- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

- Many senior PA staff would like training in valuation of ecosystem services.

Sustainable development & communities

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

Protected Area policy, planning and projects

- This category should be a priority for training of senior and possibly middle managers.

- To be effective individual capacity building in this topic should take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

Law Enforcement

- Staff at all levels require regular updates on law enforcement and compliance topics.

Recreation and tourism

- There is a clear and major requirement for building capacity in tourism and recreation for all PAs that offer tourism opportunities.

- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.

- Training for middle managers and technical staff should focus on the day-to-day management of tourism, and in particular on visitor management at the site.

Awareness, education and public relations

- Senior managers require capacity development in high level awareness and public relations work

- Training in awareness, for other staff should not be delivered separately, but should be integrated into training in tourism and recreation and in working with local stakeholders.

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

OVERALL RECOMMENDATIONS

1. Establish a basic formal staff development policy and programme for Georgia

> 1.1   The APA should develop a general overall policy, strategy and plan for capacity developments of its personnel.
>
> 1.2   The APA should establish basic norms for how much capacity development should be made available to staff.
>
> 1.3   The APA and its offices should allocate budgets for capacity development to provide the required amount of training.
>
> 1.4   Records should be kept of all capacity development events, of training attended by all personnel and of the quality and impact of the training.

2. Build internal capacity for capacity development

> 2.1   Appoint a capacity development/training officer (or small team) in the APA and, ideally, in the larger territorial administrations.
>
> 2.2   Establish and train a national capacity development team comprising relevant expert practitioners from within protected area institutions.
>
> 2.3   Provide supervisors in protected areas with training in basic instructional techniques for working with teams and workgroups.

3.   Develop the capability of the Public Law Environmental Information and Education Centre for supporting training for PA staff

4. Focus on capacity development for middle management and technical staff

> 4.1 Ensure that technical staff are able to participate in training and are able to put what they learn into practice in the work place.
>
> 4.2 Develop communities of learning through which technical staff can exchange ideas and information within the PA system.

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

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

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

> 6.1   All new or recently appointed protected area staff should complete a two-day induction course
> 6.2   National curricula and programmes for the course should be developed, and a set of training materials provided.
> 6.3   The course should be delivered by a national internal training team from the APA.
> 6.4   Completion of the course should be certificated and documented in the personnel records of staff.

7. Develop and provide training for implementation of a common system for PA planning, monitoring and reporting for both protected area site administrations and authorities
> 7.1   The APA should prioritise development a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.
> 7.2   Training and guidance should be provided for all PA administrations for the use and implementation for framework and system
> 7.3   All donor assisted and project related capacity development programmes should be required to be integrated with, and support the national system.

8. Build capacity on tourism and recreation planning and management.
> 8.1   Develop and deliver a training programme for APA staff and PA Administrations in tourism and recreation

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

9. Build capacity for working with communities

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

10.   Hold a seminar/learning event for senior staff of the APA and territorial administrations on protected area funding.

11. Organise a series of facilitated seminars/learning events for senior staff of APA and of PA Administrations

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

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

12. Build capacity for applied conservation biology and conservation management

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

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

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

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

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

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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 Georgia.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

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

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

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

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

3.2 DESIGN OF THE QUESTIONNAIRES

Two questionnaires were used in Georgia.

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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.

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3.2.1 GENERAL QUESTIONNAIRE

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

Table 1 Sections of the General Questionnaire

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

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

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

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

Table 2 Skills categories used in the questionnaire

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

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

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

Table 3 Assessment scale for competence

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

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

3.2.2   DETAILED SELF-ASSESSMENT QUESTIONNAIRE

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

Table 4 Occupational levels for protected areas staff

Level	General responsibilities	Typical Protected Area Job at this Level
5	**Directorial.** Strategic and programmatic responsibilities	Head of a complex/high profile park, park complex or national/provincial protected areas agency.
4	**Senior Management, Higher Technician.** Project, departmental management and/or high level technical responsibilities	Head of a protected area. Deputy head or section head of a large, complex and/or high profile protected area. Leader of technical section.
3	**Middle Management Supervisor/Technician.** Supervisory/mid-level technical responsibilities	Head of a protected area subunit or section. Head of nature reserve/sanctuary. Senior/supervising member of sections or work teams.
2	**Skilled worker.** Technical practical responsibilities with some team leadership	Ranger. Established and experienced worker/team leader. Experienced local community member.

Each questionnaire included the following.

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

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1   A cover page, requesting general details about the respondent and including information about the time and
         location of the assessments (See Annexe 2).
2   A list of competences identified as being relevant to the work of the respondent group (see Annexe 3).

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

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

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

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

3.3   CONDUCT OF THE SURVEYS IN GEORGIA

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

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this a sample of PAs would be identified (where it was not possible or practical to approach all PAs) for completion of the questionnaires.

- To participate in a brief online training session concerning the questionnaires and how they should be applied.

- To translate the questionnaires and the project description in the national language.

- To conduct field visits and/or phone interviews and collect information for the training needs assessment.

- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff, etc.

- To collate and submit the collected information to the project management team.

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

3.4   SELECTION OF SAMPLE PROTECTED AREAS AND PERSONNEL

The protected areas where the survey would be conducted were selected using the background information provided by national consultants concerning the types of PAs, their management and, where available, the number of staff working in each PA management body. The selection aimed to form a sample that included the most complex types of PAs (those having their own management body), a diversity of PA managing authorities (where relevant), as well as a relevant and representative sample of PA staff.

3.5 COMPLETION AND PROCESSING OF THE QUESTIONNAIRES

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

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

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

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

Table 5 Completion of questionnaires in Georgia

Survey	Number of questionnaires completed	Number of PAs covered by questionnaires	Staff numbers	Dates of survey
General Questionnaire	20	49	Total 386 personnel reported as working in PAs covered by the questionnaires	April-May 2013
Self-Assessment Questionnaire	114 (12 from APA and 102 from PA Administrations)	12	114 individual self - assessments	April-May 2013

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREAS AND CAPACITY DEVELOPMENT IN GEORGIA

Information from the report of national consultants Ekaterine Kakabadze and Tamara Pataridze.

4.1.1 PROTECTED AREAS IN GEORGIA

At the time of the survey (May 2013) in Georgia there were: 14 Strict Nature Reserves, 10 National Parks, 18 Managed Reserves, 24 Natural Monuments, 2 Protected Landscapes and 2 Multiple-use Territories. Protected areas cover 519,053.75 hectares, which is about 7.42 % of the country's overall territory.

4.1.2 MANAGEMENT OF PROTECTED AREAS

Protected areas in Georgia are managed and coordinated by the Agency of Protected Areas (APA), the Legal Entities of Public Law under the Ministry of Environment Protection, through Territorial Administrations.

The Agency of Protected Areas has a chairman and three deputy chairmen, and consists of seven services: Planning and Development, Planning, Inspection, Administration, Marketing and Public Relations, Economy, Legal and International Relations, and Project Management Services. The goals of the Agency are: ensuring functioning of Territorial Administrations; to conduct measures on maintenance, supervision, preservation, restoration and protection of protected areas; to develop management plans; to organize monitoring, processing, maintenance and dissemination of data; to improve management mechanisms and raise staff qualifications and capacity.

Management of protected areas by the Agency of Protected Areas is carried out through Protected Area Territorial Administrations, each of which is managed by a director and has two sub-units: for protection and administration.

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There are 22 Protected Area Territorial Administrations, some of which manage two or more protected areas.[5] Tusheti Protected Landscape (not included in the 22 previously mentioned administrations) is managed by non-profit legal body, Tusheti Protected Landscape Administration, established by the local municipality.

4.1.3 TRAINING

PREVIOUS TRAINING PROGRAMMES

Various capacity building activities, including various training events, have been conducted for APA and PA Administration staff over more than ten years. However, so far no specific training programmes have been developed, and events conducted for APA and PA Administration staff have been conducted on an *ad hoc* basis, mostly under different donor-funded projects (WB/GEF, NACRES/FFI, ITAP/USDOI, UNDP/GEF, WWF, IUCN, etc). APA has no budget allocated separately for training; costs for internal thematic training events held by APA staff itself are covered by APA as business trip costs (local travel and accommodation costs for trainers and trainees). Local travel costs for attendance at training events conducted under different donor-funded projects are also often covered by APA, again as a business trips for staff. Decisions on participation of PA staff in training events are taken by APA. Based on the training topic, appropriate staff (from all PA Administrations) are appointed for the training by APA together with the PA Administration director. All PA Administration staff are included in training more or less equally. In some cases, depending on topic and coverage area of the donor-funded project, staff of only certain PAs might be involved.

Capacity building events are conducted mainly by donor funded projects, supported by various national and international organizations, several of which are working in three south Caucasus countries. Capacity development in various forms has been provided through the following projects and supporters:

- World Bank/GEF supported implementation of the 'Georgia Protected Areas Development Project'.
- UNDP/GEF project 'Catalyzing Financial Sustainability of Georgia's Protected Areas System'.
- EU Twinning Partnership project 'Strengthening Management of Protected Areas of Georgia'.
- International Technical Assistance Program of U.S. Department of the Interior (US DOI).
- WWF Caucasus Programme Office.
- IUCN Caucasus Cooperation Centre.
- CENN – Caucasus Environmental NGO Network.
- NACRES - Centre for Biodiversity Conservation and Research.
- Elkana – Biological Farming Association.
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).
- TJS – Transboundary Joint Secretariat for the Southern Caucasus.
- Caucasus Nature Fund.

ENVIRONMENTAL INFORMATION AND EDUCATION CENTRE

During the recent reorganization of the Ministry of Environment and Natural Resources Protection of Georgia, a new Legal Entity of the Public Law Environmental Information and Education Centre was established on 14 March 2013 (under the Ministry of Environment and Natural Resources Protection) [6]. The Centre comprises three departments: Environmental Information and Public Participation, Environmental Education, and Administration. The goals of the Centre include training for Legal Entities of Public Law, one of which is APA and all its PA Administrations.

The Centre was been established on the basis of the Aarhus Centre, operating in Georgia since 2005, supported by the Organization for Security and Cooperation in Europe (OSCE). The Centre will be supported by OSCE and Ministry of Environment and Natural Resources Protection. Additional funds will be mobilized from different sources. Currently the Centre is supported also by EVD, Agency for International Business and Cooperation Unit for International Public

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[5] 8 PAs under 4 Administrations are located in the *de jure* Georgian Territory that is not under *de facto* control of the State.

[6] See http://moe.gov.ge/index.php?lang_id=ENG&sec_id=155

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Cooperation, the Netherlands, which assists the Centre with organizational development (business plan development) and training centre organization (trainings on EIA).

4.2 COVERAGE OF THE SURVEYS

4.2.1 COVERAGE OF THE GENERAL QUESTIONNAIRE

The national consultants collected information from 20 respondents; four representatives of APA with overall responsibility for the majority of protected areas in Georgia and 16 territorial administrations covering an area of about 83270 hectares. Only three territorial administrations did not participate (in addition to the four administrations located in the *de jure* Georgian territory. See Figure 1 and Table 6.

Figure 1 IUCN Categories of PA represented in the survey
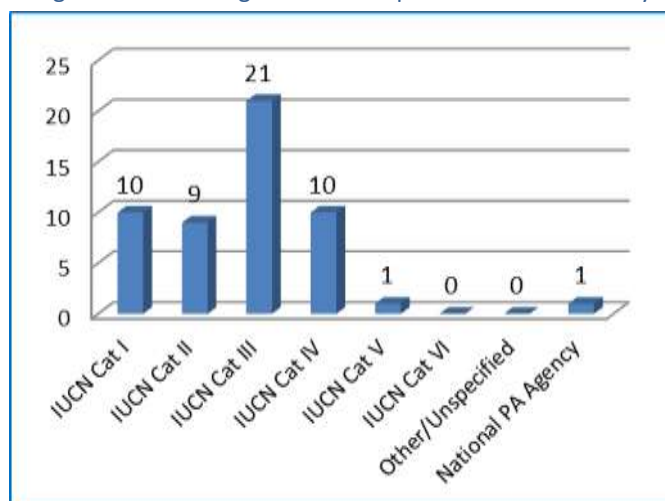
Table 6 Sources of responses to the General Questionnaire in Georgia

	Institution		
1	Agency of Protected Areas, (APA) Ministry of Environment and Nature Resources of Georgia (4 questionnaires completed)	10	Vashlovani Protected Areas Administration
2	Kobuleti Protected Areas Administration	11	Batsara-Babaneuri Protected Areas Administration
3	Kintrishi Protected Areas Administration	12	Tusheti Protected Areas Administration
4	Mtirala National Park Administration	13	Ajameti Managed Reserve Administration
5	Kolkheti National Park Administration	14	Mariamjvari Protected Areas Administration
6	Tbilisi National Park Administration	15	Imereti Caves Protected Areas Administration
7	Borjomi-Kharagauli Protected Areas Administration	16	Lagodekhi Protected Areas Administration
8	Algeti National Park Administration	17	Kazbegi National Park Administration
9	Chachuna Managed Reserve Administration		

4.2.2 COVERAGE OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-assessments were completed by 114 individuals, 12 representatives from APA and 102 individuals from 11 protected area administrations as shown in Table 7

Table 7. Source of the self-assessment questionnaires

	Institution		
1	Agency of Protected Areas, (APA) Ministry of Environment and Nature Resources of Georgia	7	Algeti National Park Adminstration
2	Kobuleti Protected Areas Administration	8	Chachuna Managed Reserve Adminstration

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3	Kintrishi Protected Areas Administration	9	Vashlovani Protected Areas Administration
4	Mtirala National Park Adminstration	10	Batsara-Babaneuri Protected Areas Administration
5	Tbilisi National Park Adminstration	11	Tusheti Protected Areas Administration
6	Borjom-Kharagauni Protected Areas Administration	12	Kolkheti National Park Adminstration

4.2.3 STAFF DENSITY

Based on the areas of the protected areas and the numbers of staff reported in the General Questionnaire, there is a staffing density of approximately 0.88 personnel (excluding support staff) per thousand hectares of protected area, and 1.0 staff per thousand hectares including support staff. The calculated staffing density is around 20% less than the regional average of 1.16 staff per 1,000 hectares. However, the General Report concludes that staffing density in this region is not necessarily a reliable indicator of management capacity or management effectiveness, and that it is quite possible in some cases for a protected area system to be managed by a relatively small number of professional well-supported staff. It is therefore not possible to make meaningful recommendations about ideal numbers of staff or staffing densities in protected areas in the region; the optimum number depends on many factors, such as the system of governance, the size of the area, the terrain, accessibility, staff capacity, the objectives of the site and the severity of the threats it faces.

4.3 STAFF PROFILES

4.3.1 GENERAL QUESTIONNAIRE

The responses to the General Questionnaire list 386 personnel, whose distribution between job categories is shown in Figure 2. This provides an indication of the overall balance of staff levels in the system.

Figure 2. Personnel of protected areas covered by the General Questionnaire according to job level
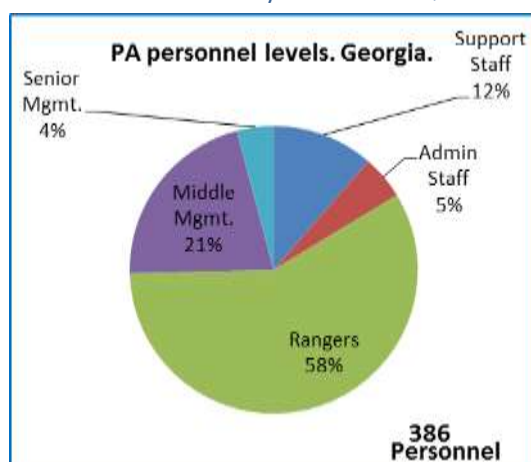
The Self-Assessment Questionnaire provided much more details about specific individuals in the protected areas covered. Figure 3 shows the aggregated results from the personal information section of the questionnaire.

Figure 3 Summary of personal information from self-assessments (114 responses)

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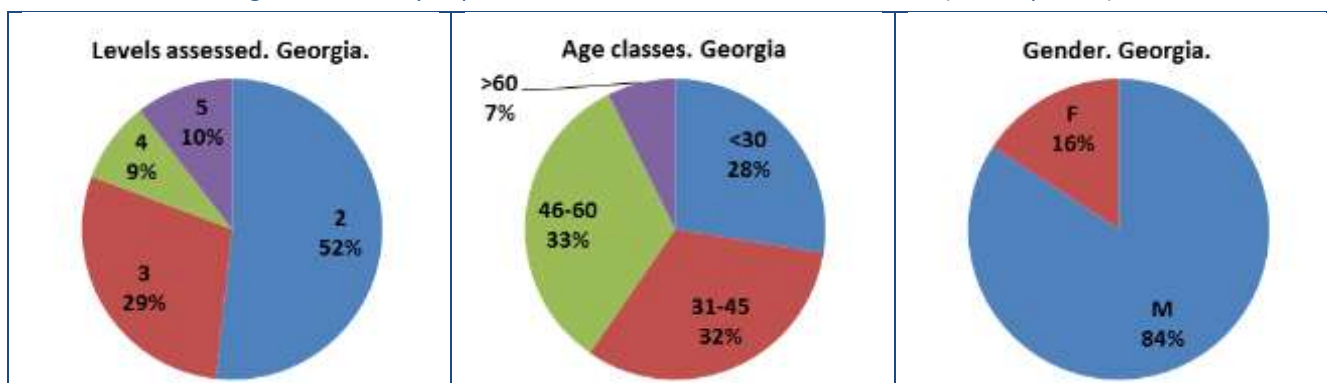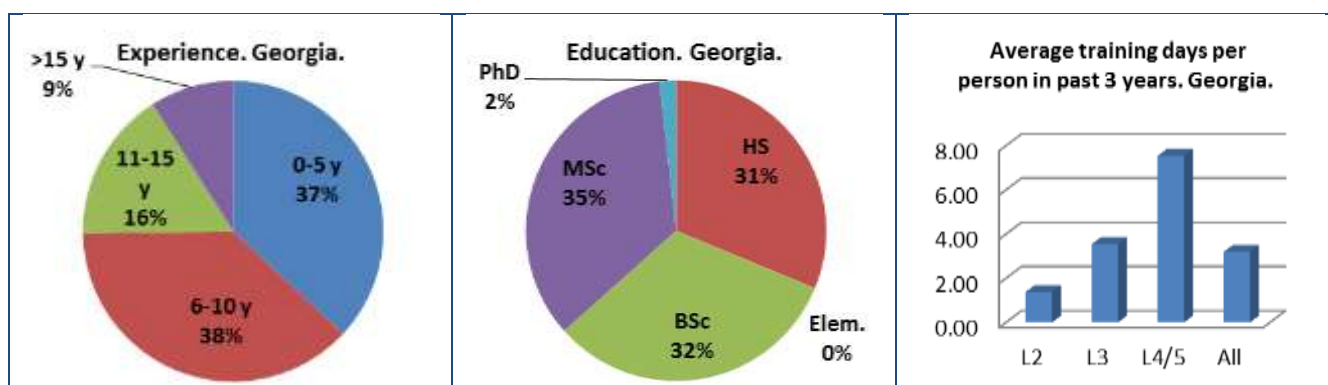
4.3.2   GENERAL OBSERVATIONS ON PERSONNEL PROFILES

Over 50% of personnel in PAs in Georgia are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region and of countries with large and remote protected areas requiring significant numbers of protection personnel. Georgia (84% male/16% female) has a highly unbalanced gender balance among PA staff, compared to the rest of the region (average: 66% male/34% female). This balance is affected by the large number of rangers in the system, almost all of whom are male.

The personnel surveyed are quite well educated, with 69% having a university education and the remainder educated to high school level.

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

4.4   TRAINING

4.4.1   RECENT TRAINING PROVISION

In the General Questionnaire, respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From this, it could be calculated that the personnel (excluding support staff) in Georgia received 1.01 training days per person per year. This is less than half of the regional average of 2.04 days per year, which is itself very low.

4.4.2   TOPICS OF TRAINING REPORTED IN THE GENERAL QUESTIONNAIRE

Figure 4 shows the proportions of different training topics reported in the General Questionnaire , classified according to the standard skills categories used in the survey. This suggests that the training that has been delivered coves a wide range of topics.

Figure 4 Training topics reported in the General Questionnaire

4.4.3   TRAINING PROVIDERS REPORTED IN THE GENERAL QUESTIONNAIRE

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Figure 5 shows that most of the training has been provided by international agencies and supporting donors, with some provided by government services and NGOs.

Figure 5 Training providers reported in the General Questionnaire
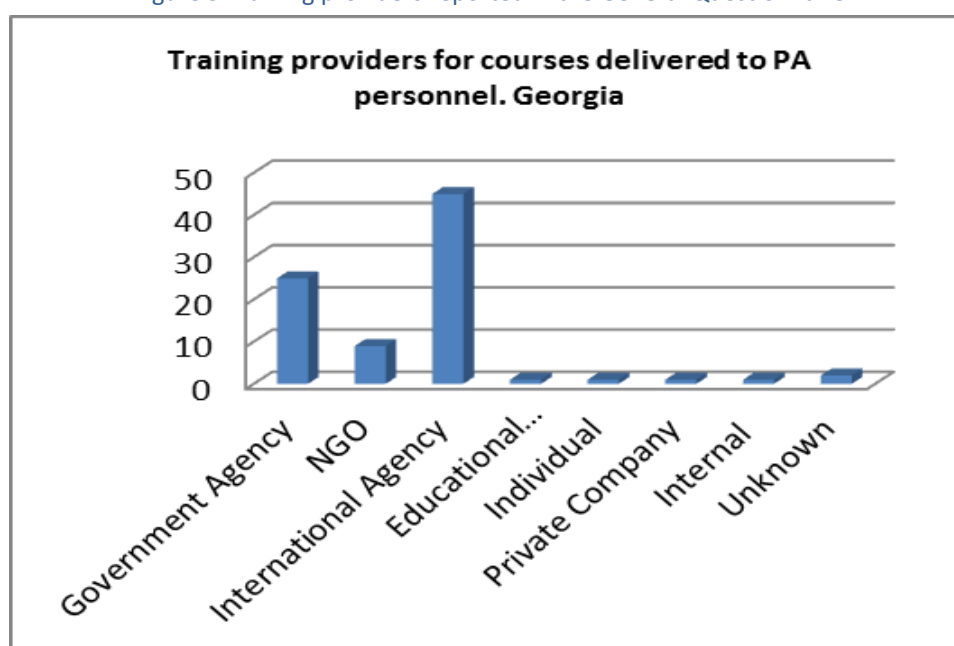
4.4.4 IDEAL TRAINING PROVISION

Respondents to the General Questionnaire were asked to suggest an ideal number range of annual training days for personnel at different levels. The results are shown according to ranked preferences in Figure 6. The results suggest that managers would like to have around 10 days' training per year for all staff (at least 10 times what is now provided).

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

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

4.4.5 FUTURE TRAINING PRIORITIES

Respondents to the General Questionnaire were asked to identify what they personally considered priorities for future training for staff in their organisations. Figure 7 shows the result for Georgia, compared with the aggregated result for the entire region. It is noteworthy that the priority recommendation for future training (PAM) is also the main topic covered by recent programmes of training (Figure 4).

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

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

4.4.6   MODES OF LEARNING AND TRAINING

Respondents were asked to rank in order of importance eight modes of learning and training for personnel at different levels. The results are shown in Figure 8. They indicate a preference for study visits and short courses for most staff. There is little interest in more 'modern' forms of learning such as e-learning and self-directed study.

Figure 8 Preferred modes of training

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

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4.4.7 FUNDING FOR TRAINING

Respondents to the General Questionnaire were asked to detail budgets for training in the past three years, but Georgia did not provide any figures. This is because APA has no specific overall budget for training.

4.4.8 GENERAL OBSERVATIONS ON TRAINING

1. The overall current average of training delivered of around 1 training days per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers in the General Questionnaire, which were around ten days.

2. Recent training topics in Georgia have covered a broad range of topics.

3. No systematic training programme is in place; provision has been highly dependent on project funding and international support. There do not appear to be internal budgets for training.

4. Managers preferred learning methods are study visits and short courses.

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

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

Each set of assessments is summarised in three graphics.

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

Table 8 Colour coding used for competences

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

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

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

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

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

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

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A. Assessment of currrent capacity: Senior Managers. Georgia.

B. Average Scores. Senior Managers. Georgia

C. Capacity Needs Index. Senior Managers. Georgia.

3 weakest categories

OBSERVATIONS

Overall, confidence in the competence of senior managers is moderate, around 45% of the responses were in the two weakest two bands. This suggests a need for all round training. The stronger categories are LAW, GEN and HUM and FRM, suggesting higher confidence in basic administrative skills. Three technical categories are conspicuously weak: conservation management (CMP) and protected area management and planning (PAM) and working with communities (SDC).

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A. Assessment of currrent capacity: Middle Managers. Georgia.

B. Average Scores. Middle managers. Georgia

C. Capacity Needs Index. Middle Managers. Georgia.

OBSERVATIONS

The overall assessment shows poor levels of competence with more than 60% of assessments in the weakest two bands and none in the strongest band. Almost all categories are weak, with many having a CNI greater than 0.6, indicating a general need for improved capacity in all topics. PAM, SDC and CMP are exceptionally weak.

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A. Assessment of currrent capacity: Ranger Staff. Georgia.

B. Average Scores. Ranger Staff. Georgia

C. Capacity Needs Index. Ranger Staff. Georgia.
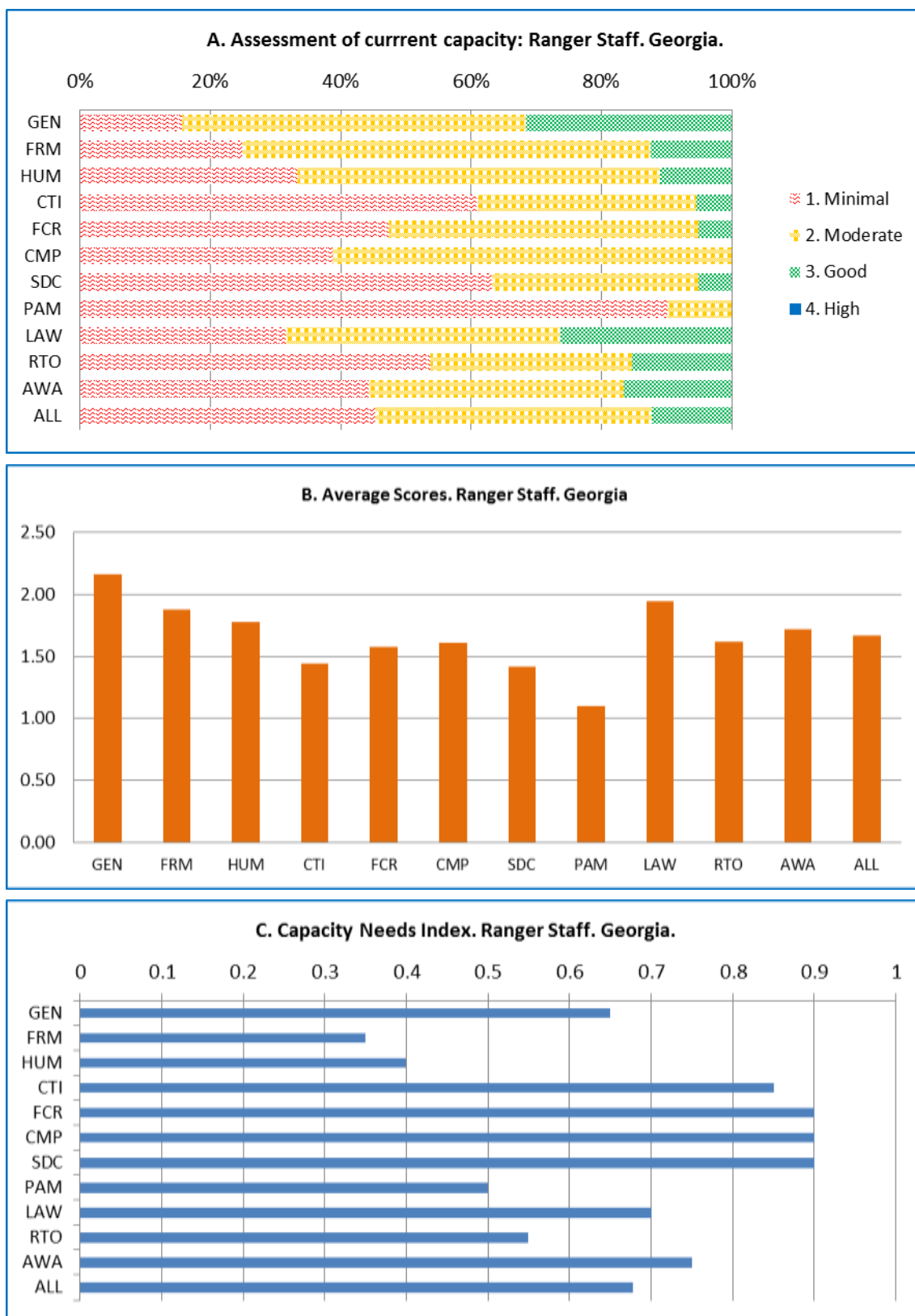
OBSERVATIONS

Nearly 90% of responses were in the two weakest bands (1 and 2) and none in the strongest, indicating an overall very low capacity among ranger staff. There is clearly a need for training in almost every aspect of ranger skills and field work.

Assessment of capacity development needs of protected area staff in Eastern Europe. Georgia. Final.
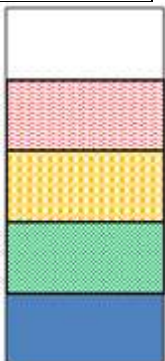
4.5.2   SELF ASSESSMENTS OF COMPETENCE BY INDIVIDUALS

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

Each set of assessments is summarised in three graphics.

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

Table 9 Colour coding used for competences

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

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

Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The CNI is calculated as follows:
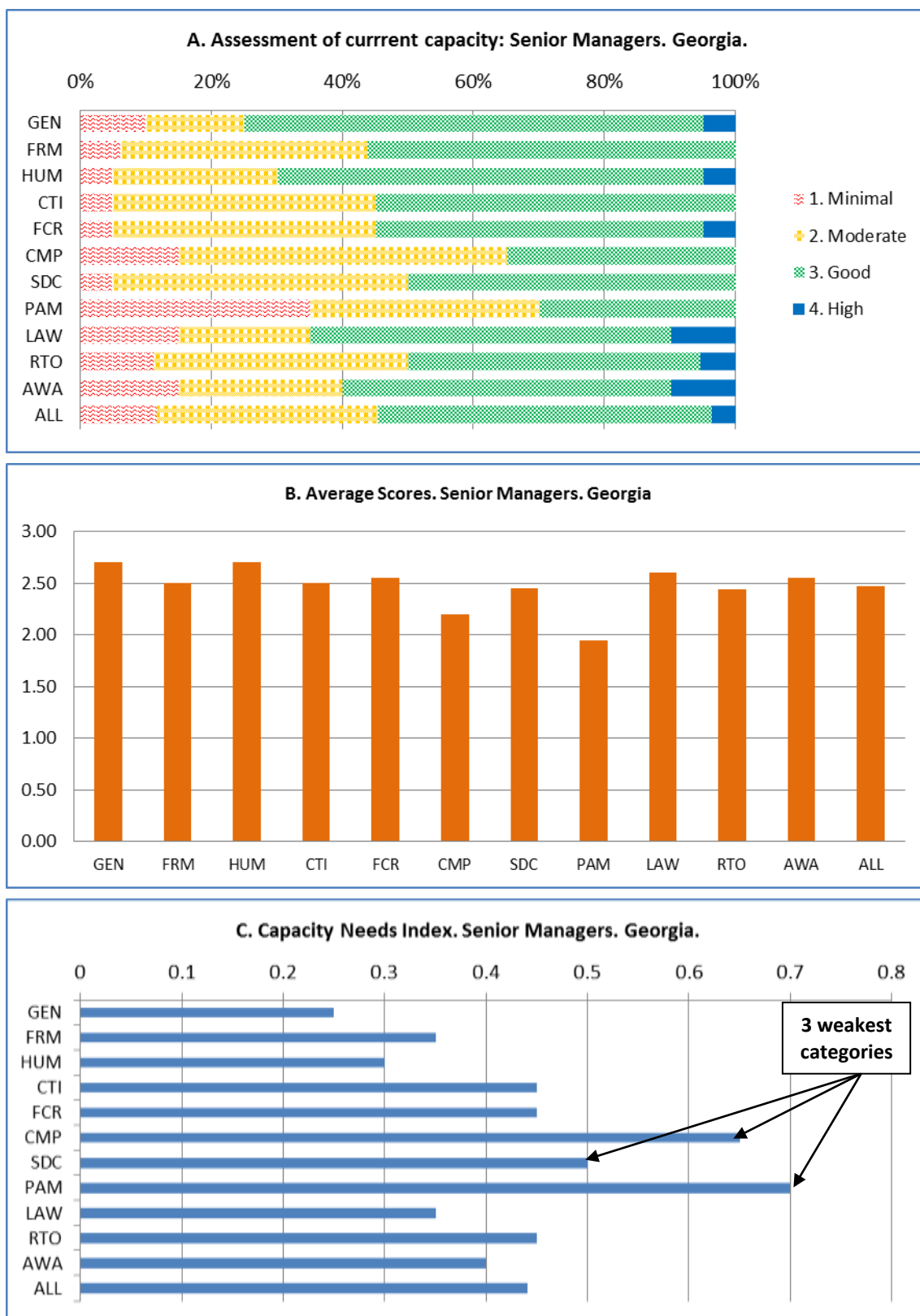
> **Capacity Needs index (CNI)** =
> *(Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).*

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

The results are shown grouped according to the levels associated with the competence. Individuals provided responses about skills at their level and the level below; in the case of Georgia Level 5 staff also self assessed for Level 3 skills; the numbers of individuals answering questions at each level are shown in Table 10. Results for level 4 and 5 personnel are grouped because their responsibilities overlap, because there are only very few Level 5 skills and because the overall numbers of Level 4 and 5 staff alone are too small to allow reliable analysis.

Table 10 Numbers and levels covered by the Self-Assessment Questionnaire

Level of Skills	2	3	4/5
Numbers of respondents	59 Level 2 staff	33 Level 3 staff	10 Level 4 staff
	33 Level 3 staff	10 Level 4 staff	12 Level 5 Staff
		12 Level 5 Staff	
	92 responses	*55 responses*	*22 responses*

Each set of results is accompanied by brief observations. See Section 5 for more detailed assessment and discussion and Section 6 for recommendations.
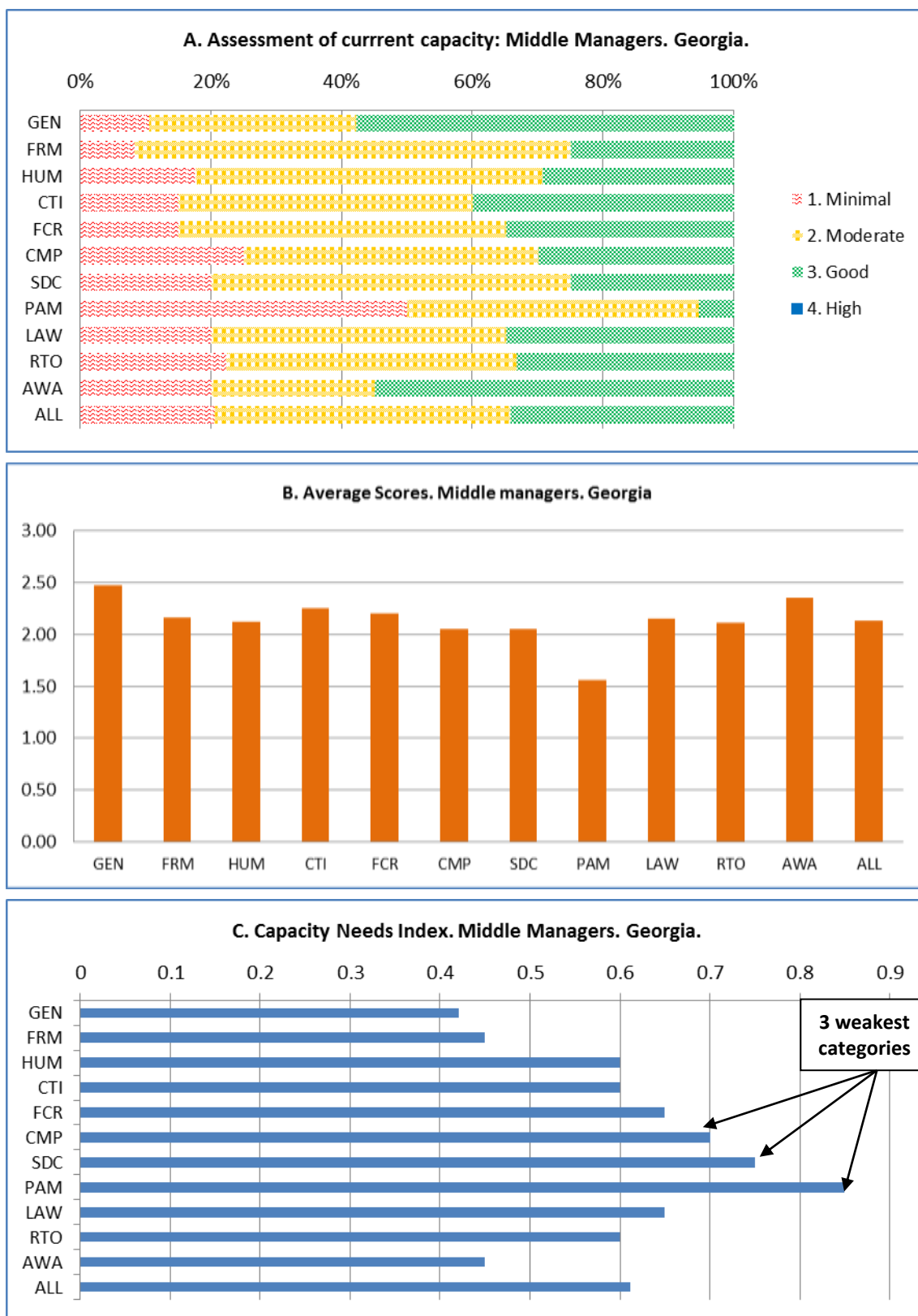
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A. L4/5 skills. Competence self assessments by category. Georgia

Legend:
- 1 (Minimal)
- 2 (Moderate)
- 3 (Good)
- 4 (Excellent)

B. L4/5 skills. Average competence scores. Georgia

C. L4/5 skills. Capacity Needs Index. Georgia

3 weakest categories

OBSERVATIONS

60% of the self- assessments are in the two weakest score bands (1 and 2), indicating a general need for capacity development. The weakest categories are FRM (mainly related to the need for improving financing of protected areas), PAM, AWA, RTO and SDC.

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A. L3 skills. Competence self assessments by category. Georgia

Legend:
- 1 (Minimal)
- 2 (Moderate)
- 3 (Good)
- 4 (Excellent)

B. L3 skills. Average competence scores. Georgia

C. L3 skills. Capacity Needs Index. Georgia

4 weakest categories
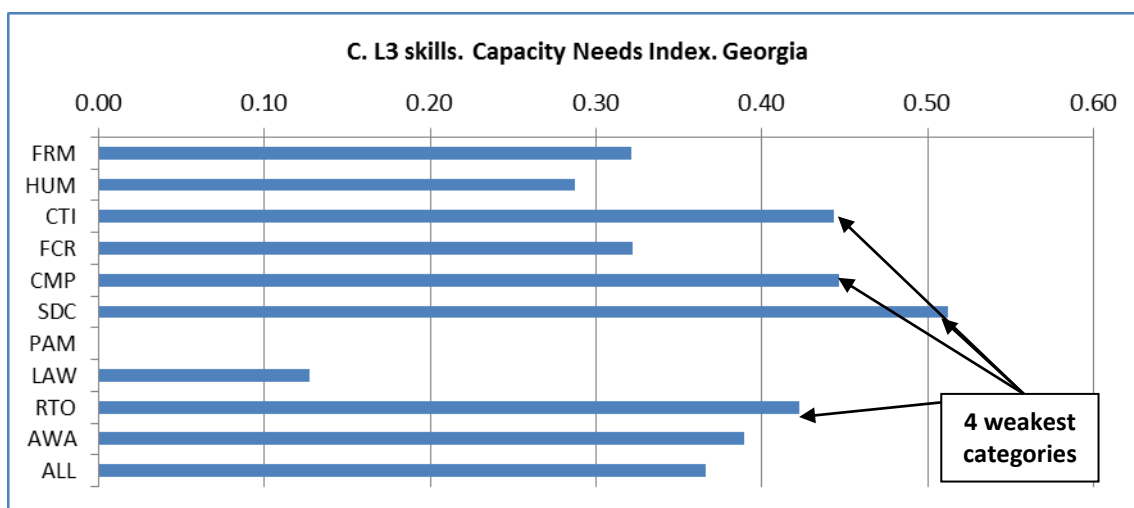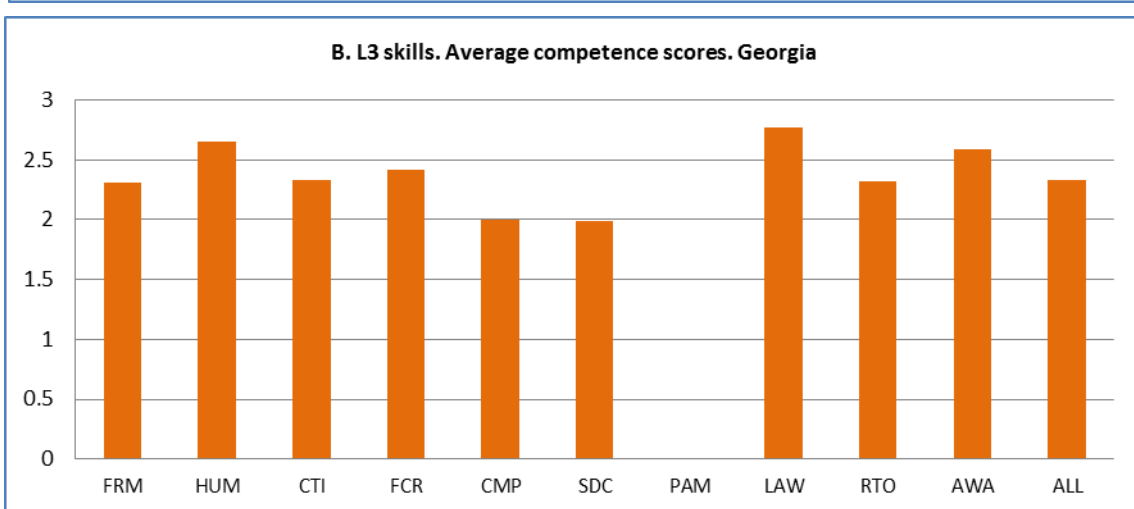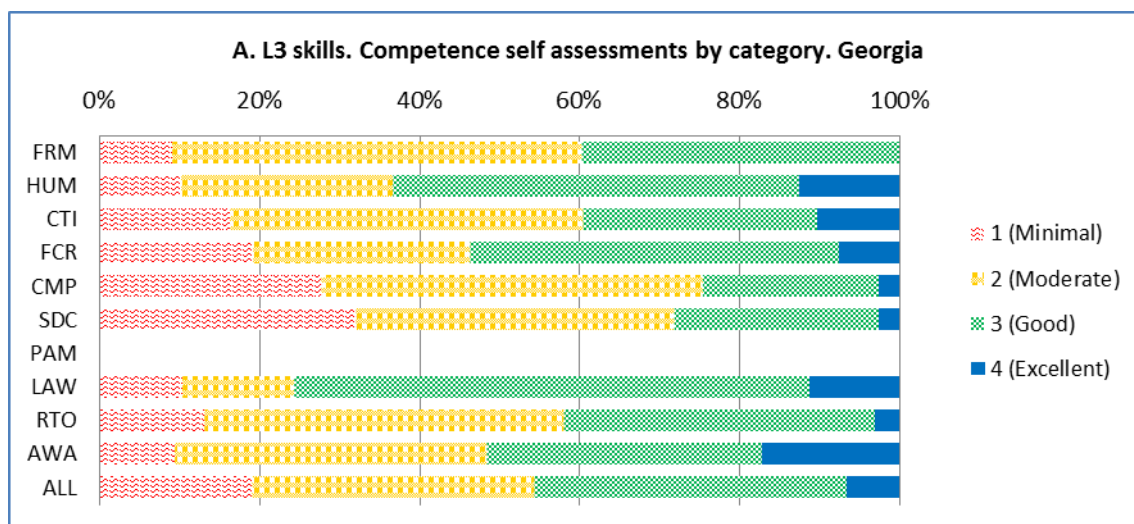
OBSERVATIONS

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

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A. L2 skills. Competence self assessments by category. Georgia

Legend:
- 1 (Minimal)
- 2 (Moderate)
- 3 (Good)
- 4 (Excellent)

B. L2 skills. Average competence scores. Georgia

C. L2 skills. Capacity Needs Index. Georgia

3 weakest categories
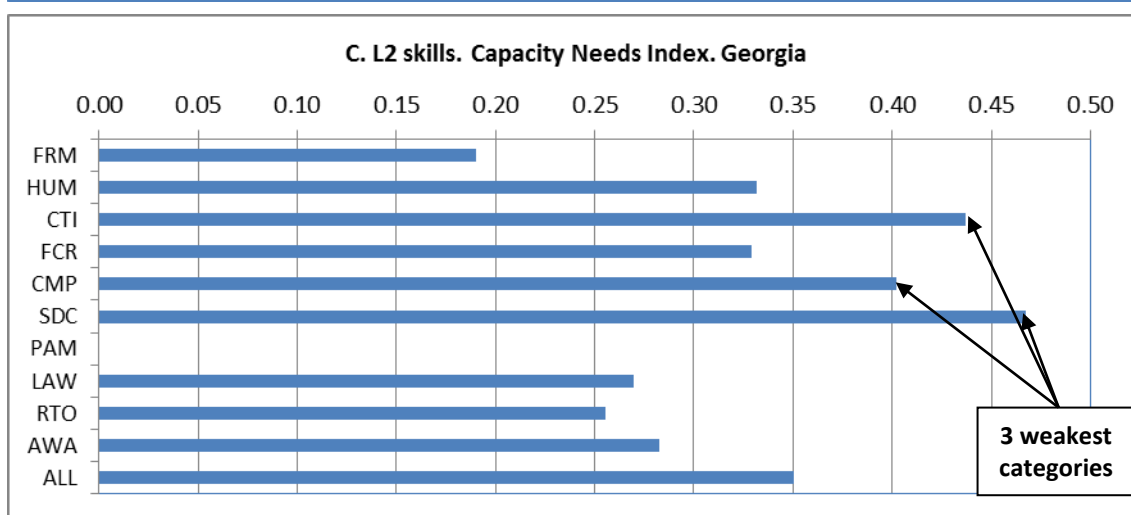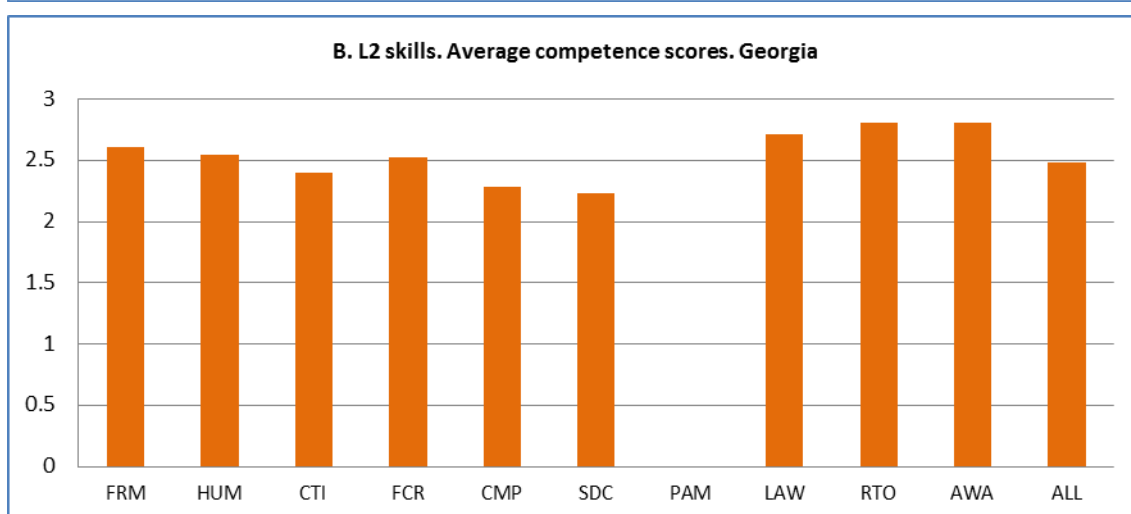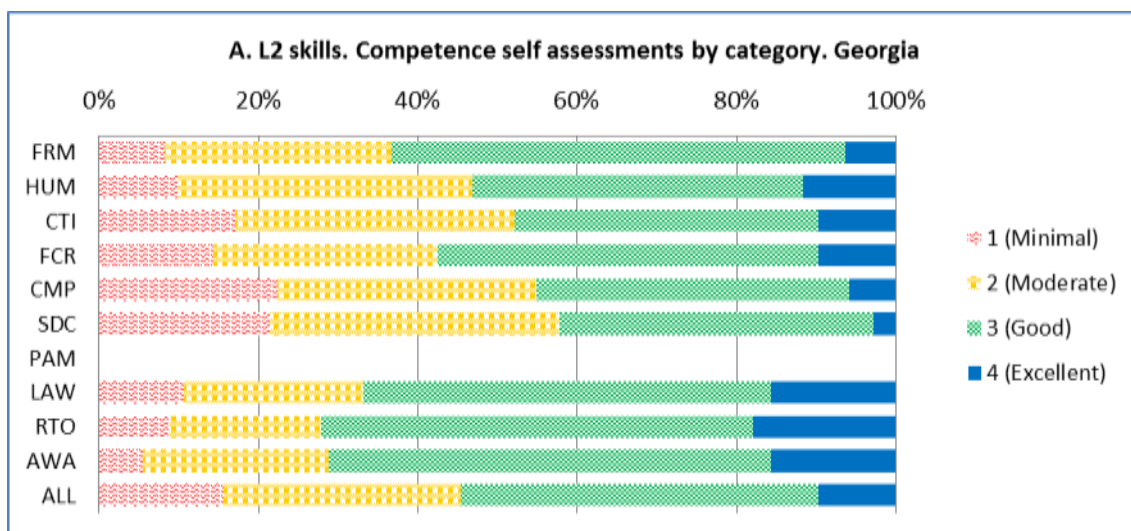
OBSERVATIONS

Self-assessments at this level are rather stronger than at the other two levels. Overall capacity appears to be better than for Level 3 and Level 4/5. Three categories are noticeably weak: SDC, CTI and CMP. The facilitator for the assessment noted that rangers may have overestimated their competence in some of the assessments, but this is unlikely to have affected the relative assessments of each competence group.

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

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 4/5 SKILLS

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

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0.73	FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	12
SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	0.59	RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	9
PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0.59	CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	6
PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0.55	PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	6
CMP 4.1	Plan, manage and evaluate , scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	0.53	RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	6
RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	0.53	AWA 4.3	Plan and manage marketing, media and public relations activities.	6
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	0.51	HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	5
SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	0.50	SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	5
PAM 4.3	Lead development of contingency plans for potential disasters.	0.50	PAM 4.3	Lead development of contingency plans for potential disasters.	5
AWA 4.3	Plan and manage marketing, media and public relations activities.	0.49	AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	5
CMP 4.5	Determine the value of ecological/environmental services.	0.49	FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	4
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	0.48	CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	4
CMP 4.2	Plan, manage and evaluate , scientifically based programmes for species research, conservation and monitoring	0.47	CMP 4.5	Determine the value of ecological/environmental services.	4
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and	0.46	PAM 4.1	Understand and interpret relevant legislation for the planning and management	4

	methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))			of protected areas	
SDC 4.1	Develop agreements with communities for resource access and use.	0.46	PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	4
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	0.46	PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	4
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	0.45	PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	4
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	0.45	CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	3
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0.44	CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	3
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	0.43	FCR 4.1	Contribute to specification and design of major infrastructure projects.	3
RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	0.42	CMP 4.2	Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.))	3
PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	0.41	PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	3
HUM 4.4	Lead training and development needs analysis.	0.40	PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	3
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	0.40	LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	3
FCR 4.1	Contribute to specification and design of major infrastructure projects.	0.40	RTO 4.3	Establish safety standards and codes of conduct for protected area users.	3
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects	0.40	AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	3
SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	0.39	PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettement.	3
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	0.36	PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	3
PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0.36	HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	1
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	0.35	HUM 4.4	Lead training and development needs analysis.	1
CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	0.35	SDC 4.1	Develop agreements with communities for resource access and use.	1
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects	0.34	SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	1
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	0.33	SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	1
RTO 4.3	Establish safety standards and codes of conduct for protected area users.	0.33	LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected	1

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				area regulations.	
HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	0.31	PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	1
HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0.31	PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	1
HUM 4.2	Manage staff recruitment and contracting.	0.24	HUM 4.2	Manage staff recruitment and contracting.	0
HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	0.20	HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0
LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	0.16	CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	0
LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	0.16	PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 3 SKILLS

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

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	0.59	CTI 3.4	Operate GIS systems	12
SDC 3.5	Promote development of local networks and organizations.	0.57	FCR 3.3	Operate and use base station radio and communication equipment.	12
CTI 3.3	Operate and maintain computers for advanced functions	0.56	FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	11
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	0.55	FCR 3.2	Organise and lead search and rescue operations in the field.	11
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	0.53	FRM 3.1	Prepare budgets and keep books and accounts	9
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments	0.52	HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	9
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.52	FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	9
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	0.50	FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	8
SDC 3.1	Plan and conduct scientifically based social and economic surveys	0.50	CTI 3.1	Organize and chair formal meetings.	7
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	0.49	FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	7
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	0.47	CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	7
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	0.47	CTI 3.2	Give technical presentations and write technical reports/papers.	6
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	0.47	FCR 3.6	Locate, mark and inspect boundaries in the field.	5
CTI 3.2	Give technical presentations and write technical reports/papers.	0.45	SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	5

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RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	0.45	SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	5
CTI 3.4	Operate GIS systems	0.44	RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	5
FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	0.42	FRM 3.2	Manage purchasing and inventory.	4
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.42	HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	4
AWA 3.3	Research, plan and design special education programmes for schools.	0.42	HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	4
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	0.42	CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	4
CMP 3.5	Plan and supervise animal capture, transport, care and management.	0.41	AWA 3.3	Research, plan and design special education programmes for schools.	4
CMP 3.8	Curate collections and manage museums	0.41	AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	4
FRM 3.1	Prepare budgets and keep books and accounts	0.40	CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	3
CTI 3.5	Manage library, archives and other information resources.	0.39	CMP 3.7	Analyse, and present interpret survey and monitoring data.	3
CTI 3.1	Organize and chair formal meetings.	0.38	RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	3
AWA 3.5	Provide information for the media	0.38	AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	3
CMP 3.7	Analyse, and present interpret survey and monitoring data.	0.38	HUM 3.5	Plan, prepare and deliver formal lectures and presentations	2
SDC 3.6	Provide advice on sustainable community based natural resource use and management.	0.37	CTI 3.3	Operate and maintain computers for advanced functions	2
FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	0.36	FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	2
FCR 3.6	Locate, mark and inspect boundaries in the field.	0.36	CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	2
AWA 3.1	Plan and design awareness and education activities and events	0.35	CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	2
FCR 3.3	Operate and use base station radio and communication equipment.	0.33	SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	2
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	0.33	SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	2
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	0.31	SDC 3.6	Provide advice on sustainable community based natural resource use and management.	2
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	0.27	LAW 3.1	Plan law enforcement activities and programmes.	2
FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	0.26	LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	2
FCR 3.2	Organise and lead search and rescue operations in the field.	0.26	LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	2

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FRM 3.2	Manage purchasing and inventory.	0.25	RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	2
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	0.25	RTO 3.4	Supervise safety and security of visitors and other users.	2
HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	0.25	AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	2
FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	0.25	HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	1
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	0.24	CTI 3.5	Manage library, archives and other information resources.	1
RTO 3.4	Supervise safety and security of visitors and other users.	0.24	CMP 3.5	Plan and supervise animal capture, transport, care and management.	1
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	0.20	LAW 3.2	Lead patrol and law enforcement activities in the field.	1
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	0.16	AWA 3.5	Provide information for the media	1
LAW 3.1	Plan law enforcement activities and programmes.	0.09	CMP 3.8	Curate collections and manage museums	0
LAW 3.2	Lead patrol and law enforcement activities in the field.	0.05	SDC 3.5	Promote development of local networks and organizations.	0

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 2 SKILLS

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

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	0.57	CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	29
CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	0.57	FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	20
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	0.54	CTI 2.3	Communicate in other languages and/or dialects.	17
CTI 2.3	Communicate in other languages and/or dialects.	0.53	FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	16
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	0.52	HUM 2.2	Provide training and instruction in the workplace for supervised staff	15
FCR 2.5	Use compass and chart or map for navigation and orientation.	0.47	CTI 2.5	Operate office and audio visual equipment	15
CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features	0.46	CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	15
CTI 2.5	Operate office and audio visual equipment	0.45	FCR 2.5	Use compass and chart or map for navigation and orientation.	14
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	0.45	CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	14
CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	0.45	CMP 2.4	Use identification aids to identify plants and animals.	14
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	0.43	LAW 2.2	Conduct enforcement activities legally and safely	14
FCR	Identify, prevent and/or provide primary	0.42	CMP	Conduct practical habitat creation, restoration,	13

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Code	Description	Value	Code	Description	Number
2.4	treatment in the field for illness, diseases and bites (First Aid in the workplace)		2.6	management and manipulation work	
HUM 2.2	Provide training and instruction in the workplace for supervised staff	0.39	CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	13
CMP 2.4	Use identification aids to identify plants and animals.	0.39	LAW 2.4	Report correctly on law enforcement activities	13
FCR 2.10	Use and maintain radio handset for field communication.	0.38	RTO 2.2	Respond to emergencies and accidents to visitors.	12
CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	0.38	FCR 2.7	Construct and repair outdoor structures, paths and trails.	11
CMP 2.5	Use and care for basic scientific instruments used in surveying	0.38	CMP 2.5	Use and care for basic scientific instruments used in surveying	11
CMP 2.8	Check and replenish feeding stations for wild animals.	0.38	LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	11
FCR 2.1	Care for, check and maintain basic field equipment.	0.35	FCR 2.1	Care for, check and maintain basic field equipment.	10
CTI 2.2	Prepare written reports of work activities using standard formats	0.34	CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	10
CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and signs	0.33	RTO 2.1	Guide, assist and regulate visitors on site.	10
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	0.33	HUM 2.1	Supervise and motivate work teams under direct supervision	9
FCR 2.7	Construct and repair outdoor structures, paths and trails.	0.32	FCR 2.10	Use and maintain radio handset for field communication.	9
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	0.30	LAW 2.6	Care for and use firearms correctly and safely (if relevant)	9
LAW 2.4	Report correctly on law enforcement activities	0.30	CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	8
RTO 2.2	Respond to emergencies and accidents to visitors.	0.30	LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	8
CMP 2.9	Care for captive animals	0.29	FRM 2.1	Collect and present evidence of expenditure and other financial transactions	7
LAW 2.2	Conduct enforcement activities legally and safely	0.29	FRM 2.2	Manage stores of equipment and supplies.	7
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	0.28	FCR 2.2	Follow good safety and environmental practice in the field.	7
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	0.27	SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	7
HUM 2.1	Supervise and motivate work teams under direct supervision	0.27	LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	7
FRM 2.2	Manage stores of equipment and supplies.	0.25	CTI 2.2	Prepare written reports of work activities using standard formats	6
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	0.25	CMP 2.8	Check and replenish feeding stations for wild animals.	6
FCR 2.9	Safely operate and maintain small boats and their engines	0.23	AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	6
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	0.23	FCR 2.9	Safely operate and maintain small boats and their engines	4
FCR 2.2	Follow good safety and environmental practice in the field.	0.21	CMP 2.9	Care for captive animals	4
RTO 2.1	Guide, assist and regulate visitors on site.	0.21	SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	4
LAW 2.6	Care for and use firearms correctly and safely (if relevant)	0.17	FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	3
FCR 2.3	Fight fires.	0.15	FCR 2.3	Fight fires.	1
FRM	Collect and present evidence of expenditure and	0.13	SDC	Monitor compliance by local communities with	0

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2.1	other financial transactions		2.3	agreements and laws affecting them and the protected area.	

4.5.4 OVERALL RANKED NEEDS FROM THE SELF ASSESSMENTS

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

Figure 12 Ranked country capacity development needs. Georgia

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

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5   CONCLUSIONS

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

5.1   OVERALL CONCLUSIONS

There is an overall need for improved capacity among protected area staff at all levels in Georgia. Although some programmes of training have taken place, these have been limited and are mainly dependent on international support. Staff development in Georgia does not appear to be fully institutionalised and training programmes are largely dependent on external funding.

5.2   STAFFING

In general, the following conclusions can be made.

- Over 50% of personnel in PAs in Georgia are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region and of countries with large and remote protected areas requiring significant numbers of protection personnel.

- Georgia (84% male/16% female) has a highly unbalanced gender balance among PA staff, compared to the of the region (average: 66% male/34% female) The skewed ratio is partly explained by the fact that all rangers are male.

- The personnel surveyed are quite well educated, with 69% having a university education and the remainder educated to high school level. The survey did not record the subject of the degrees awarded to the respondents, so it was not possible to assess the relevance of the education.

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

5.3   TRAINING

- The overall current average of training delivered of around 1 training day per person per year is inadequate and falls far short of the ideal amounts of annual training identified by managers (5-20 days).

- Recent training events in Georgia, while limited in number, have covered a fairly broad range of topics.

- Managers' preferred learning methods are study visits and short courses.

- No systematic training programme is in place; provision has been highly dependent on project funding and international support.

- There is no dedicated internal budget within the Agency of Protected Area for training, although training is supported through other budgets where possible, as well as from projects and donors.

5.4   THE COMPETENCE ASSESSMENTS

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

5.4.1   MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

Although some training in this topic has recently taken place, this category is a major priority at Level 4/5 in the self-assessment, especially with respect to business planning, financing and fund raising for protected areas (the top ranking topic in the personal capacity development preferences). The category is much less of a priority at Level 3 and 2.

CONCLUSIONS

- Training in protected area funding, financing and business planning is a major requirement for senior staff.

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5.4.2 MANAGEMENT OF HUMAN RESOURCES (HUM)

This is one of the stronger categories at all levels.

CONCLUSIONS

- Training in this category is not a priority at present. However if Georgia is to develop sustainable, internal and self-directed programmes of training for PA staff, development of instructional and training skills will be important in the future..

5.4.3 COMMUNICATION, TECHNOLOGY AND INFORMATION (CTI)

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

With respect to IT skills, these rate very highly at Level 3 (advanced computing and GIS) and at Level 2 (basic computer use). However these results should be treated with caution, because, in the experience of the lead author, investment in training and equipment for information technology and GIS is not worthwhile if parent protected area agencies have not developed an' IT culture' to institutionalise what has been taught/learned.

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

CONCLUSIONS

- Investment should only be made in GIS and IT training where there is a high likelihood of sustainability, where the protected area institution has adopted an IT culture and where staff have access to equipment.

- All protected areas staff whose work involves contact with the public, communities and other stakeholders would benefit from training in basic communication and interpersonal skills.

- Some personnel would benefit from foreign language training (mainly English).

5.4.4 FIELD CRAFT (FCR)

These are quite traditional protected area skills in which competence often rates quite highly. However, in Georgia this category is surprisingly a significant weakness at Level 3 and Level 2, suggesting that staff are not acquiring many of the basic skills required for safe and effective field work.

CONCLUSIONS

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

5.4.5 CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

Although conservation is the main foundation of protected area management, this category is a significant weakness at all Levels. The category has only been a minor component of previous training. This is quite a common finding across the region. The lead author has found a similar lack of capacity in this category in most other surveys of this type, suggesting that among all the other demands on protected area managers and staff, the primary skills connected with conserving and managing diversity are being neglected or taken for granted.

CONCLUSIONS

- These skills should not be overlooked in future training because it is assumed that PA staff already have them. Applied conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.

- Training in biodiversity conservation should focus on management oriented skills rather than academic studies. The focus should be on developing, applying and monitoring the impact of specific measures designed to achieve the defined conservation goals of protected areas.

- Many senior PA staff would like training in valuation of ecosystem services.

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5.4.6 SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

This category is a major weakness at all Levels and especially at Levels 3 and 2, where staff evidently recognise the need to build their skills in working with local stakeholders, managing resource use and resolving conflicts. These results for Georgia are very similar to those for most other countries in the region.

CONCLUSIONS

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

5.4.7 PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

This category is assessed at Level 4/5 only. Although this category is at the very core of protected area work and has been a prominent topic of previous training provision, both questionnaires show that it is one of the weaker skill categories at Level 4/5. There are a number of possible explanations for this.

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

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

CONCLUSIONS

- This category should be a priority for training of senior and possibly middle managers.
- One of the challenges in capacity building in this category is connected with the structures and governance of protected area systems (topics that are not covered in the survey). In the experience of the lead author, building individual capacity in this category is not effective and sustainable unless the protected area authorities have also adopted a culture and system of systematic planning, monitoring and reporting at the institutional level. For example, while an individual protected area manager may learn how to prepare a management plan to a high standard, this will be of little benefit if the managing agency does not require production of management plans, does not officially approve a management plan and does not use management plans as the basis for budgeting and allocating resources. It is a common finding across the region that managing authorities lag behind many protected area teams in their capacity.
- To be effective individual capacity building in this topic should take place in parallel with institutional capacity building for improved management and governance of protected area systems and individual sites.

5.4.8 LAW ENFORCEMENT (LAW)

This is a traditional aspect of protected area management , where the need for capacity is governed by the severity of the threats to protected areas and biodiversity. Capacity in Georgia appears to be quite good at all levels. However, at Level 2, the General Assessment rates capacity as very weak, while the self-assessments indicate much higher competence. This suggests a difference of opinion between managers and individuals, which may merit some further investigation. In the personal preferences, a large number of rangers indicated a need for improved capacity in reporting of law enforcement activities.

Despite the apparent generally good levels of competence, there is a need for continuous monitoring of capacity in this category for the following reasons.

1. Rangers may have overestimated their competence in the self assessments.

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2. Pressures and threats on protected areas and, natural resources are increasing and therefore there is a greater need for law enforcement activities.

3. Laws, regulations, norms and standard operating procedures may change, leading to a requirement for refresher courses for existing staff.

CONCLUSIONS

- Staff at all levels require regular updates on law enforcement and compliance topics.

5.4.9 RECREATION AND TOURISM (RTO)

This category is a major priority for capacity development in Georgia at Level 4/5 and at Level 3.

CONCLUSIONS

- There is a clear and major requirement for building capacity in tourism and recreation for all PAs that offer tourism opportunities.

- Site managers require high-level training in identifying tourism and recreation opportunities and developing suitable programmes, along with viable business plans.

- Training for middle managers and technical staff should focus on the day-to-day management of tourism, and in particular on visitor management at the site.

5.4.10 AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

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

CONCLUSIONS

- Senior managers require capacity development in high level awareness and public relations work

- Training in awareness, for other staff should not be delivered separately, but should be integrated into training in tourism and recreation and in working with local stakeholders.

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6   RECOMMENDATIONS

6.1   OVERALL RECOMMENDATIONS

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

1. ESTABLISH A BASIC FORMAL STAFF DEVELOPMENT POLICY AND PROGRAMME FOR GEORGIA

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

1.1   The APA should develop a general overall policy, strategy and plan for capacity developments of its personnel.

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

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

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

For example, '*all permanent staff should have access to at least five days' relevant, structured training (or equivalent capacity development) per year*'.

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

It should be stressed here that budgeting for capacity development does not have to be based on provision of (expensive) formal training courses and study tours: there are many other much cheaper options for providing good quality training and capacity development (See recommendation 2).

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

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

The fairly high educational level and the comparatively high number of experienced staff in the APA indicates that it may be possible to develop capacity development programmes that focus on transfer of skills among existing staff, rather than relying on external (and much more expensive) training providers and on formal short courses (and all the associated expenses). Furthermore, there are many low-cost, easy to organise activities which can help build staff capacity within institutions, without reliance on external investment. The following specific actions should be considered.

2.1   Appoint a capacity development/training officer (or small team) in the APA and, ideally, in the larger territorial administrations.

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

- Organising and coordinating formal training events.
- Coordinating and directing the capacity development programmes of donor assisted projects to ensure that are correctly aligned with the national strategy and with national needs.
- Providing and sharing information about training opportunities.
- Ensuring that basic learning resources are available in protected areas. Ideally, it should be possible to provide computers and Internet access, but even access to basic library of wildlife identification materials and copies of manuals and textbooks can make a difference.
- Establishing mentoring systems within protected areas, where more experienced staff are required to mentor and guide newer, less experienced staff.

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- Identifying expertise within the protected area (and the protected area network) and making use of those with high levels of skills to train newer, less experienced staff.

- Organising regular informal training and learning sessions where staff can discuss and share their skills, provide updates on new policies, laws, regulations, technical advances etc.

- Ensuring that all visiting experts and researchers to the protected area are required to deliver a training session or seminar as part of the conditions of their permission to work there.

- Ensuring that good records are kept of training and capacity development.

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

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

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

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

3. DEVELOP THE CAPABILITY OF THE PUBLIC LAW ENVIRONMENTAL INFORMATION AND EDUCATION CENTRE FOR SUPPORTING TRAINING FOR PA STAFF

The existence of the Centre (as described in Section 4.1.3) is an important opportunity for supporting establishment and development of training programmes for APA/PAs staff in the near future. The existence of such centre has been identified to be an important issue by different stakeholders already years ago. Establishment of the training centre as a Legal Entity of the Public Law was analyzed in the document 'Training Needs Analysis and Selection of a Host Institution' in 2010-2011 under the UNDP/GEF project 'Catalyzing Financial Sustainability of Georgia's Protected Areas System'.

The centre should be encouraged and enabled to provide complementary training and capacity development within the framework for the overall internal system of APA for capacity development outlined under recommendation 2 and may be able to develop and deliver some of the programmes proposed in these recommendations. However it is not recommended that the centre should be relied upon to be the sole provider of training for PA staff. A great deal of training and capacity development can be conducted within APA and the PA Administrations using skilled staff as described in Recommendation 2.

4. FOCUS ON CAPACITY DEVELOPMENT FOR MIDDLE MANAGEMENT AND TECHNICAL STAFF

This is the weakest group in the capacity assessments (as is the case in most countries in the region), but the most important for delivering modern approaches to PA management. This level of staff are responsible for delivering much of the technical work of PA management, but they can often be overlooked in training provision (which frequently focuses on senior management and rangers) and, while quite well educated, often have limited experience. Furthermore the technical aspects of PA management are continuously developing, and technical specialists need to remain up to date in their knowledge and approaches.

However for this group to be effective they not only require capacity development, they also require an institutional environment that allows them to put what they have learned into practice.

4.1 Ensure that technical staff are able to participate in training and are able to put what they learn into practice in the work place.

4.2 Develop communities of learning through which technical staff can exchange ideas and information within the PA system.

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

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

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

Rather than develop many small courses, it would be more effective and efficient to establish a basic standard foundation course covering essential skills, knowledge for all personnel involved in PAs in Georgia. This course can then be delivered internally by training officers and by the national capacity development team.

Suggested basic principles of the programme are that:

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

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

6.3   The course should be delivered by a national internal training team from the APA.

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

Table 11 shows a possible curriculum for the course.

Table 11 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 key stakeholders. 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.

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

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

7.1   The APA should prioritise development a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.

7.2   Training and guidance should be provided for all PA administrations for the use and implementation for framework and system

7.3   All donor assisted and project related capacity development programmes should be required to be integrated with, and support the national system.

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

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

8.1   Develop and deliver a training programme for APA staff and PA Administrations 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 12.

Table 12 Possible curriculum for a tourism and recreation course

Course	PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS
Duration	5 days or 2 x 3 day modules.
Target group	Level 3 and 4 personnel.
Purpose	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.

Topic	Mode of Delivery
Background • Fundamentals of the tourism industry in Georgia. • Legal and administrative basis for tourism and recreation in protected areas. • Key concepts in tourism and recreation provision and management. **Planning and design of recreation activities** • Identifying recreation opportunities and design appropriate recreation activities for a protected area. • Planning and implementation of recreation surveys to gather information about visitors and the use of the site. • Identifying potential recreation impacts and design impact monitoring and mitigation systems. • Leading the participatory development of plans and programmes for PA based tourism (Eco-tourism, Nature based tourism etc.) • Developing business and financial plans and forecasts for tourism and recreation (costs, incomes, fees, ticketing, permits, concessions, franchises etc.). **Visitor management** • Establishing safety standards and codes of conduct for protected area users.	Formal lectures Seminars and discussions Presentations by tour operators Group work and exercises Study visit to other protected areas

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- Supervising safety and security of visitors and other users.
- Responding to emergencies and accidents to visitors.

Awareness and interpretation for visitors

- Planning and designing awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.).
- Researching and planning interpretive/tourist/visitor centres and other major infrastructure.
- Researching, planning, and designing awareness and educational publications, exhibits and signs
- Researching, planning, and designing special education programmes for schools.
- Delivering interpretive/ awareness/ educational presentations for visitors, local people and educational groups (talks, guided walks, lectures, audio-visual presentations etc.)

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

In particular, Georgia 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, APA personnel from Georgia should be enabled to visit and learn from other protected areas in Europe with well-established and successful tourism programmes.

9. 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.

9.1   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 13.

Table 13 Possible curriculum for a community outreach course

Course	Planning and management of community outreach programmes and activities in protected areas
Duration	5 days or 2 x 3 day modules
Target group	Staff of the Sustainable Use and Community Outreach Department. Director, Deputy Director and other Department Heads.
Purpose	To enable staff to work in a participatory way with protected area and surrounding communities to combine sustainable development with achieving the conservation objectives of the protected area.
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.

Topic	Mode of Delivery
Background • Communities living in protected areas, corridors and buffer zones. • Key concepts and principles relating to communities and sustainable rural development.	Formal lectures
Survey and Assessment • Techniques for gathering and recording information about communities and livelihoods. • Planning and conducting basic social and economic surveys.	Seminars and discussions
Working with communities • Basic communication skills for working with local communities; the participatory approach. • Promoting development of local networks and organizations.	Village visits with expert facilitation

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• Providing advice on sustainable community based natural resource use and management. • Developing agreements with communities for resource access and use. • Specifying, and evaluating sustainable quotas for natural resource use using scientific methods • Resolving conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions) • Identifying and mobilising sources of assistance, support and finance for local communities.	Group work and exercises Study visit to protected areas

10.   HOLD A SEMINAR/LEARNING EVENT FOR SENIOR STAFF OF THE APA AND TERRITORIAL ADMINISTRATIONS ON PROTECTED AREA FUNDING.

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

However, such a course is only likely to be useful if

a) It is designed taking into account the specific context of Georgia and the APA.

b) The APA as an institution has the capacity and flexibility to allow and encourage funding initiatives at the level of the heads of protected areas and territorial administrations.

11. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF APA AND OF PA ADMINISTRATIONS

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

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

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

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

12. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

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

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

This could be developed in association with universities, but it must have a strong focus on management oriented rather than research based approaches. A possible curriculum is shown in Table 14.

Table 14 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

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Assessment	Completion of full attendance at all components
	Completion of a practical assignment
	Possible written examination

Topic	Mode of Delivery
Background	Formal lectures
• 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.	Seminars and discussions
• Understand the legal and policy basis for biodiversity conservation nationally and internationally.	
Survey and assessment	Field survey exercises
• 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.	Group work and exercises
• 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.	Study visit to protected areas
Conservation management and planning	
• Specify management requirements for conservation of habitats and ecosystems	
• Specify special measures for assisting protection, survival or recovery of key species.	
• Plan, evaluate and supervise management of invasive and problem animals and human wildlife conflict.	
• Specify, and evaluate sustainable quotas for natural resource use using scientific methods	
• Plan, manage and evaluate, long term programmes for scientifically based programmes for species, ecosystem and habitat research, conservation and monitoring.	
• Understand the principles of determining the value of ecological/environmental services.	
• Understand the principles, roles and functions of ex-situ conservation measures	

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

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

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

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

13.1   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.

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

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7 ANNEXES

1. GENERAL QUESTIONNAIRE

<table>
<tr><td colspan="6"></td></tr>
<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>
<tr><td colspan="6">A. GENERAL INFORMATION</td></tr>
<tr><td colspan="2">A1 Country</td><td colspan="4"></td></tr>
<tr><td colspan="2">A2. Full Name of Protected Area or Institution</td><td colspan="4"></td></tr>
<tr><td colspan="2">A3. IUCN Category of the Protected Area (if known)</td><td colspan="4"></td></tr>
<tr><td colspan="2">A4 Area of the Protected Area (hectares)</td><td colspan="4"></td></tr>
<tr><td colspan="2">A5 Name and Position of Person completing the questionnaire</td><td colspan="4"></td></tr>
<tr><td colspan="2">A6. Date of completion of questionnaire</td><td colspan="4"></td></tr>
<tr><td colspan="6">A7. STAFF NUMBERS. Please indicate the numbers of staff in the institution at the levels indicated</td></tr>
<tr><td colspan="2">Total Number of Staff of the Protected Area or Institution or Department</td><td colspan="4"></td></tr>
<tr><td>STAFF LEVELS</td><td>Support staff (Labourers, cleaners, drivers etc.)</td><td>Administrative Staff</td><td>Rangers/ Field Staff</td><td>Mid-level Managers/ Professional Staff/Head Rangers</td><td>Directors/ Deputy Directors</td></tr>
<tr><td>PLEASE RECORD NUMBERS OF STAFF IN THE PA OR INSTITUTION</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">A. CURRENT SITUATION FOR TRAINING AND CAPACITY DEVELOPMENT</td></tr>
<tr><td colspan="6">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</td></tr>
<tr><td>Year</td><td>Title and topic of training</td><td>Training provider</td><td>Number of days</td><td>Number of participants</td><td>Notes</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">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</td></tr>
<tr><td colspan="2" align="center">The institution has a training budget</td><td>YES</td><td></td><td>NO</td><td></td></tr>
<tr><td>Year</td><td>Amount of budget</td><td colspan="4" align="center">Main uses of budget</td></tr>
<tr><td>2011</td><td></td><td colspan="4"></td></tr>
<tr><td>2012</td><td></td><td colspan="4"></td></tr>
<tr><td>2013</td><td></td><td colspan="4"></td></tr>
</table>

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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					

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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					

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

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

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

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

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

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

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