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

LITHUANIA

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Contents

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

2

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ABBREVIATIONS USED IN THE TEXT

BfN	Bundesamt für Naturschutz (German Federal Agency for Nature Conservation).
CBD	Convention on Biological Diversity.
LTU	Lithuania
ha	Hectare(s)
IUCN	International Union for the Conservation of Nature and Natural Resources (IUCN).
mgmt	Management.
PA	Protected Area.
Person/training day	The equivalent of one individual attending a training course for one day.
PoWPA	Programme of Work on Protected Areas.
TNA	Training needs assessment.
WCPA	World Commission on Protected Areas

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

3

1   SUMMARY

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

In Lithuania a General Questionnaire was completed by 30 respondents representing 30 protected areas, and 2 managing agencies covering at least 516,000 ha, and with 349 staff. The questionnaire had three main sections:

A. General information

B. Current situation for training and capacity development

C. Modes of training and learning

A copy of the questionnaire is located in Annexe 1.

1.1   MAIN CONCLUSIONS

The following conclusions were drawn from the results of the questionnaire

- Lithuania is the only country in the regional survey that has a comprehensive strategy and plan for development of the capacity of protected area staff at all levels. This could serve as an important model for other countries, where development of such a strategy and plan is recommended by the current project.

- The main issue for Lithuania appears to be finding the means and resources for implementation of the plan, which appears to be mainly dependent on external funding.

- There are still some significant gaps in competence among PA staff in Lithuania, but these may be explained by the fact that the capacity development plan is in its early stages of implementation, and has been suspended in 2013.

- Half of protected area staff in Lithuania fall into the 'middle management/technical' level, suggesting that the workforce is dominated by well-educated individuals with technical responsibilities. 10% are classified as rangers and 9% as senior managers.

- An impressive programme of training has been developed and delivered in the past three years, aimed at all grades of protected area staff and covering a wide range of subjects identified in a needs analysis. Investment in the training programme peaked in 2012, but the budget for 2013 has been very small. It appears that the programme has been largely dependent on project funding; further efforts are need to find ways to ensure that the exemplary investment in a long term structured training programme are sustained.

- Overall, the strongest capacity is at the Senior Manager level, capacity at middle manager/technical level is quite good, but at ranger level, capacity is moderate to weak.

- Managers consider that most staff should benefit from between 1 and 10 days training per year.

- The main capacity gaps for senior managers are i) Conservation planning and management; ii) Sustainable Development and Communities:

- The main capacity gaps for middle managers and technical staff are i) Protected Area Planning and Management; ii) Sustainable Development and Communities.

- The main capacity gaps for rangers and field staff are i) Protected Area Planning and Management; ii) Most of other topics.

- There was a near universal consensus among respondents that the best modes of training for PA staff were (in order) of priority.

    1. Exchanges and study visits with other Protected Areas

    2. Short Formal Training Courses (<1 week)

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

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

4

3. Informal learning in the work place with more experienced colleagues

There was very little interest in e-learning or various forms of distance learning or self-directed learning.

1.2 RECOMMENDATIONS

Based on these conclusions the following recommendations are made

Regional recommendation

1. Consider adoption of the Lithuanian model for development of a long term capacity Development strategy and programme for protected Area staff.

> 1.1 ProPark should examine in more detail the process and outputs of the strategy development programme.

> 1.2 Where appropriate, the framework should be adapted and promoted in other countries.

Overall national recommendation

2. Adopt a new, learning-based approach to capacity development for PA staff

General National recommendations

3. Secure resources to implement the national training programme

> 3.1 Seek a secured budget for a minimum (baseline) level of annual training.

> 3.2 Seek new funding to support the current training programme

4. Reduce costs by diversifying and building internal capability for capacity development

> 4.1 Appoint capacity development/training officers to promote a range of learning opportunities for staff.

> 4.2 Seek resources for improving access by staff to learning opportunities and materials

> 4.3 Establish and train a national capacity development team comprising expert practitioners from within protected area institutions.

Specific capacity development recommendations

5. Build capacity in applied conservation biology and conservation management

> 5.1 A model course in applied management oriented conservation management should be developed and piloted for inclusion in the national training programme.

> 5.2 Encourage universities to develop courses and modules in applied conservation biology.

6. Build capacity for working with communities

> 6.1 Revise courses in the current training programme to ensure adequate coverage of community issues.

7. Ensure that training and capacity development opportunities are made available to rangers and field staff

8. Organise a series of facilitated seminars/learning events for senior staff

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

5

2   BACKGROUND AND PURPOSE OF THE SURVEY

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

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

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

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

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

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

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

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

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

3   METHOD

3.1   SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries[3], Lithuania was selected as one of fourteen 'second level countries' where only a General Questionnaire would be completed by senior staff members representing protected areas and managing agencies across the country.

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

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

3.2   DESIGN OF THE QUESTIONNAIRE

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

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

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

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

6

Table 1 Sections of the General Questionnaire

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

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

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

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

Table 2 Skills categories used in the questionnaire

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

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

7

LAW	**LAW ENFORCEMENT**	Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.
RTO	**RECREATION AND TOURISM**	Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas.
AWA	**AWARENESS, EDUCATION AND PUBLIC RELATIONS**	Planning, designing and carrying out awareness, education and public relations work with visitors and local people. Promoting and publicising the Protected Area through the media.

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

3.3 COMPLETION OF THE QUESTIONNAIRE

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

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this, a sample of PAs would be identified for completion of the questionnaires.

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

- To translate the questionnaire, supporting materials and the project description into the national language.

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

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

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

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREAS AND CAPACITY DEVELOPMENT IN LITHUANIA

Information from the report of national consultants Zenonas Gulbinas, Giedrius Norvaišas.

In Lithuania there are 41 protected areas and 38 protected area administrations:

- Three State Cultural Reserves (Trakai historic national park, Kernavė and Vilnius Castles) are supervised by Ministry of Culture

- Two regional parks (Verkių and Pavilnių) have joint administration supervised by Vilnius city municipality.

- The other 36 protected areas are supervised by State Service for Protected Areas under the Ministry of Environment.

Training requirements for staff of protected areas are clearly indicated in long-term training programmes, based on the assumption that trainings must be related to the development of skills necessary for carrying out tasks. It is expected that staff will participate from various institutions within the protected areas system.

The long-term programme is supplemented with the following documents: (i) Analysis report of training needs, (ii)

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

8

Guide for training organizers , (iii) Statistics of the State Service for Protected Areas under the Ministry of Environment and Directorates of protected areas staff, (iv) Institutional capabilities assessment of protected areas in Lithuania. The long-term programme was prepared as the implementation of the transition facility programme project for staff qualification improvement in protected areas.

The long-term training programme is a strategic document containing the following elements:

1.   Vision (provides guidance that allows to create a desired system of protected areas in the future);

2.   The overall long-term objectives for staff of protected areas qualification improvement;

3.   The short-term and medium-term objectives for staff qualifications in eight selected fields of strategic development;

4.   Concrete results of eight national training programs, corresponding to the eight selected strategic development fields.

The training programmes are planned to be implemented over 10 years through annual training courses. Each training programme includes a general description which outlines the rationale and purpose of the programme and a set of training courses, which are formulated to define (i) the target group, (ii) purpose of the course, (iii) expected results, (iv) guidelines for the content and (v) teaching methodology.

So far, 8 training programs comprising 20 training courses have been developed.

1.   New employees initial training of protected areas.

2.   General leadership and management.

3.   Communication and cooperation.

4.   Management of protected areas.

5.   Planning and construction administration.

6.   Control of protected areas and preventive measures.

7.   Services and awareness-raising.

8.   Work equipment and methods.

Training courses have included different target groups, from administrative and financial staff to rangers, field researchers and other specialists.

In 2013, no training courses were organised within the long-term training program, due to lack of budget. Some protected area administrations sent their staff to training courses organized by other providers from their own budget allocations.

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

9

4.2 COVERAGE OF THE QUESTIONNAIRE

The questionnaire was sent by e-mail to 34 administrations of protected area, responsible for all 36 PAs under the administration of the State Service for Protected Areas. 28 administrations completed the questionnaire. One national park and 5 regional park administrations did not respond.

Altogether therefore, the national consultants collected information from 30 respondents representing thirty protected areas and two managing agencies, responsible for at least 516,000 hectares of protected areas in Lithuania. See Figure 1 and Table 4.

Figure 1 IUCN Categories of PA included in the survey
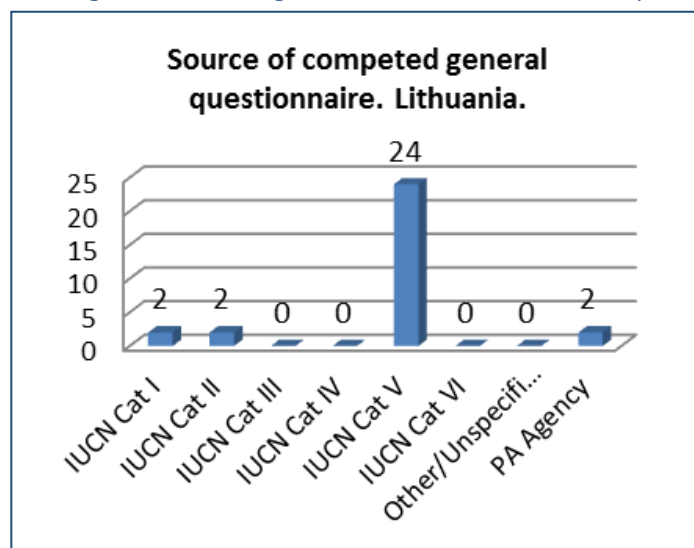
Table 4 Sources of responses to the General Questionnaire in Lithuania

	Protected Area/ Institution		Protected Area/ Institution
1	Anykščiai regional park	16	Rambynas regional park
2	Aukštadvaris regional park	17	Salantai regional park
3	Aukštaitija national park and Labanoras regional park	18	Sartai regional park
4	Biržai regional park	19	Sirvėta regional park
5	Dieveniškės historic regional park	20	Tytuvėnai regional park
6	Dubysa regional park	21	Varniai regional park
7	Dzūkija national park and Čepkeliai strict nature reserve	22	Veisiejai regional park
8	Kamanos state strict nature reserve	23	Venta regional park
9	Kauno marios regional park	24	Viešvilė state strict nature reserve
10	Krekenava regional park	25	Vištytis regional park
11	Meteliai regional park	26	Žagarė regional park
12	Nemunas delta regional park	27	Žemaitija national park
13	Nemunas kilpos regional park	28	Žuvintas biosphere reserve
14	Pagramantis regional park	29	Ministry of Environment, Department of Protected Areas and Landscape, Protected Areas Strategy Division
15	Panemuniai regional park	30	State Service for Protected Areas under the Ministry of Environment

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

10

The 30 respondents to the General Questionnaire reported that they employ 349 personnel. The distribution of personnel between job categories is shown in Figure 2.

This shows that the majority of employees fall into the middle management/technical category.

Figure 2. Personnel covered by the General Questionnaire according to job level
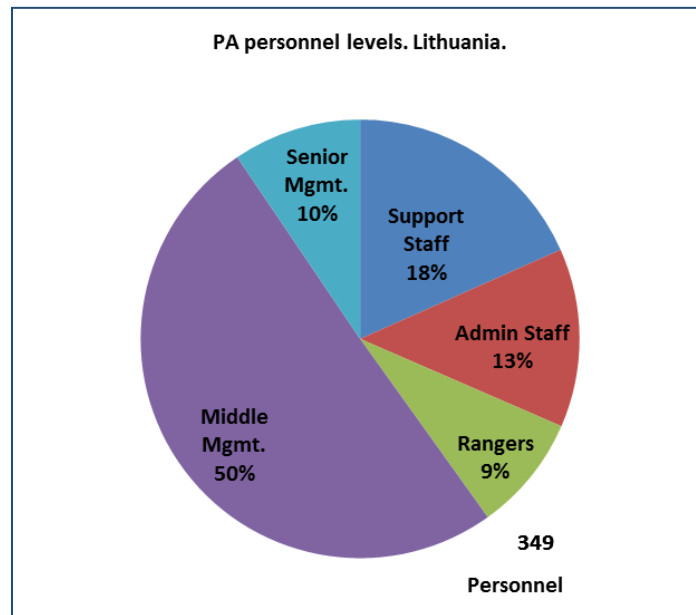
The reported staff numbers represent a staffing density of 0.68 personnel per thousand hectares of protected area, compared to a regional average of 1.16 per 1,000 hectares.

4.3   TRAINING

4.3.1   RECENT TRAINING PROVISION

In the General Questionnaire, respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From this, it could be calculated that PA personnel covered by the survey in Lithuania received 4.44 training days per person per year.

4.3.2   TOPICS OF TRAINING

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

Figure 3 Training topics

Assessment of capacity development needs of protected area staff in Eastern Europe. Lithuania.
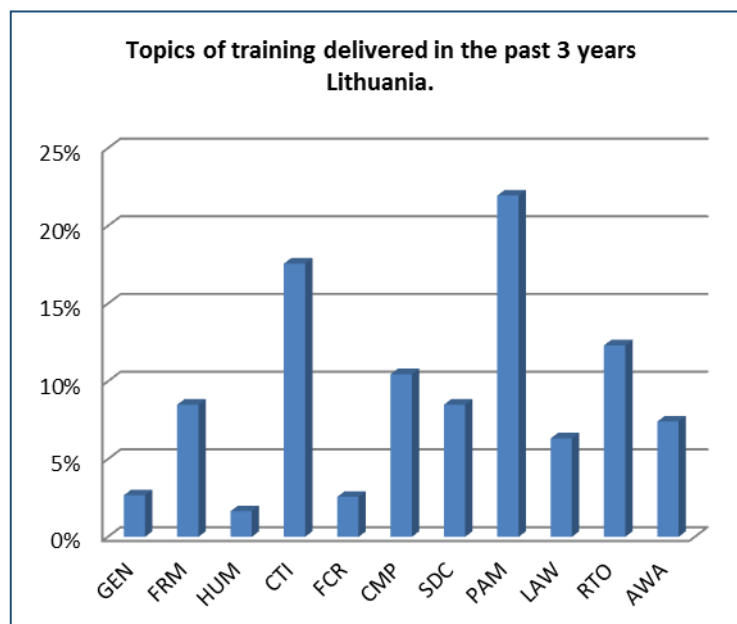
4.3.3 TRAINING PROVIDERS

Figure 4 shows the relative proportions of the different training providers reported. These results show quite a balanced range of provision, including 9% of training delivered internally.

Figure 4 Training providers
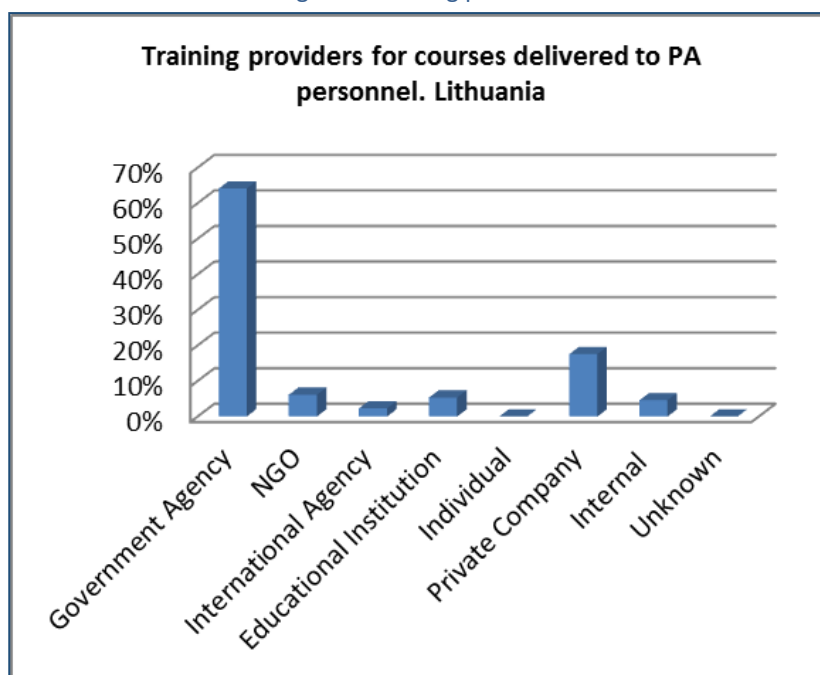
4.3.4 IDEAL TRAINING PROVISION

Respondents to the General Questionnaire were asked to suggest an ideal number range of annual training days for personnel at different levels. The results are shown according to ranked preferences in Figure 5. These show that in general managers consider that most staff require between 1 and 10 training days per year.

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

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

4.3.5 FUTURE TRAINING PRIORITIES

Respondents to the General Questionnaire were asked to identify what they personally considered priorities for future training for staff in their organisations. Figure 6 shows the result for Lithuania, compared with the aggregated result for

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

12

the entire region. It is noteworthy that the top ranking category is also the category in which most training has been delivered to date.

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

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

4.3.6   MODES OF LEARNING AND TRAINING

Respondents were asked to rank in order of importance eight modes of learning and training for personnel at different levels. The results are shown in Figure 7 and show a clear preference for workplace learning, for exchanges and study visits and for short courses.

Figure 7 Preferred modes of training

Ranked preferences for modes of capacity development. Lithuania					
1 = Highest Ranked. 8 = Lowest Ranked	Senior Managers	Middle Managers	Rangers/ Field Staff	Admin Staff	Support Staff
Informal learning in the work place with more experienced colleagues	3	3	3	3	2
Short training sessions provided by supervisors & managers in the work place	8	8	7	7	4
Short Formal Training Courses (<1 week)	2	2	2	2	3
Longer training courses (1-4 weeks)	5	4	4	6	6
Long Term Study for Formal Qualifications (e.g. University Courses)	5	6	4	5	7
Informal individual learning using training manuals and study materials	4	5	6	4	5
Formal individual study through distance learning, internet etc.	7	7	7	7	8
Exchanges and study visits with other Protected Areas	1	1	1	1	1

4.3.7   FUNDING FOR TRAINING

Lithuania was one of the few countries in the region that was able to provide detailed figures on expenditure on training. The results are summarised in Table 5.

Table 5 Reported expenditure on training in Lithuania

Year	Total reported budget LTL	Budget EUR	Indicative expenditure per person
2011	101,044	€29,303	€84
2012	378,459	€109,753	€314
2013	11,755	€3,408	€10

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

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

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

Each set of assessments is summarised in three graphics.

Graphic A shows the proportions of self-assessments for each skills category, according to the numerical scale described in the previous section (see Table 3). Colour coding is used to aid understanding of the results (see Table 6). 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 6 Colour coding used for competences

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

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

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

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

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

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

When evaluating these results it should be borne in mind that these are the results of just six assessments by senior managers.

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

14

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

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

'Yellow-Green boundary'

B. Average Scores. Senior Managers. Lithuania

C. Capacity Needs Index. Senior Managers. Lithuania.

3 weakest categories
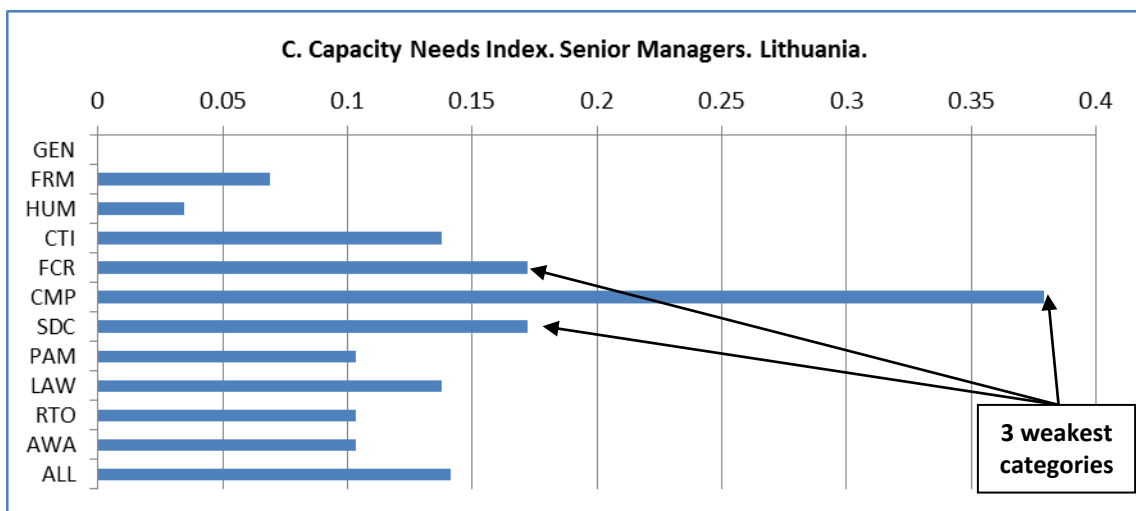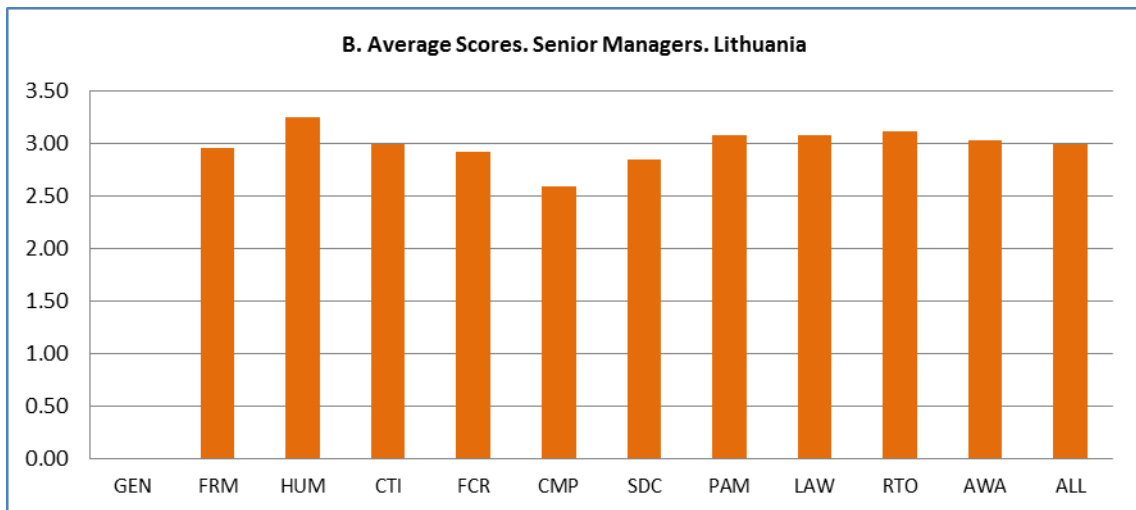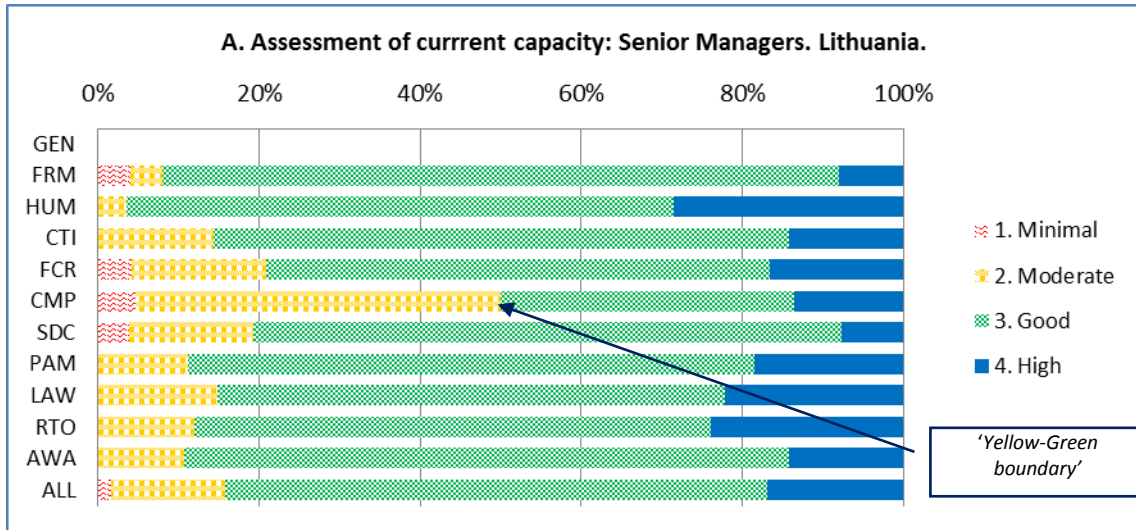
OBSERVATIONS

Overall, confidence in the competence of senior managers is quite high; more than 80% of the responses were in the strongest two assessment bands. However, skills and knowledge related to conservation management and planning are clearly lacking. It is noteworthy that this topic is not included in the programme of training in the national strategy.

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

15

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

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

Categories: GEN, FRM, HUM, CTI, FCR, CMP, SDC, PAM, LAW, RTO, AWA, ALL

B. Average Scores. Middle managers. Lithuania

Categories: GEN, FRM, HUM, CTI, FCR, CMP, SDC, PAM, LAW, RTO, AWA, ALL

C. Capacity Needs Index. Middle Managers. Lithuania.

Categories: GEN, FRM, HUM, CTI, FCR, CMP, SDC, PAM, LAW, RTO, AWA, ALL

3 weakest categories

OBSERVATIONS

The overall assessment shows good levels of confidence by the assessors in the capacity of middle management and technical staff, but there are three clear priority needs: working with communities (SDC), protected area planning and management (PAM) and recreation and tourism (RTO).

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

16

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

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

B. Average Scores. Ranger Staff. Lithuania

C. Capacity Needs Index. Ranger Staff. Lithuania.

Weakest categories
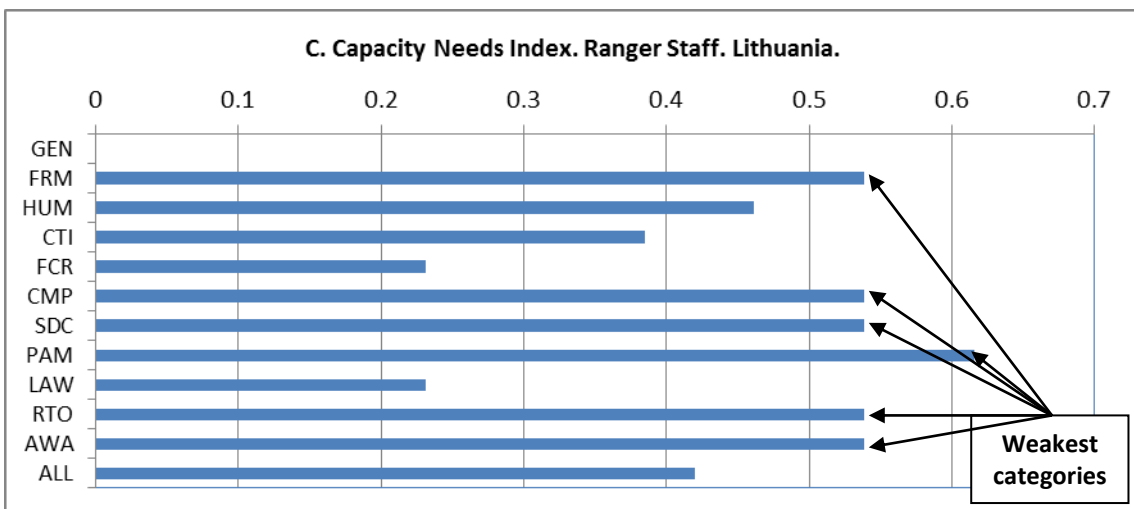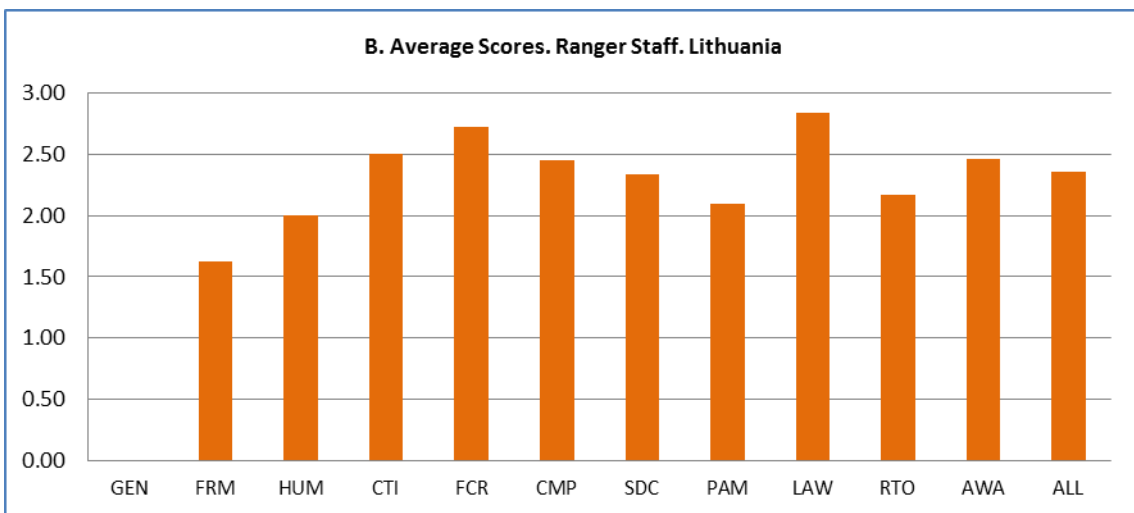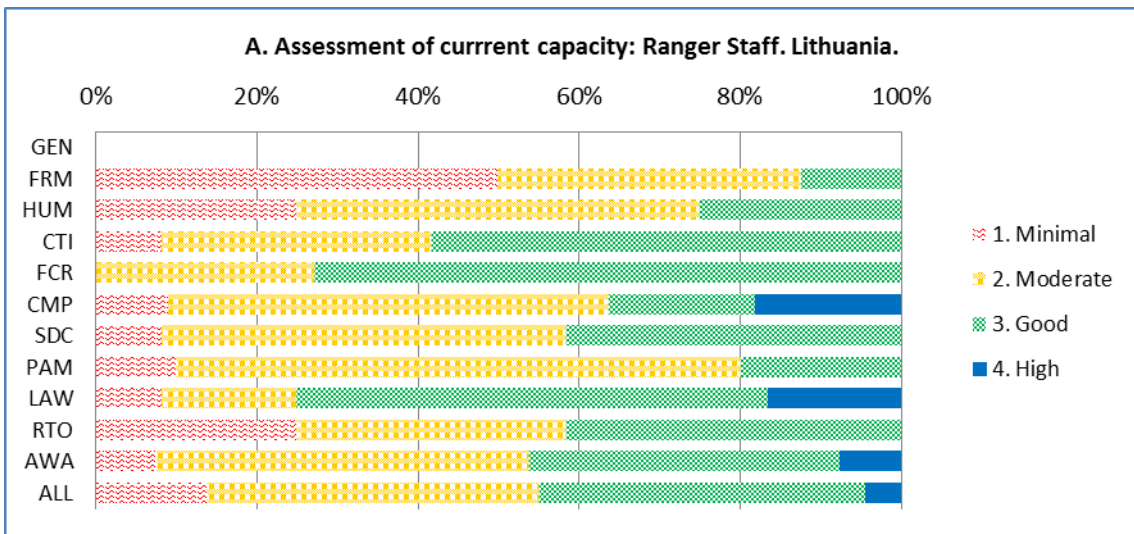
OBSERVATIONS

This appears to be the weakest sector in terms of capacity, with less than 50% of assessments in the two strongest bands. Several categories are significantly weak.

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

17

5 CONCLUSIONS

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

- Lithuania is the only country in the regional survey that has a comprehensive strategy and plan for development of the capacity of protected area staff at all levels. This could serve as an important model for other countries, where development of such a strategy and plan is recommended by the current project.

- The main issue for Lithuania appears to be finding the means and resources for implementation of the plan, which appears to be mainly dependent on external funding.

- There are still some significant gaps in competence among PA staff in Lithuania, but these may be explained by the fact that the capacity development plan is in its early stages of implementation, and has been suspended in 2013.

- Half of protected area staff in Lithuania fall into the 'middle management/technical' level, suggesting that the workforce is dominated by well-educated individuals with technical responsibilities. 10% are classified as rangers and 9% as senior managers.

- An impressive programme of training has been developed and delivered in the past three years, aimed at all grades of protected area staff and covering a wide range of subjects identified in a needs analysis. No assessment of the quality or impact of this training has been received. However, the coverage of the training appears to have been quite patchy. Some administrations have benefited from more than ten times as much training per person as others. Furthermore, investment in the training programme peaked in 2012, but the budget for 2013 has been very small. It appears that the programme has been largely dependent on project funding; further efforts are need to find ways to ensure that the exemplary investment in a long term structured training programme are sustained.

- Overall, the strongest capacity is at the Senior Manager level, capacity at middle manager/technical level is quite good, but at ranger level, capacity is moderate to weak.

- The top six priorities for future training identified by respondents are shown in Table 7.

Table 7 Priority future training topics identified from the competence assessments.

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

- Managers consider that most staff should benefit from between 1 and 10 days training per year.

- There was a near universal consensus among respondents that the best modes of training for PA staff were (in order) of priority.

  1. Exchanges and study visits with other Protected Areas

  2. Short Formal Training Courses (<1 week)

  3. Informal learning in the work place with more experienced colleagues

There was very little interest in e-learning or various forms of distance learning or self-directed learning.

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

18

6   RECOMMENDATIONS

Based on the results of the survey the following recommendations are made.

REGIONAL RECOMMENDATION

1. CONSIDER ADOPTION OF THE LITHUANIAN MODEL FOR DEVELOPMENT OF A LONG TERM CAPACITY DEVELOPMENT STRATEGY AND PROGRAMME FOR PROTECTED AREA STAFF.

The experience of Lithuania should be shared elsewhere in the region, particularly in those countries where development of such a strategy is recommended.

1.1   ProPark should examine in more detail the process and outputs of the strategy development programme.

1.2   Where appropriate, the framework should be adapted and promoted in other countries.

OVERALL NATIONAL RECOMMENDATION

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

It may be necessary to shift the emphasis and understanding of capacity development from training to learning. There are numerous ways in which staff can improve their skills and knowledge apart from attending training courses; the high educational level of Lithuania's protected area workforce makes this approach particularly attractive.

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

GENERAL NATIONAL RECOMMENDATIONS

3. SECURE RESOURCES TO IMPLEMENT THE NATIONAL TRAINING PROGRAMME

This is an obvious recommendation, but it would be a waste to lose the momentum that has been gained. The following specific recommendations should be considered (alongside recommendation 3 below)

3.1   Seek a secured budget for a minimum (baseline) level of annual training.

While it may not be realistic to obtain central funding for the whole programme, it may be possible to secure funding based on a norm for training for all PA personnel (for example 3 days per person per year).

3.2   Seek new funding to support the current training programme

This is easier said than done, but it could be worthwhile to explore other options (if not done so already). For example

- Identify new sources of project funding
- Seek private sector sponsorship for certain programmes
- Develop partnerships with NGOs that can raise their own funding.

4. REDUCE COSTS BY DIVERSIFYING AND BUILDING INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT

It should be recognised that capacity development is much more than training, and that formal training courses are one of the most expensive ways to build capacity. The following recommended measures are intended to help create 'learning organisations' that promote capacity development through diverse means.

4.1   Appoint capacity development/training officers to promote a range of learning opportunities for staff.

These positions could be established from among existing personnel in offices of the State Service for Protected Areas, and in major protected areas. This person should be responsible for identifying and mobilising a wide range of 'self – help' measures through which staff can improve their skills and knowledge, beyond formal training. The role should include

- Organising and coordinating formal training events (when resources are available)
- Providing and sharing information about training opportunities.

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

19

- Ensuring that basic learning resources are available in protected areas. Ideally, it should be possible to provide computers and Internet access, but even access to basic library of wildlife identification materials and copies of manuals and textbooks can make a difference.

- Establishing mentoring systems within protected areas, where more experienced staff are required to mentor and guide newer, less experienced staff.

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

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

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

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

4.2   Seek resources for improving access by staff to learning opportunities and materials

Staff can be encouraged to learn and build their skills if they have access to good learning materials and opportunities. Although these approaches to learning were not favoured by respondents to the questionnaire, they can be very effective would be much less expensive than formal training courses. Specific actions could include

- Improving access to the internet and online learning materials.

- Translate key materials (e.g. IUCN good practice guidance) into the national language. This may be quite expensive, but it may be possible to obtain support for translations.

- Development of online training courses

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

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

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

Many of the training requirements for protected area staff in Lithuania have been addressed in the national training strategy, but this assessment has revealed some specific weaknesses and gaps.

5. BUILD CAPACITY IN APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

This was the major weakness among senior managers, and is not covered in the existing programme, although biodiversity conservation is the prime function of all protected areas (as recognised by IUCN). These skills should not be overlooked in future training: conservation biology is a fast moving science and as the threats to species and ecosystems intensify, so these skills become more important.

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

5.1   A model course in applied management oriented conservation management should be developed and piloted for inclusion in the national training programme.

5.2   Encourage universities to develop courses and modules in applied conservation biology.

One possible way to build capacity in this area would be for universities to provide suitable training not only for those in higher education, but on a modular basis to protected area staff.

6. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

The results of the assessments clearly show that this is also a gap in capacity, but rather than developing a new course it may be possible to update courses in the existing programme

6.1   Revise courses in the current training programme to ensure adequate coverage of community issues.

The courses most likely to be affected are:

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

20

- Communication and cooperation.
- Control of protected areas and preventive measures.
- Services and awareness-raising.

7. ENSURE THAT TRAINING AND CAPACITY DEVELOPMENT OPPORTUNITIES ARE MADE AVAILABLE TO RANGERS AND FIELD STAFF

This group appeared to have lowest capacity in the opinion of the managers who responded to the questionnaire. As previously mentioned, improving many of the capacities does not necessarily require formal training courses. Rangers are an ideal focal group for many of the activities proposed under recommendations 2 and 3.

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

An alternative (and possibly cheaper) option to training courses for senior staff is to organise a series of facilitated one-day seminars for senior staff (possible to coincide with scheduled meetings). Topics should be agreed with the participants, but should cover new approaches and techniques for PA management.

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

21

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>
</table>

<table>
<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>
</table>

<table>
<tr><td colspan="4">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>The institution has a training budget</td><td align="center">YES</td><td align="center">NO</td><td></td></tr>
<tr><td>Year</td><td colspan="3">Amount of budget   Main uses of budget</td></tr>
<tr><td>2011</td><td colspan="3"></td></tr>
<tr><td>2012</td><td colspan="3"></td></tr>
<tr><td>2013</td><td colspan="3"></td></tr>
</table>

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

22

B3. SKILLS AND EXPERIENCE. COMPETENCE ASSESSMENTS FOR EACH LEVEL OF STAFF

Please complete the following table, which is an assessment of the current skills and experience of personnel conducting protected areas work at different levels.

For each skills category and staff level please enter a rating of 0-4 as follows

0 = Staff at this level do not need these skills.

1 = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.

2 = Staff at this level need these skills and have some competence in them: Further training and development are needed

3 = Staff at this level need these skills and have good competence in them: Periodic updating only is needed.

4 = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.

STAFF CATEGORY.	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
SKILLS CATEGORY	*Assessment 0,1,2,3 or 4*				
GENERAL SKILLS (GEN). General skills require for any job. Commitment, motivation, positive attitude, honesty, teamwork etc.					
FINANCIAL & RESOURCES MANAGEMENT (FRM). Management and organisation of finances, assets and equipment for the protected area.					
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT. (HUM). Directing, managing, organising and capacity building for staff and others working in the PA					
COMMUNICATION TECHNOLOGY AND INFORMATION (CTI). Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.					
FIELD CRAFT AND PRACTICAL SKILLS (FCR). Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.					
CONSERVATION ASSESSMENT PLANNING & MANAGEMENT (CMP). Identifying, surveying and monitoring species and ecosystems. Identifying the need for and carrying out specific actions for the protection and conservation of species, habitats and ecosystems.					
SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC). Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable					

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

23

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

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

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

B. MODES OF TRAINING AND LEARNING

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

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

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

3: Highly effective and suitable

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

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

C2. ALLOCATION OF TIME FOR TRAINING AND DEVELOPMENT

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

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

C. OTHER COMMENTS

Please add any further comments or suggestions

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

25