



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

MOLDOVA

Compiled by

Michael R Appleton

Alina Ioniță

Ruxandra Nițu

Erika Stanciu

National consultant

Alexandru Rotaru

2015

Contents

Acknowledgements	3
Compilers	3
Suggested citation	3
Abbreviations used in the text	3
1 Summary	4
1.1 Main conclusions	4
1.2 Recommendations	5
2 Background and purpose of the survey	8
3 Method	8
3.1 Selection of participating countries	8
3.2 Design of the questionnaire	8
3.3 Completion of the questionnaire	10
4 Results	10
4.1 Overview of protected areas and capacity development in Moldova	10
4.2 Coverage of the questionnaire	12
4.3 Training	13
4.3.1 Recent training provision	13
4.3.2 Topics of training	13
4.3.3 Training providers	14
4.3.4 Ideal training provision	14
4.3.5 Future training priorities	14
4.3.6 Modes of learning and training	15
4.3.7 Funding for training	15
4.4 General assessments of competence by managers of personnel in their organisations (General Questionnaire)	16
5 Conclusions	20
6 Recommendations	21
Annexes	28
1. General Questionnaire	28

ACKNOWLEDGEMENTS

The preparation and publication of this report was supported by the German Federal Agency for Nature Conservation (Bundesamt für Naturschutz: BfN) as a component of the project 'Capacity Building Plans for Efficient Protected Area Management in Eastern Europe' (Number: Z1.3-544 11-63/12 (FKZ: 3512 82 1800)).

The following national consultant supervised the completion of the questionnaires in Moldova and collated the results for processing: Alexandru Rotaru.

The following contributed to planning and steering committee meetings and provided invaluable advice and comments in support of the regional surveys.

Rolands Auzins, Regional Director, Nature Conservation Agency, Latvia.

Grazia Borrini-Feyerabend, Global Coordinator of the ICCA Consortium, Switzerland.

Boris Erg, Director of IUCN Programme Office for Southeastern Europe, Serbia.

Naik Faucon, Atelier Technique des Espaces Naturels (ATEN), France.

Ralf Grunewald, German Federal Agency for Nature Conservation (BfN), Germany.

Michael Jungmeier, Klagenfurt University, Austria.

Jan Kadlečik, State Nature Conservancy of the Slovak Republic.

Hanns Kirchmeir, E.C.O Institut für Ökologie/University of Klagenfurt, Austria.

Maria Munnoz, Fundacion Interuniversitaria Fernando Gonzales Bernaldez, Spain.

Tamara Pataridze, Agency of Protected Areas, Georgia.

Carol Ritchie, Director, EUROPARC Federation, Germany/Scotland.

Sebastian Schmidt, Michael Succow Foundation/Greifswald University, Germany.

Andrej Sovinc, WCPA Regional Vice Chair for Europe/ Head of Secovlje Salina Nature Park, Slovenia.

Gisela Stolpe, German Federal Agency for Nature Conservation (BfN), Germany.

Irina Zupan, State Institute for Nature Protection, Croatia.

COMPILERS

Michael R Appleton is a consultant specialising in protected areas.

Alina Ionita, Ruxandra Nitu and Erika Stanciu work for the ProPark Foundation for Protected Areas, based in Brasov, Romania. <http://propark.ro/en/despre-noi.html>.

SUGGESTED CITATION

Appleton, M.R., Ionita, A., Nitu, R., Rotaru, A. & Stanciu, E. (2015). *Assessment of capacity development needs of protected area staff in Eastern Europe; Moldova*. ProPark Foundation, Brasov.

ABBREVIATIONS USED IN THE TEXT

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

1 SUMMARY

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

In Moldova 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

- Overall, the strongest capacity is at the Senior Manager level, capacity at middle manager/technical level and the ranger level is much weaker.
- The fact that most PAs in Moldova are managed by the National Forest Agency (which since 2013 has its own protected area unit) is a major opportunity for building capacity through a single, relatively well resourced institution. The foresters responsible for these areas currently have relatively little knowledge or experience in PA management.
- The staff of Moldova's five Scientific Reserves include some well-educated and experienced specialists with good individual capacity.
- Most of the remaining PAs in the country have no staff or administrative body and are largely 'paper parks'. Because of this it was not possible to use the questionnaires for these sites; the result is that the overall results are undoubtedly an overestimation of true capacity.
- The new National Park at Orhei (the first national park in the country) currently has no appointed administration; once the staff are appointed an intensive programme of training will be necessary for them.
- Until now almost all relevant training in Moldova has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic programme of training for protected area personnel, although the recent approval of a foundation course by the National Forestry Agency is an important start.
- Based on the results of the questionnaires, there are still many gaps significant gaps in competence among PA staff in Moldova, particularly in technical aspects of the work. Managers are aware of the need for 'newer' protected area skills (for example in tourism and awareness) as well as more conventional skills such as law enforcement.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 8.

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

	Senior Managers	Middle Managers and Technical Staff	Rangers and Field Staff
1	Protected Area Planning and Management	Conservation Management	Awareness and Education
2	Financial and Resources Management	Protected Area Planning and Management	Conservation Management
3	Conservation Management	Law Enforcement Recreation and Tourism Awareness and Education	Recreation and Tourism

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

4	Human Resource Management Awareness and Education	Law Enforcement
5		Communication and Technology

- Managers consider that most staff should benefit around 5 days training per year for senior and middle management staff and 10 days for rangers. This is significantly less than the assessment in other countries.
- 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. Work place learning (for rangers)

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

GENERAL NATIONAL RECOMMENDATIONS

1. BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT

1.1 Appoint a capacity development/training officers in PAs with their own administrations (Scientific Reserves and Orhei National Park) and in Moldsilva to promote a range of learning opportunities for staff.

1.2 Train capacity development officers in training techniques and in delivery of approved courses

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

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

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

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

2.2 Translate key materials (e.g. IUCN good practice guidance) into the national language and improve contacts with Romania so that materials and resources can be shared in the Romanian language.

2.3 Ensure that visiting experts and consultants share their skills and knowledge when they work in protected areas.

3. BUILD CAPACITIES OF FORESTRY TRAINING INSTITUTIONS FOR PROTECTED AREA MANAGEMENT TRAINING

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

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

4. FOCUS INVESTMENTS FROM INTERNATIONAL DONORS ON PRIORITY NEEDS

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

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

4.3 Develop specific proposals for capacity development initiatives.

5. IMPROVE INSTITUTIONAL SUPPORT FOR CAPACITY DEVELOPMENT

5.1 All PA authorities should allocate a secured budget for a minimum (baseline) level of annual training.

5.2 PA agencies should seek new funding to support the current training programme

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 team.

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

7. CONTINUE TO DELIVER THE MOLDSILVA APPROVED COURSE TO ALL MIDDLE RANKING FORESTERS TO IMPROVE THEIR MANAGEMENT OF PROTECTED AREAS

This course should be offered to all relevant staff, but should also be updated in response to feedback from participants and, where necessary, adapted to the specific needs and approaches taken by trained foresters. It may be necessary to add a section to the course on the interactions (positive and negative) between commercial forestry and the environment.

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

8.1 The Ministry of Environment should prioritise development and implementation of a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.

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

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

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

9.1 Develop and deliver a training programme for APA staff and partners in tourism and recreation,

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

10. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

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

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

Such a course is only likely to be useful if

a) It is designed taking into account the specific context of Moldova 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.

12. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE APA (AND PARTNERS)

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

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

13. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

13.1 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).

13.2 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.

14. 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.

- 14.1 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.
- 14.2 Provide regular updates for field staff on legislation, threats and approaches for reducing illegal activities.

2 BACKGROUND AND PURPOSE OF THE SURVEY

This report is a component of the project '*Capacity Building Plans for Efficient Protected Area Management in Eastern Europe*', implemented by the ProPark Foundation², based in Braşov (Romania) and funded by the German Federal Agency for Nature Protection, the Bundesamt für Naturschutz (BfN). The project's overall objective is to support and coordinate the development of national and regional plans for capacity building for implementation of the Convention on Biological Diversity (CBD) Programme of Work on Protected Areas (PoWPA) in Eastern Europe. The expected project outputs are:

1. Two or three national and one subregional capacity building plans, accepted by the relevant national institutions, committed to take the lead in implementing and further developing them.
2. Protected area capacity development curricula proposal developed, and discussions initiated with countries on possibilities to have it standardized across the region.
3. Steps and resources identified for certification of the protected area training/capacity development programmes initiated through the project.
4. At least two training of trainers workshops (with a focus on didactic skills, resources available and objectives of the entire programme).
5. Active network of protected area specialists involved in the capacity development programmes as trainers/mentors.
6. Centres of good practice for protected area capacity development identified and promoted (if existing).
7. Funding possibilities identified in the region and recommendations developed for national authorities on possibilities to develop sustainable financing for the capacity development programmes.

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

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

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

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

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

3.2 DESIGN OF THE QUESTIONNAIRE

The General Questionnaire was designed to be completed by senior staff members representing protected areas or managing agencies and to provide a national overview of protected areas and capacity development. The questionnaire has three main sections, as shown in Table 2. See Annexe 1 for the full questionnaire.

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

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

Table 2 Sections of the General Questionnaire

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

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

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

In Section B3 of the questionnaire, respondents were asked to assess the competence of five levels of staff in the protected area(s) he/she represented against each of 11 skills categories shown in Table 3.

Table 3 Skills categories used in the questionnaire

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

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

Competence assessments were carried out using a standard numerical scale, as shown in Table 4.

Table 4 Assessment scale for competence

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

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

3.3 COMPLETION OF THE QUESTIONNAIRE

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

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this, a sample of PAs would be identified for completion of the questionnaires.
- To participate in a brief online training session concerning the questionnaire and how they should be applied.
- To translate the questionnaire, supporting materials and the project description into the national language.
- To conduct field visits and/or phone interviews and collect information for the training needs assessment.
- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff.
- To collate and submit the collected information to the project management team.

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREAS AND CAPACITY DEVELOPMENT IN MOLDOVA

Information from the report of national consultant Alexandru Rotaru.

The protected area system of Moldova currently covers 312 sites, with an area of 189,385.9 ha, or around 5.61% of the area of the country (Table 5). Most protected areas are in the forest estate and are managed by Moldsilva, the national forest agency. Some of these (mostly Scientific Reserves) have their own management bodies, while the remainder are managed by forestry staff within the regional Forestry Directorates. Outside the forest estate, many smaller PAs are the responsibility of local public administrations, but do not have staff or management units. The recently established Orhei NP is planned to have its own administration.

Table 5. Protected areas of Moldova

Category	Number	Area (ha)
Scientific Reserves	5	19,378.00
National park	1	33,972.09
Natural Monuments	130	2,907.20
Nature Reserves	63	8,009.0

Landscape Reserve	41	34,200.00
Resource Reserve	13	523.00
Multifunctional Management Area	34	1,030.40
Landscape Monument	21	304.90
Wetland of International Importance	3	94,705.50
Zoological garden	1	20.00
Botanical gardens	2	104.00
TOTAL	312	189,385.9

Capacity building activities in PA's are usually part of donor-funded projects, and are provided on an occasional basis. Very often, capacity building activities are attended by representatives from the central level (usually Ministry of Environment) and not by staff from the field. While staff from Scientific Reserves may be invited to seminars, workshops or conferences, staff responsible for PA's from the forest agency are usually rarely invited. All of the people interviewed in this initiative mentioned only the training provided by UNDP/GEF project in 2012.

Although there are university courses in the domain of PA management, there are no official training courses approved at the central level. There is, however one 'certified' training course in PA planning and management: a 20-hour '*Induction course in the domain of Protected Areas*' and its associated materials were developed by ProPark in 2011-2012 within the framework of UNDP/GEF project 'Improving coverage and management effectiveness of the protected area system'. The training course was delivered during 2012 to representatives of PA management authorities, academia, and staff from scientific reserves and forest enterprises responsible for management of protected areas. In May 2013 this course was officially recognised and included in the list of capacity building activities of the Forest Agency Moldsilva.

4.2 COVERAGE OF THE QUESTIONNAIRE

The questionnaire was completed by 13 protected area administrations,

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 Moldova. See Figure 1 and Table 6.

Figure 1 IUCN Categories of PA included in the survey

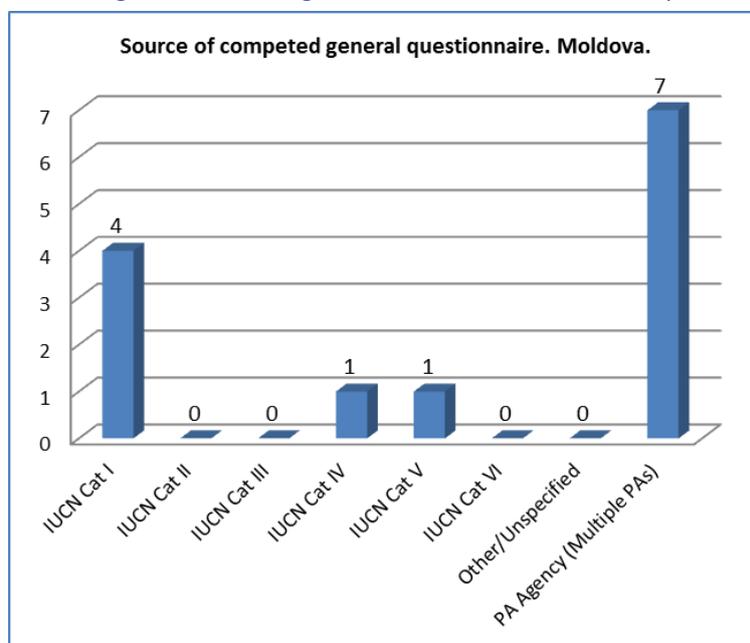
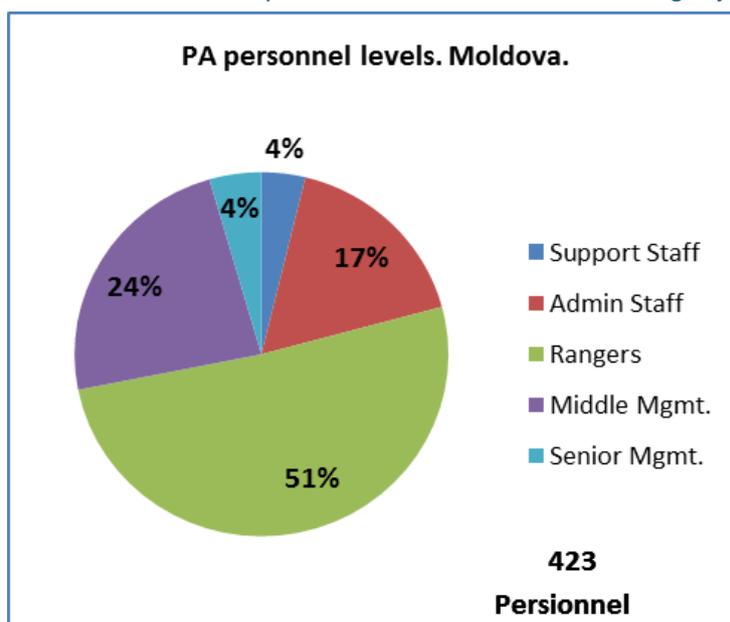


Table 6 Sources of responses to the General Questionnaire in Moldova

Protected Area/ Institution	Protected Area/ Institution
1 Codrii Scientific Reserve	8 Glodeni Forest Enterprise (Responsible for multiple PAs)
2 Plaiul Fagului Scientific Reserve	9 Nisporeni-Silva Forest Enterprise (Responsible for multiple PAs)
3 Padurea Domneasca Scientific Reserve	10 Silva-Sud Forest Enterprise (Responsible for multiple PAs)
4 Prutul de Jos Scientific Reserve	11 Tighina Forest Enterprise (Responsible for multiple PAs)
5 Moldsilva (National) Forestry Agency	12 Hincesti-Silva Forest Enterprise (Responsible for multiple PAs)
6 Calarasi Forest Enterprise (Responsible for multiple PAs)	13 Lower Prut Wetland of International Importance
7 Edinet Forest Enterprise (Responsible for multiple PAs)	

The 13 respondents to the General Questionnaire reported that they employ 423 personnel. The distribution of personnel between job categories is shown in Figure 2. This shows that the majority of employees fall into the category of rangers and field staff.

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



The reported staff numbers represent a staffing density of 7.75 personnel per thousand hectares of protected area, compared to a regional average of 1.16 per 1,000 hectares. Most protected areas are managed integrally by the National Forestry Agency, and therefore the total staff numbers provided are the total staff of the forest districts where protected areas are situated.

4.3 TRAINING

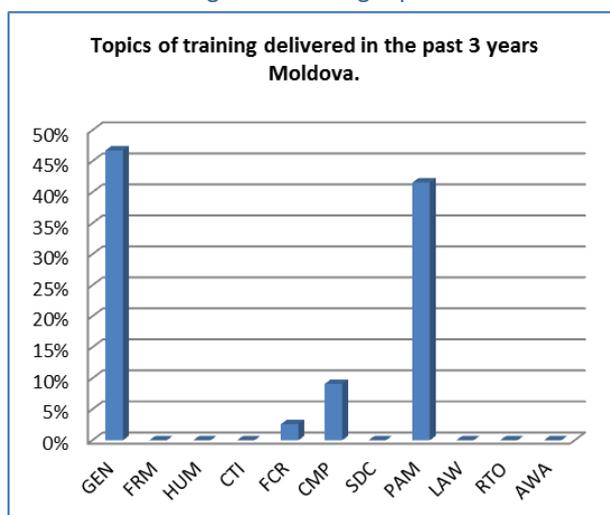
4.3.1 RECENT TRAINING PROVISION

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 Moldova received just 0.27 training days per person per year. This figure is very low compared to the regional average of 3.3 days.

4.3.2 TOPICS OF TRAINING

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

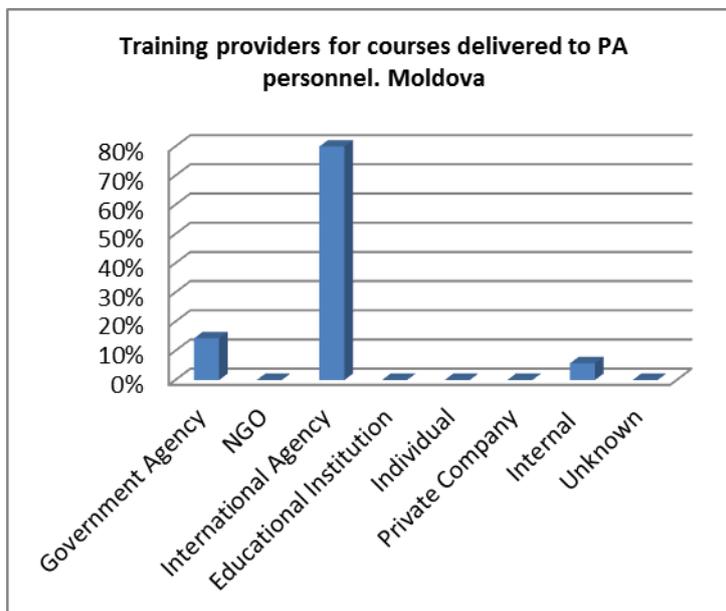
Figure 3 Training topics



4.3.3 TRAINING PROVIDERS

Figure 4 shows the relative proportions of the different training providers reported, showing that nearly 80% of training has been delivered through international projects.

Figure 4 Training providers



4.3.4 IDEAL TRAINING PROVISION

Respondents to the General Questionnaire were asked to suggest an ideal number range of annual training days for personnel at different levels. The results are shown according to ranked preferences in Figure 5. These show that in general, managers consider that most staff require around 5 training days per year. This is markedly less than in other countries in the survey, but still far in excess of the current provision.

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

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

4.3.5 FUTURE TRAINING PRIORITIES

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

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

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

Figure 7 Preferred modes of training

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

4.3.7 FUNDING FOR TRAINING

No budgets for training were reported.

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

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

Each set of assessments is summarised in three graphics.

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

Table 7 Colour coding used for competences

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

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

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

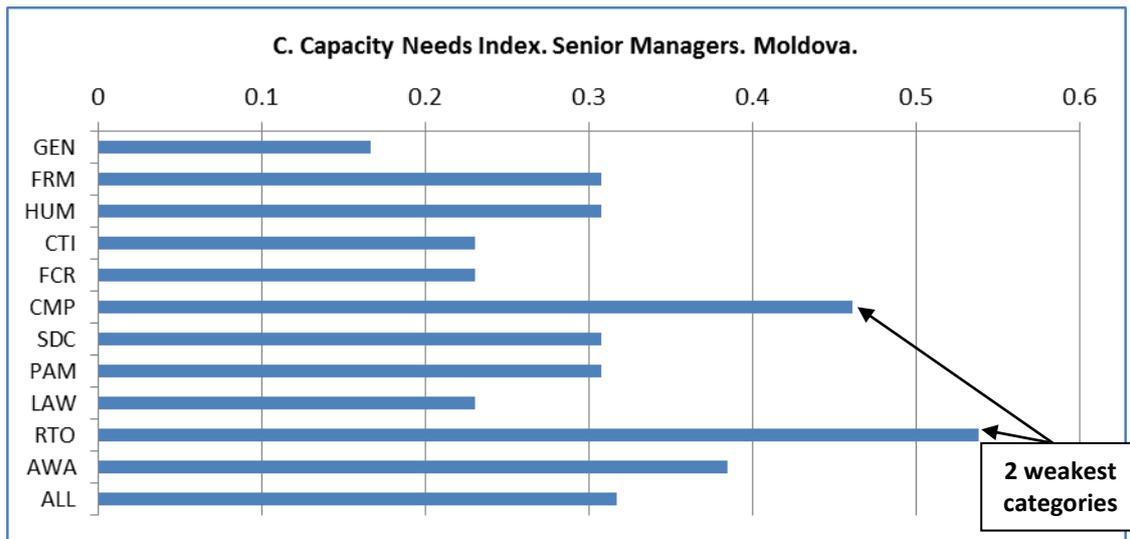
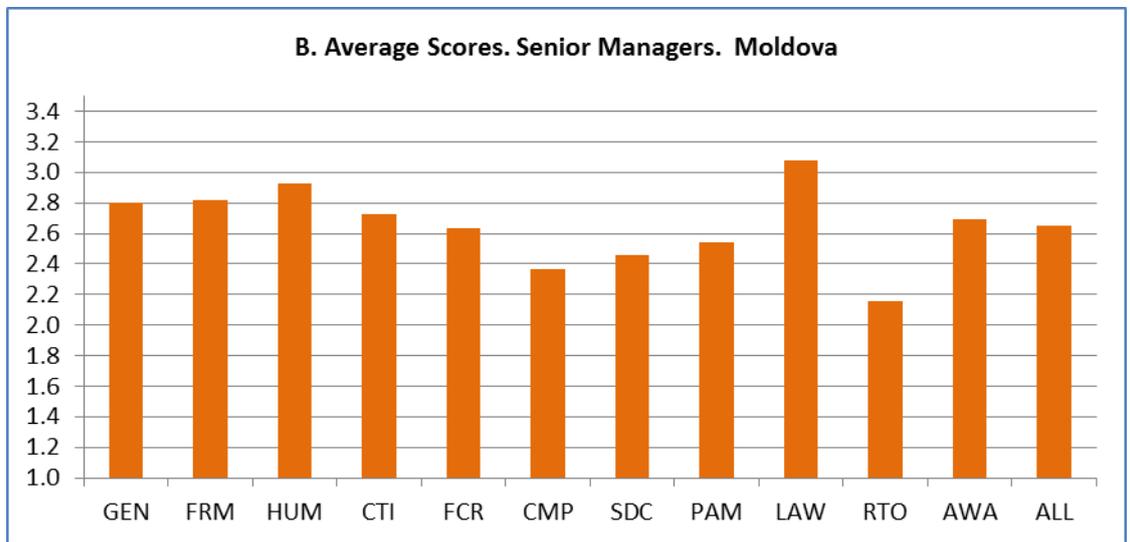
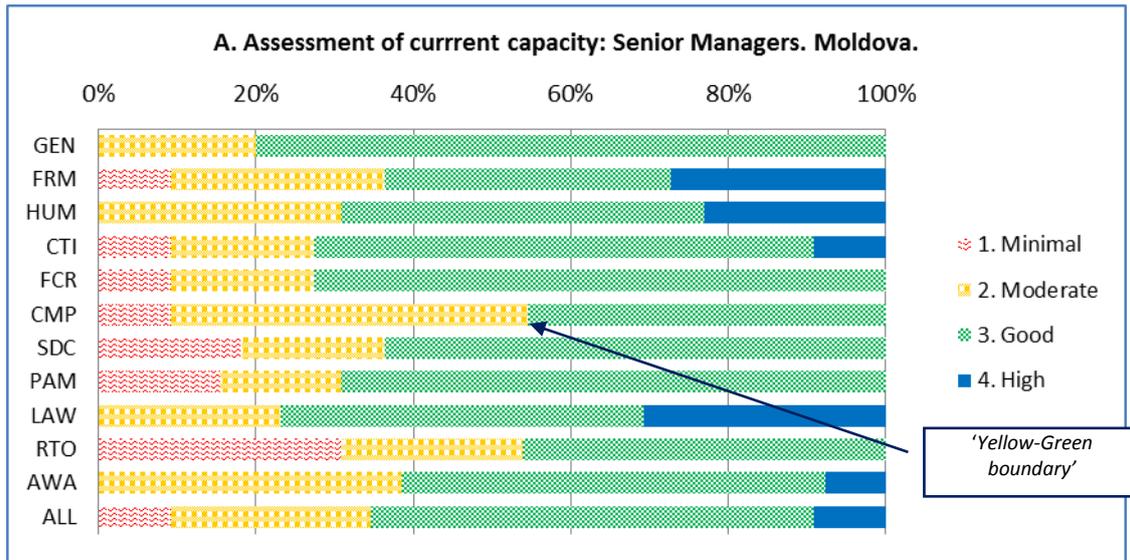
<p>CAPACITY NEEDS INDEX (CNI) =</p> <p>Proportion of responses that assess the skills category as relevant * Proportion of responses that assess competence in the skills category as either 1 (Little or no competence) or 2 (some competence).</p>

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.

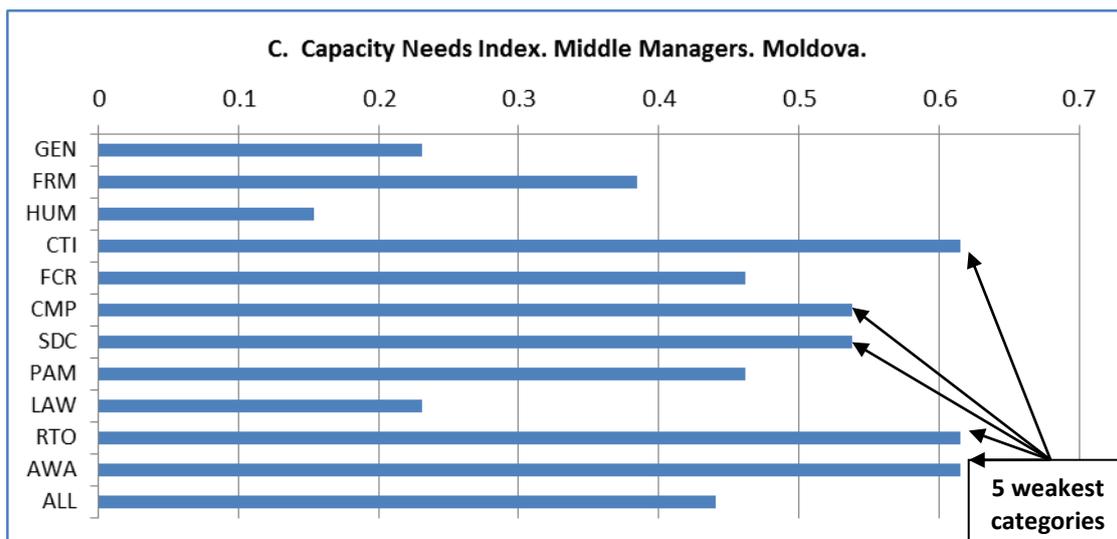
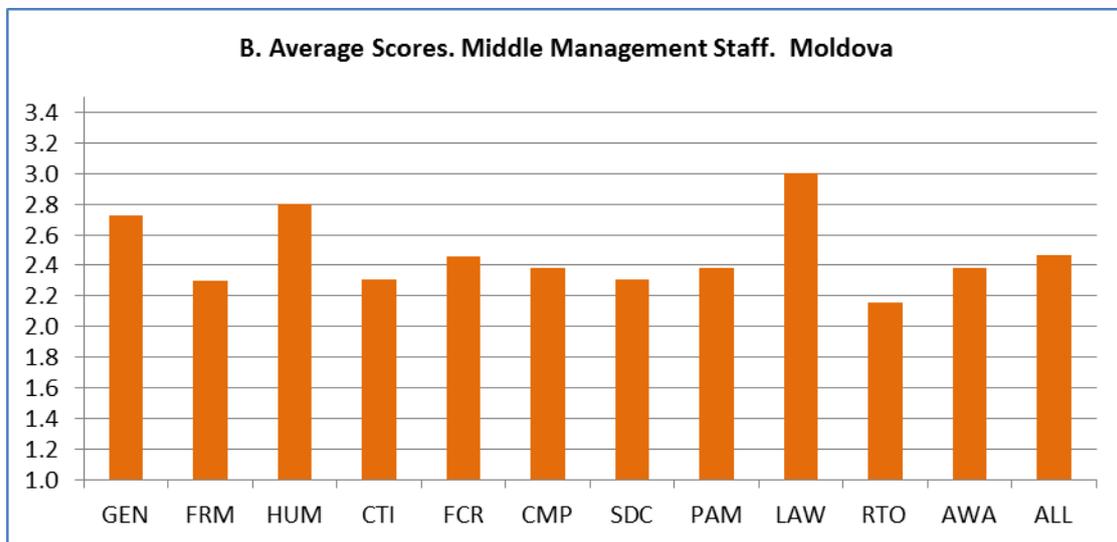
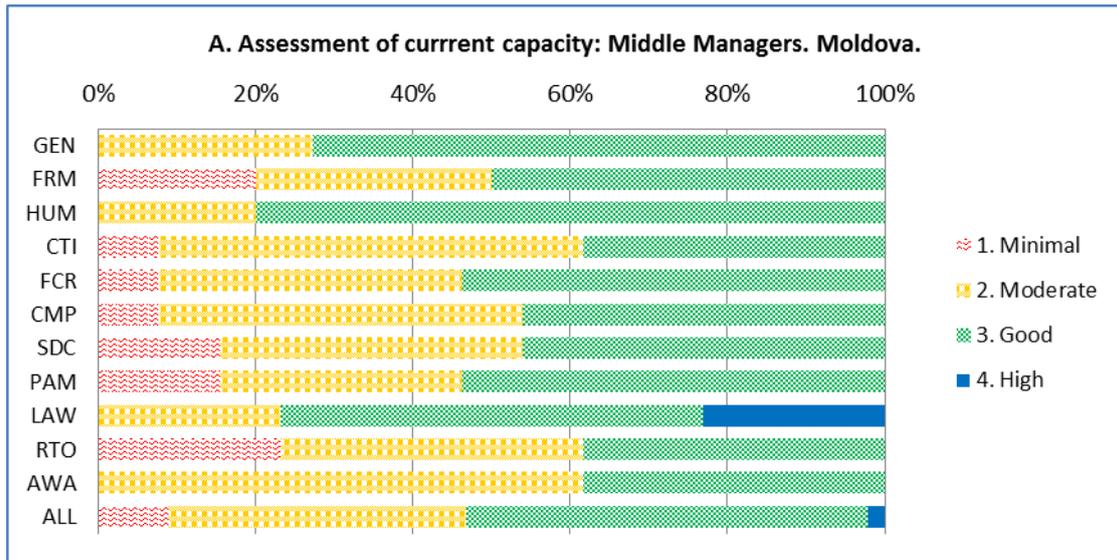
GENERAL ASSESSMENTS OF COMPETENCE IN PROTECTED AREAS: SENIOR MANAGERS



OBSERVATIONS

Overall, confidence in the competence of senior managers is quite high; nearly 70% of the responses were in the strongest two assessment bands. However, it should be borne in mind that the assessors come from this group. Two very important categories are significantly weak: conservation management, and recreation and tourism.

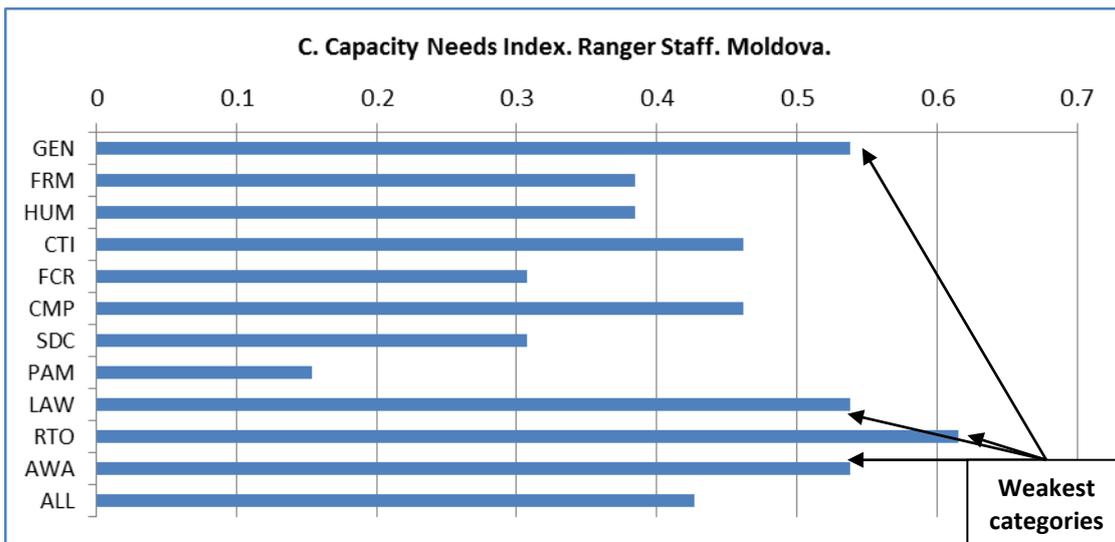
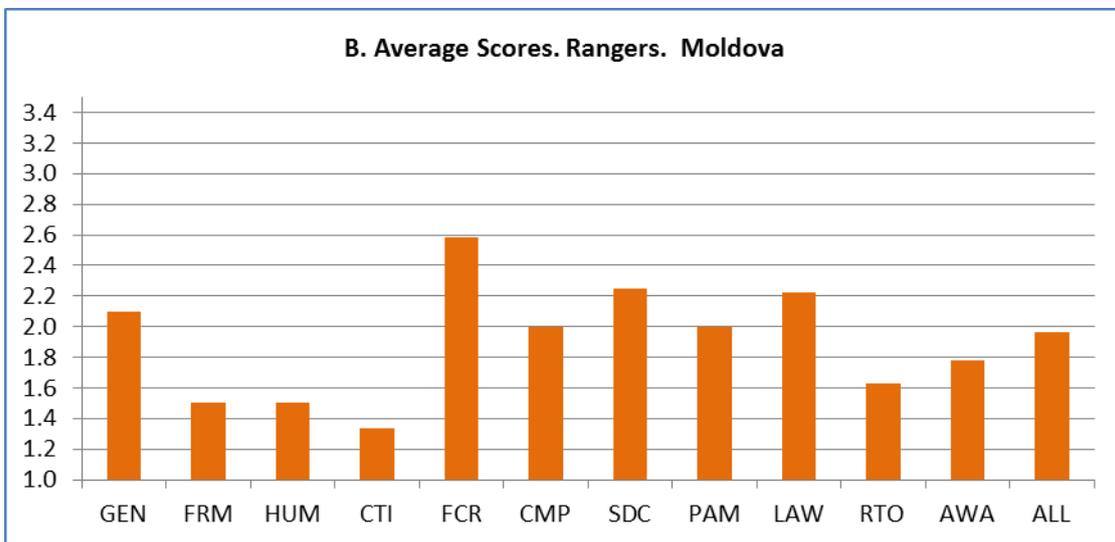
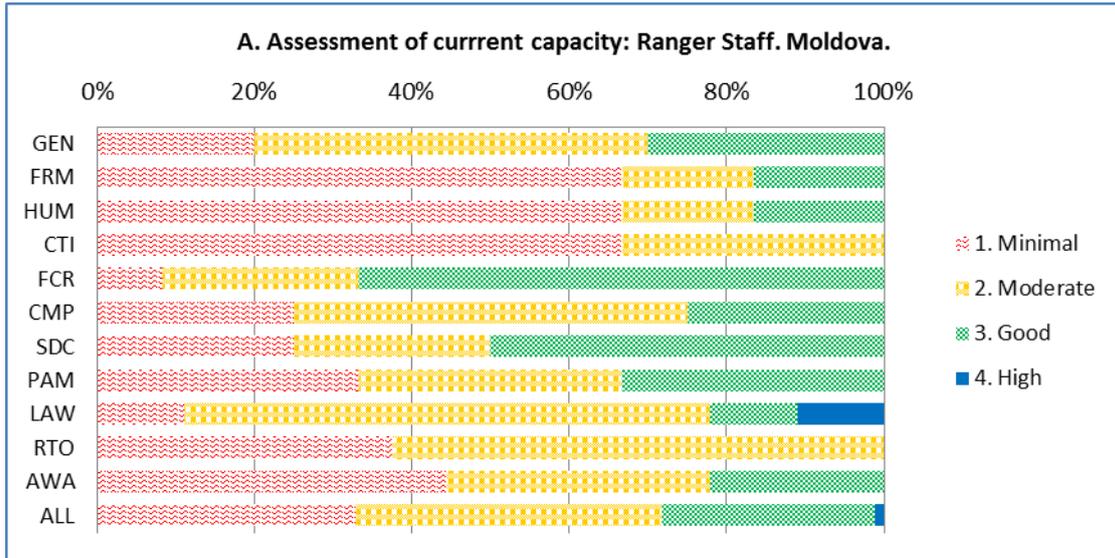
GENERAL ASSESSMENTS OF COMPETENCE: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows only moderate levels of confidence by the assessors in the capacity of middle management and technical staff. There are several major weaknesses, suggesting that staff at this level require comprehensive capacity development in most technical aspects of PA management.

GENERAL ASSESSMENTS OF COMPETENCE: RANGERS AND FIELD STAFF



OBSERVATIONS

This appears to be the weakest sector in terms of capacity, with around 70% of assessments in the two weakest bands. Several categories are significantly weak, indicating an overall need for training, not only in ‘conventional’ ranger skills such as law enforcement, but also categories such as tourism and awareness.

5 CONCLUSIONS

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

- Overall, the strongest capacity is at the Senior Manager level, capacity at middle manager/technical level and the ranger level is much weaker.
- The fact that most PAs in Moldova are managed by the National Forest Agency (which since 2013 has its own protected area unit) is a major opportunity for building capacity through a single, relatively well resourced institution. The foresters responsible for these areas currently have relatively little knowledge or experience in PA management.
- The staff of Moldova's five Scientific Reserves include some well-educated and experienced specialists with good individual capacity.
- Most of the remaining PAs in the country have no staff or administrative body and are largely 'paper parks'. Because of this it was not possible to use the questionnaires for these sites; the result is that the overall results are undoubtedly an overestimation of true capacity.
- The new National Park at Orhei (the first national park in the country) currently has no appointed administration; once the staff are appointed an intensive programme of training will be necessary for them.
- Until now almost all relevant training in Moldova has been delivered on an *ad hoc* basis through internationally funded projects. There is no systematic programme of training for protected area personnel, although the recent approval of a foundation course by the National Forestry Agency is an important start.
- Based on the results of the questionnaires, there are still many gaps significant gaps in competence among PA staff in Moldova, particularly in technical aspects of the work. Managers are aware of the need for 'newer' protected area skills (for example in tourism and awareness) as well as more conventional skills such as law enforcement.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 8.

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

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

- Managers consider that most staff should benefit around 5 days training per year for senior and middle management staff and 10 days for rangers. This is significantly less than the assessment in other countries.
- 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. Work place learning (for rangers)

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

6 RECOMMENDATIONS

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

GENERAL NATIONAL RECOMMENDATIONS

1. BUILD INTERNAL CAPABILITY FOR CAPACITY DEVELOPMENT

Reliance on international support for training is neither sustainable nor efficient, and it is unlikely that very large annual budgets will be available internally for capacity development. There is therefore a need to develop cost effective ways to build capacity internally.

1.1 Appoint a capacity development/training officers in PAs with their own administrations (Scientific Reserves and Orhei National Park) and in Moldsilva to promote a range of learning opportunities for staff.

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

- Organising and coordinating formal training events (when resources are available)
- Providing and sharing information about training opportunities.
- Ensuring that basic learning resources are available in protected areas. Ideally, it should be possible to provide computers and Internet access, but even access to basic library of wildlife identification materials and copies of manuals and textbooks can make a difference.
- Establishing mentoring systems within protected areas, where more experienced staff are required to mentor and guide newer, less experienced staff.
- Identifying expertise within the protected area (and the protected area network) and making use of those with high levels of skills to train newer, less experienced staff.
- Organising regular informal training and learning sessions where staff can discuss and share their skills, provide updates on new policies, laws, regulations, technical advances etc.
- Ensuring that all visiting experts and researchers to the protected area are required to deliver a training session or seminar as part of the conditions of their permission to work there.
- Ensuring that good records are kept of training and capacity development.

1.2 Train capacity development officers in training techniques and in delivery of approved courses

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

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

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

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

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

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

2.2 Translate key materials (e.g. IUCN good practice guidance) into the national language and improve contacts with Romania so that materials and resources can be shared in the Romanian language.

2.3 Ensure that visiting experts and consultants share their skills and knowledge when they work in protected areas.

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

3. BUILD CAPACITIES OF FORESTRY TRAINING INSTITUTIONS FOR PROTECTED AREA MANAGEMENT TRAINING

Since most protected areas are managed by the forestry agency, the most effective long term strategy for improving capacity would be to ensure that compulsory modules are included in all relevant educational programmes for foresters at all levels. The following specific measures are recommended.

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

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

4. FOCUS INVESTMENTS FROM INTERNATIONAL DONORS ON PRIORITY NEEDS

Although reliance on international support is not sustainable in the long term, where such support is available best use should be made of it. Very often international project are designed with capacity building components that are project focused and do not reflect national needs or priorities. The following specific recommendations should be considered (alongside recommendation 3 below).

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

Such investments might include

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

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

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

4.3 Develop specific proposals for capacity development initiatives.

Support should be sought for specific programmes, especially for the staff of new protected areas such as Orhei National Park.

5. IMPROVE INSTITUTIONAL SUPPORT FOR CAPACITY DEVELOPMENT

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

5.1 All PA authorities should allocate a secured budget for a minimum (baseline) level of annual training.

PA management authorities should budget for training for all PA personnel for at least 3 days per person per year.

5.2 PA agencies should 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 institutions in Romania to enable access by Moldovan staff to capacity development.

SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

The overall level of capacity in Moldova is quite weak across most of the technical categories, and is weakest among rangers and middle managers. The national consultant has indicated that most training events have been attended by more senior staff and by those based in Chisinau, rather than field staff. However he also reported that forester who had attended protected area training courses were not always highly motivated by the subject matter. These findings indicate that capacity development must not only be well targeted, but must be engaging and relevant to the participants. For Moldsilva this may take some time, as they have only recently started investing more time and resources into PA management, and their staff need to 'catch up' with these innovations. If Moldsilva is going to successfully take on the management of Orhei National Park, a major shift in institutional culture and values will be necessary.

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 practical skills, knowledge for all personnel involved in PAs in Moldova. 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 team.
- 6.4 Completion of the course should be certificated and documented in the personnel records of staff.

Table 9 shows a possible curriculum for the course.

Table 9 Possible curriculum for a general staff induction course

Course Title	Protected Area Staff Induction	
Duration	2 days	
Target group	All new ranger, scientific and technical staff with responsibilities in protected areas. All staff who have been employed in the past 3 years.	
Purpose	To ensure that all staff working in protected area have a good understanding of the area, its functions and of basic standards of good and safe practice.	
Assessment	Required attendance for the entire course Written and practical tests.	
Topic		Mode of Delivery
INTRODUCTION Values, purpose and functions of protected areas. Threats to protected areas. Administrative and legal basis and procedures for protected area management. Main conservation and management strategies of protected areas. Functions and duties of protected area staff and partners. Essentials of good personal conduct and environmental practice in the work place.		Lectures, presentations.
OBSERVATION AND COMMUNICATION SKILLS Record keeping and note taking. Basic leadership, team building and motivation. Communicating with stakeholders and visitors.		Presentations with examples. Site based instruction. Practical exercises. Follow up by supervisors.
BASIC FIELD WORK SKILLS First aid. Good environmental practice in the workplace and the field. Emergency response procedures. Fire prevention and firefighting. Safe use, care and maintenance of tools and equipment. Maps, navigation and GPS. Basic boat handling and safety (if necessary). Basic vehicle use and safety (if necessary).		Presentations with examples. Site Based instruction. Follow up by supervisors.

7. CONTINUE TO DELIVER THE MOLDSILVA APPROVED COURSE TO ALL MIDDLE RANKING FORESTERS TO IMPROVE THEIR MANAGEMENT OF PROTECTED AREAS

This course should be offered to all relevant staff, but should also be updated in response to feedback from participants and, where necessary, adapted to the specific needs and approaches taken by trained foresters. It may be necessary to add a section to the course on the interactions (positive and negative) between commercial forestry and the environment.

8. 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. The recent UNDP-GEF project has proposed a national system to be overseen by the Ministry of Environment. It is specifically recommended therefore that

8.1 The Ministry of Environment should prioritise development and implementation of a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.

The system should apply to all PA managing agencies and institutions.

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

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

9. BUILD CAPACITY FOR 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

9.1 Develop and deliver a training programme for APA staff and partners in tourism and recreation,

The programme should be developed in collaboration with the tourism sector and with local service providers around protected areas. An outline curriculum is shown in Table 10.

Table 10 Possible curriculum for a tourism and recreation course

Course	PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS	
Duration	5 days or 2 x 3 day modules.	
Target group	Level 3 and 4 personnel.	
Purpose	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation.	
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.	
Topic		Mode of Delivery
Background		Formal lectures
<ul style="list-style-type: none"> Fundamentals of the tourism industry in Moldova. Legal and administrative basis for tourism and recreation in protected areas. Key concepts in tourism and recreation provision and management. 		Seminars and discussions
Planning and design of recreation activities		
<ul style="list-style-type: none"> Identifying recreation opportunities and design appropriate recreation activities for a protected area. Planning and implementation of recreation surveys to gather information about visitors and the use of the site. 		Presentations by tour operators

<ul style="list-style-type: none"> Identifying potential recreation impacts and design impact monitoring and mitigation systems. 	Group work and exercises
<ul style="list-style-type: none"> Leading the participatory development of plans and programmes for PA based tourism (Eco-tourism, Nature based tourism etc.) 	Study visit to other protected areas
<ul style="list-style-type: none"> Developing business and financial plans and forecasts for tourism and recreation (costs, incomes, fees, ticketing, permits, concessions, franchises etc.). 	
Visitor management	
<ul style="list-style-type: none"> Establishing safety standards and codes of conduct for protected area users. Supervising safety and security of visitors and other users. Responding to emergencies and accidents to visitors. 	
Awareness and interpretation for visitors	
<ul style="list-style-type: none"> Planning and designing awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.). Researching and planning interpretive/tourist/visitor centres and other major infrastructure. Researching, planning, and designing awareness and educational publications, exhibits and signs Researching, planning, and designing special education programmes for schools. Delivering interpretive/ awareness/ educational presentations for visitors, local people and educational groups (talks, guided walks, lectures, audio-visual presentations etc.) 	

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

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

10. 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.

10.1 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 11.

Table 11 Possible curriculum for a community outreach course

Course	Planning and management of community outreach programmes and activities in protected areas	
Duration	5 days or 2 x 3 day modules	
Target group	Staff of the Sustainable Use and Community Outreach Department. Director, Deputy Director and other Department Heads.	
Purpose	To enable staff to work in a participatory way with protected area and surrounding communities to combine sustainable development with achieving the conservation objectives of the protected area.	
Assessment	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.	
Topic		Mode of Delivery
Background		Formal lectures
	<ul style="list-style-type: none"> Communities living in protected areas, corridors and buffer zones. Key concepts and principles relating to communities and sustainable rural development. 	

<p>Survey and Assessment</p> <ul style="list-style-type: none"> • Techniques for gathering and recording information about communities and livelihoods. • Planning and conducting basic social and economic surveys. 	Seminars and discussions
<p>Working with communities</p> <ul style="list-style-type: none"> • Basic communication skills for working with local communities; the participatory approach. • Promoting development of local networks and organizations. • Providing advice on sustainable community based natural resource use and management. • Developing agreements with communities for resource access and use. • Specifying, and evaluating sustainable quotas for natural resource use using scientific methods • Resolving conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions) • Identifying and mobilising sources of assistance, support and finance for local communities. 	<p>Village visits with expert facilitation</p> <p>Group work and exercises</p> <p>Study visit to protected areas</p>

11. 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

- It is designed taking into account the specific context of Moldova and the APA.
- 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.

12. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE APA (AND PARTNERS)

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.

12.1 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.

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

13. 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.

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

This could be developed in association with universities, but it must take have a strong focus on management oriented rather than research based approaches. A possible curriculum is shown in Table 12.

Table 12 Possible curriculum for a conservation biology course

Course	Conservation biology(biodiversity survey, assessment, monitoring and management of species of conservation concern)	
Duration	5 days or 2 x 3 day modules	
Target group	Scientific Staff. Deputy Directors and other Department Heads.	
Purpose	To enable staff to develop and implement scientifically based programmes for active survey, assessment, conservation and monitoring of key species, habitats and ecosystems	
Assessment	Completion of full attendance at all components Completion of a practical assignment Possible written examination	
Topic		Mode of Delivery
Background		Formal lectures
<ul style="list-style-type: none"> Understand key concepts and principles of conservation biology: species, populations, communities, ecosystems. Understand key measures required for the conservation of rare and fragile species and ecosystems. Understand the legal and policy basis for biodiversity conservation nationally and internationally. 		Seminars and discussions
Survey and assessment		Field survey exercises
<ul style="list-style-type: none"> Recognise common and typical vegetation and habitat types, plant and animal species and their signs. Use identification aids and equipment to identify plants and animals. Accurately record and report wildlife observations using standard forms (where available). Conduct and lead scientifically based, taxonomic, habitat and ecosystem surveys and monitoring activities. Analyse, and present interpret survey and monitoring data. 		Group work and exercises
Conservation management and planning		Study visit to protected areas
<ul style="list-style-type: none"> Specify management requirements for conservation of habitats and ecosystems Specify special measures for assisting protection, survival or recovery of key species. Plan, evaluate and supervise management of invasive and problem animals and human wildlife conflict. Specify, and evaluate sustainable quotas for natural resource use using scientific methods Plan, manage and evaluate, long term programmes for scientifically based programmes for species, ecosystem and habitat research, conservation and monitoring. Understand the principles of determining the value of ecological/environmental services. Understand the principles, roles and functions of ex-situ conservation measures 		

13.2 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.

14. 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.

14.1 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.

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

1. GENERAL QUESTIONNAIRE

Protected Area Questionnaire					
TRAINING AND DEVELOPMENT NEEDS ASSESSMENT					
To be completed for.					
<ul style="list-style-type: none"> Protected Area Administrations. Departments at regional or national level responsible for protected areas 					
A. GENERAL INFORMATION					
A1 Country					
A2. Full Name of Protected Area or Institution					
A3. IUCN Category of the Protected Area (if known)					
A4 Area of the Protected Area (hectares)					
A5 Name and Position of Person completing the questionnaire					
A6. Date of completion of questionnaire					
A7. STAFF NUMBERS. Please indicate the numbers of staff in the institution at the levels indicated					
Total Number of Staff of the Protected Area or Institution or Department					
STAFF LEVELS	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/ Field Staff	Mid-level Managers/ Professional Staff/Head Rangers	Directors/ Deputy Directors
PLEASE RECORD NUMBERS OF STAFF IN THE PA OR INSTITUTION					
A. CURRENT SITUATION FOR TRAINING AND CAPACITY DEVELOPMENT					
B1. PREVIOUS TRAINING. Please indicate how much time and resources have been allocated to formal training and capacity development for staff or local stakeholders in the past 3 years					
Year	Title and topic of training	Training provider	Number of days	Number of participants	Notes
B2. RESOURCES AND BUDGET FOR TRAINING. If the institution has its own special budget for training, please state how much it has been for the past 3 years					
<i>The institution has a training budget</i>			YES		NO
Year	Amount of budget	Main uses of budget			
2011					
2012					
2013					

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

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

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

0 = Staff at this level do not need these skills.
1 = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.
2 = Staff at this level need these skills and have some competence in them: Further training and development are needed

3 = Staff at this level need these skills and have good competence in them: Periodic updating only is needed.
4 = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.

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

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

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

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

B. MODES OF TRAINING AND LEARNING

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

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

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

3: Highly effective and suitable

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

weeks)					
Long Term Study for Formal Qualifications (e.g. University Courses)					
Informal individual learning using training manuals and study materials					
Formal individual study through distance learning. Following courses using internet and correspondence					
Exchanges and study visits with other Protected Areas					
Others (please list)					
C2. ALLOCATION OF TIME FOR TRAINING AND DEVELOPMENT					
Please indicate what you consider to be the ideal amount of time to be devoted each year to formal training of staff at different levels Indicate <u>one choice</u> for each staff category					
	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
0 days					
1-5 days					
6-10 days					
11-15 days					
16-20 days					
>20 days					
C. OTHER COMMENTS					
Please add any further comments or suggestions					
.					