



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

UKRAINE

Compiled by

Michael R Appleton

Alina Ioniță

Ruxandra Nițu

Erika Stanciu

National consultant

Roman Volosyanchuk

2015

Contents

Acknowledgements	4
Compilers	4
Suggested citation	4
Abbreviations used in the text	5
1 Summary	6
Overall conclusions	6
Staffing	6
Training	6
The competence assessments	6
Overall recommendations	8
Specific priority capacity development recommendations	9
2 Background and purpose of the survey	10
3 Method	10
3.1 Selection of participating countries	10
3.2 Design of the questionnaires	10
3.2.1 General Questionnaire	11
3.2.2 Detailed Self-Assessment Questionnaire	12
3.3 Conduct of the surveys	13
3.4 Selection of sample protected areas and personnel	13
3.5 Completion and processing of the questionnaires	14
4 Results	14
4.1 Protected area training in Ukraine	14
4.2 Coverage of the surveys	14
4.2.1 Coverage of the General Questionnaire	14
4.2.2 Coverage of the Self-Assessment Questionnaire	15
4.2.3 Staff density	15
4.3 Staff profiles	15
4.3.1 General questionnaire	15
4.4 Training	16
4.4.1 Recent training provision	16
4.4.2 Topics of training reported in the General Questionnaire	16
4.4.3 Training providers reported in the General Questionnaire	17
4.4.4 Ideal training provision	17
4.4.5 Future training priorities	17
4.4.6 Modes of learning and training	18

4.4.7	Funding for training	18
4.5	Results from the competence assessments	19
4.5.1	General assessments of competence by managers of personnel in their organisations (General Questionnaire)	19
4.5.2	Self assessments of competence by individuals	23
4.5.3	Ranking of individual competences and personal preferences from the self assessment	27
4.5.4	Overall ranked needs from the self assessments	32
5	Conclusions	33
5.1	Overall conclusions.....	33
5.2	Staffing	33
5.3	Training.....	33
5.4	The competence assessments.....	33
5.4.1	Management of finance and physical resources (FRM).....	33
5.4.2	Management of human resources (HUM)	33
5.4.3	Communication, technology and information (CTI).....	33
5.4.4	Field craft (FCR).....	33
5.4.5	Conservation planning, assessment and management (CMP).....	34
5.4.6	Sustainable development & communities (SDC)	34
5.4.7	Protected area policy, planning and projects (PAM)	34
5.4.8	Law enforcement (LAW)	34
5.4.9	Recreation and tourism (RTO)	34
5.4.10	Awareness, education and public relations (AWA)	34
6	Recommendations	35
Overall recommendations		35
1.	Establish a basic formal staff development policy and programme for protected areas in Ukraine	35
2.	Build internal capacity for capacity development	35
3.	Develop the capability of the Educational Centre of Shevchenko State University/Kaniv Nature Reserve to develop and deliver training programmes for protected area staff.	36
4.	Develop and provide training for implementation of a common system for PA planning, monitoring and reporting for both protected area site administrations and authorities	36
5.	Engage with regional initiatives to improve the professionalization and profile of PA management.	37
Specific priority capacity development recommendations		37
6.	Develop a common foundation programme for all protected areas staff.....	37
7.	Build capacity for applied conservation biology and conservation management	38
8.	Build capacity for working with communities.....	39
9.	Build capacity of senior staff on protected area funding and financial planning.....	40
10.	Organise a series of facilitated seminars/learning events for senior staff of The Ministry of Ecology and Natural Resources and of PA Administrations.....	40
11.	Provide training in information technology for selected staff.....	40

12. Maintain and update skills and knowledge of personnel involved in law enforcement and protection.....	41
7 Annexes.....	42
1. General Questionnaire.....	42
2. Cover sheet for the Self-Assessment Questionnaire	45
3. Full list of competences used in the Self Assessment questionnaire	46

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 consultants supervised the completion of the questionnaires in Ukraine and collated the results for processing: Ekaterine Kakabadze (independent expert).

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., Volosyanchuk, R. & Stanciu, E. (2015). *Assessment of capacity development needs of protected area staff in Eastern Europe; Ukraine*. ProPark Foundation, Brasov.

ABBREVIATIONS USED IN THE TEXT

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

The component for Ukraine included the following elements.

A **General Questionnaire** (Annex 1) was completed by 30 respondents, representing 30 protected areas covering over 700,000 ha, employing over 2,500 staff. A detailed **Self-Assessment Questionnaire** (Annexes 2 and 3) was completed by 417 individuals from 40 protected areas. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities. Results presented in this report have been aggregated across the whole region; results for the individual participating countries are published in supplementary reports.

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

OVERALL CONCLUSIONS

There is an overall need for improved capacity among protected area staff at all levels in Ukraine. Although a wide range of training programmes have taken place, staff development in Ukraine does not appear to be fully institutionalised and training programmes are largely dependent on international support.

STAFFING

Ukrainian protected area employ a relatively balanced range of staff, with the majority working at Level 3. This is evidence of quite a 'flat' staffing structure typical of centralised PA administrations that include a strong technical and administrative team. Ukraine (65% male/35% female) has gender balance among PA staff, close to the rest of the region (average: 66% male/34% female). The personnel surveyed are very well educated, with 89% having a university education and the remainder educated to high school level. The workforce has quite a good balance of ages, but lacks experience; the majority of staff have 5 years or less experience.

TRAINING

- Although an encouraging number of training courses have been delivered in recent years, these are not sufficient to meet the need. Overall, PA personnel (excluding support staff) in Ukraine received only 0.31 training days per person per year.
- Training has only covered a limited number of topics, focusing primarily on field craft skills, protected area management.
- An encouraging proportion of training has been provided internally both on administrative and theoretical topics and on practical protected area management. However, there is no institutionalised programme of capacity for PA staff, and a high dependence on international assistance for capacity development.
- The educational centre of Shevchenko State University/Kaniv Nature Reserve is an important example of a protected area training centre.
- Managers' preferred learning methods are study visits and short courses.

THE COMPETENCE ASSESSMENTS

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

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.

MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

This is a low priority at all levels. However, the specific element of business planning was quite highly rated as a need at Level 4/5.

MANAGEMENT OF HUMAN RESOURCES (HUM)

This was a high priority at all levels. At Level 4/5 the specific need was for capacity needs assessment and organisation of staff development. At Level 3 and Level 2 the main needs relate to leadership and supervisory skills.

COMMUNICATION, TECHNOLOGY AND INFORMATION (CTI)

With respect to IT skills, these rate very highly at Level 3 (advanced computing and GIS) and at Level 2 (basic computer use).

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

FIELD CRAFT (FCR)

Management of major developments in protected areas is a major requirement at Level 4/5. These are quite traditional protected area skills in which competence often rates quite highly. At Level 2 the three top needs are use of GPS, first aid and safety and firefighting.

CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

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

SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

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

PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

This category is assessed at Level 4/5 only. Although this category is at the very core of protected area work, both questionnaires show that there are still weaknesses. These relate specifically to transboundary protected area management, management effectiveness monitoring and project planning and management.

LAW ENFORCEMENT (LAW)

This is a traditional aspect of protected area management, where the need for capacity is governed by the severity of the threats to protected areas and biodiversity. Capacity in Ukraine appears to be quite good at all levels. There is a major need at Level 2 in training in conflict management and self-defence.

RECREATION AND TOURISM (RTO)

There appears to be moderate capacity in this topic. Level 2 staff require training in guiding and assisting visitors. Some staff at Level 4/5 need training in planning and managing recreation provision in protected areas.

AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

There appears to be moderate capacity in this topic. Some staff at Level 4/5 need training in planning and managing awareness programmes for visitors.

OVERALL RECOMMENDATIONS

1. ESTABLISH A BASIC FORMAL STAFF DEVELOPMENT POLICY AND PROGRAMME FOR PROTECTED AREAS IN UKRAINE

- 1.1 The Ministry of Ecology and Natural Resources should develop a general overall policy, strategy and plan for capacity development of its personnel.
- 1.2 The Ministry of Ecology and Natural Resources should establish a project to investigate the formal registration of occupational standards for the positions of protected area specialist and protected area ranger.
- 1.3 The Ministry of Ecology and Natural Resources should establish basic norms for how much capacity development should be made available to staff.
- 1.4 The Ministry of Ecology and Natural Resources and its offices should seek increased budgets for capacity development to provide the required amount of training and capacity development.
- 1.5 Records should be kept of all capacity development events, of training attended by all personnel and of the quality and impact of the training.

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

- 2.1 Appoint a capacity development/training officer (or small team) in The Ministry of Ecology and Natural Resources and, ideally, regionally or in the larger protected area administrations.
- 2.2 Establish and train a national capacity development team comprising relevant expert practitioners from within protected area institutions.
- 2.3 Provide supervisors in protected areas with training in basic instructional techniques for working with teams and workgroups.
- 2.4 Continue to build the capacity of the Educational Centre of Shevchenko State University/Kaniv Nature Reserve to develop and deliver training programmes for protected area staff.
- 2.5 Provide supervisors in protected areas with training in basic instructional techniques for working with teams and workgroups.

3. DEVELOP THE CAPABILITY OF THE EDUCATIONAL CENTRE OF SHEVCHENKO STATE UNIVERSITY/KANIV NATURE RESERVE TO DEVELOP AND DELIVER TRAINING PROGRAMMES FOR PROTECTED AREA STAFF.

- 3.1 Encourage and enable the Educational Centre of Shevchenko State University to continue to provide complementary training and capacity development for protected area staff.
- 3.2 Encourage donor assisted projects to invest in development and delivery of training through the centre.

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

- 4.1 The Ministry of Ecology and Natural Resources should prioritise development of a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.
- 4.2 Training and guidance should be provided for all PA administrations for the use and implementation for framework and system
- 4.3 All donor assisted and project related capacity development programmes should be required to be integrated with, and support the national system.

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

- 5.1 Continue to be an active partner in regional and global capacity development initiatives through Europarc, Eurosite, IUCN etc.

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

SPECIFIC PRIORITY CAPACITY DEVELOPMENT RECOMMENDATIONS

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

- 6.1 All new or recently appointed protected area operational staff should complete a two-day induction course.
- 6.2 National curricula and programmes for the course should be developed, and a full package of training materials provided.
- 6.3 The course should be delivered by a national training team or by local/regional trainers.
- 6.4 Completion of the course should be certificated and documented in the personnel records of staff.

7. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

- 7.1 Design and deliver an updated course on applied, management-oriented conservation management for relevant PA staff.
- 7.2 Encourage universities to develop and deliver programmes in applied conservation biology and management.

8. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

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

9. BUILD CAPACITY OF SENIOR STAFF ON PROTECTED AREA FUNDING AND FINANCIAL PLANNING

- 9.1 Hold a training course on financing and financial planning of protected areas for senior managers and administrators.

10. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE MINISTRY OF ECOLOGY AND NATURAL RESOURCES AND OF PA ADMINISTRATIONS

- 10.1 Hold a seminar/learning event for senior staff on communication, awareness and public relations.
- 10.2 Hold seminars/learning events for senior staff on transboundary protected area planning, management and monitoring.
- 10.3 Hold seminars/learning events for senior staff on planning and management of infrastructure developments in protected areas and mitigation of their impacts.
- 10.4 Hold seminars/learning events for senior staff on project planning, implementation and monitoring.

11. PROVIDE TRAINING IN INFORMATION TECHNOLOGY FOR SELECTED STAFF

- 11.1 Provide training for selected staff in low cost IT tools to support effective protected area management. These are likely to include online information sources, biodiversity information management and use of open source GIS.
- 11.2 Make IT equipment and internet connections available at all protected areas and accessible to all staff.

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

- 12.1 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 Ukraine.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries³, Ukraine was selected as one of nine 'first level countries' where two questionnaires would be used

- i. A General Questionnaire to be completed by senior staff members representing protected areas and managing agencies across the country.
- ii. A detailed Self-Assessment Questionnaire to be completed by individuals within a selected sample of protected areas.

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

3.2 DESIGN OF THE QUESTIONNAIRES

Two questionnaires were used in Ukraine.

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.

3.2.1 GENERAL QUESTIONNAIRE

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

Table 1 Sections of the General Questionnaire

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

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

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

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

Table 3 Assessment scale for competence

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

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

3.2.2 DETAILED SELF-ASSESSMENT QUESTIONNAIRE

This questionnaire was designed to be completed by individuals working for a selected sample of protected areas. This assessment involved the use of 125 standard skills in 10 categories (the same categories as those used for the General Questionnaire except that the Category 'General Skills' was not included; see Table 2). These skills are derived from a set of widely used competence standards developed by the author originally for protected areas in Southeast Asia⁴. A full list of the skills is included in Annexe 2. This assessment distinguished four staff levels as shown in Table 4, although for analysis, Levels 4 and 5 were combined because: a) It was very difficult for respondents to distinguish between Levels 4 and 5; and b) Combining the two levels made the personnel categories analogous to those used in the General Questionnaire.

Table 4 Occupational levels for protected areas staff

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

Each questionnaire included the following.

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

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

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

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

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

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

3.3 CONDUCT OF THE SURVEYS

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

- To prepare background information and a plan for the implementation of the task in their countries (including a list of protected area by types, a list of their administrations and administrators/custodians, the number of staff and their contact details, the management system, etc.). Based on this a sample of PAs would be identified (where it was not possible or practical to approach all PAs) for completion of the questionnaires.
- To participate in a brief online training session concerning the questionnaires and how they should be applied.
- To translate the questionnaires and the project description in the national language.
- To conduct field visits and/or phone interviews and collect information for the training needs assessment.
- To collect and compile information concerning the previous and existing capacity building initiatives, the actors playing a key role in this field, the overall context and main issues for capacity building for PA staff, etc.
- To collate and submit the collected information to the project management team.

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

3.4 SELECTION OF SAMPLE PROTECTED AREAS AND PERSONNEL

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

3.5 COMPLETION AND PROCESSING OF THE QUESTIONNAIRES

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

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

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

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

Table 5 Completion of questionnaires in Ukraine

Survey	Number of questionnaires completed	Number of PAs covered by questionnaires	Staff numbers	Dates of survey
General Questionnaire	30	30	Total 2,593 personnel reported.	April-May 2013
Self-Assessment Questionnaire	417	40	417 individual self-assessments	April-May 2013

4 RESULTS

4.1 PROTECTED AREA TRAINING IN UKRAINE

The Ministry of Ecology and Natural Resources has indicated that the number of people working in the sphere of nature protection in Ukraine is about 5,000. A wide range of training has taken place in the past years. The State Ecological Academy of Postgraduate Education and Management has provided training mainly on statutory requirements for nature protection and natural resource management. The Educational Centre of Shevchenko State University & Kaniv Nature Reserve provides more applied training in protected area management skills. Additional training has been provided though internationally funded project and through the State Forest Advanced Vocational Training Centre.

4.2 COVERAGE OF THE SURVEYS

4.2.1 COVERAGE OF THE GENERAL QUESTIONNAIRE

The national consultants collected information from respondents in 30 protected areas as shown in Table 6, covering over 700,000 ha and employing over 2,500 staff.

Table 6 Sources of responses to the General Questionnaire

Institution		Institution		Institution	
1	Biloberezhya Svyatoslava NNP	11	Hetmansky NNP	21	Podilski Tovtry NNP
2	Carpathian Biosphere Reserve	12	Ichnyansky NNP	22	Pryazovsky NNP
3	Carpathian NNP	13	Karmelyukove Podillya NNP	23	Pypyat-Stokhid NNP
4	Charivna Havan NNP	14	Kremenetsky Hory NNP	24	Rivnensky Nature Reserve
5	Cheremosky NNP	15	Mezhyrichynsky Regional Landscape Park	25	Slobozhansky NNP
6	Desnyansko-Starohutsky NNP	16	Nature Reserve "Yelanetsky Step"	26	Synevyr NNP
7	Drevlyansky NNP	17	Nature Reserve Gorgany	27	Tuzlovski Lymany NNP
8	Dvorichansky NNP	18	Nnp Dnistrovsky Kanyon	28	Velyky Luh NNP
9	Dzharylgatsky NNP	19	Oleshkivski Pisky NNP	29	Verkhovyns'ky NNP
10	Halytskyi NNP	20	Pivnichne Podilya NNP	30	Vyzhnytsky NNP

4.2.2 COVERAGE OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-assessments were completed by 417 individuals from 40 protected areas as shown in Table 7.

Table 7. Sources of the self-assessment questionnaires

Institution		Institution		Institution		Institution	
1	Biloberezhya Svyatoslava NNP	11	Dzharylgatsky NNP	21	Mezhyrichynsky Regional Landscape Park	31	Rivnensky Nature Reserve
2	Buzky Hard NNP	12	Hetmansky NNP	22	Nyznyodnistrovsky NNP	32	Synevyr NNP
3	Carpathian Biosphere Reserve	13	Nature Reserve Gorgany	23	Nature Reserve "Yelanetsky Steppe"	33	Slobozhansky NNP
4	Charivna Havan NNP	14	NNP "Hutsulshchyna"	24	Natural Reserve Roztochya	34	Tuzlovski Lymany NNP
5	Cheremosky NNP	15	Halytskyi NNP	25	Oleshkivski Pisky NNP	35	Ukrains'ky Stepovy Nature Reserve
6	NNP Dnistrovsky Kanyon	16	Ichnyansky NNP	26	Pryazovsky NNP	36	Uzhansky NNP
7	Dermansko-Ostrozky NNP	17	Kanivsky NNP	27	Podilski Tovtry NNP	37	Velyky Luh NNP
8	Drevlyansky NNP	18	Carpathian NNP	28	Pivnichne Podilya NNP	38	Verkhovyns'ky NNP
9	Desnyansko-Starohutsky NNP	19	Kremenetsky Hory NNP	29	Pypyat-Stokhid NNP	39	Vyzhnytsky NNP
10	Dvorichansky NNP	20	Karmelyukove Podillya NNP	30	Pyriatynsky NNP	40	Yavorivsky NNP

4.2.3 STAFF DENSITY

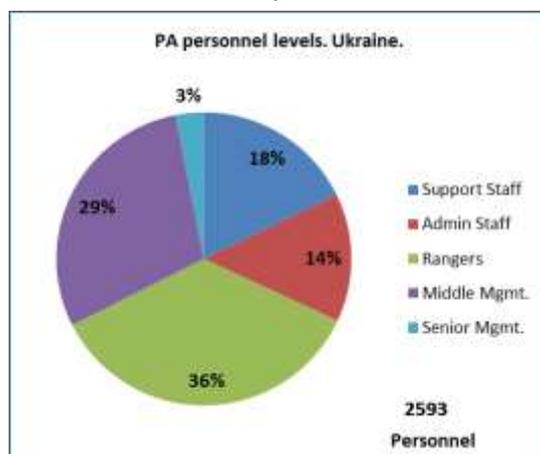
Based on the areas of the protected areas and the numbers of staff reported in the General Questionnaire, there is a staffing density of approximately 2.5 personnel (excluding support staff) per thousand hectares of protected area, and 3.67 staff per thousand hectares including support staff. The calculated staffing density is significantly more than the regional average of 1.16 staff per 1,000 hectares. However, the General Report concludes that staffing density in this region is not necessarily a reliable indicator of management capacity or management effectiveness, and that it is possible in some cases for a protected area system to be managed by a relatively small number of professional well-supported staff. It is not therefore possible to make meaningful recommendations about ideal numbers of staff or staffing densities in the region; the optimum number depends on many factors, such as the system of governance, the size of the area, the terrain, accessibility, staff capacity, the objectives of the site and the severity of the threats it faces.

4.3 STAFF PROFILES

4.3.1 GENERAL QUESTIONNAIRE

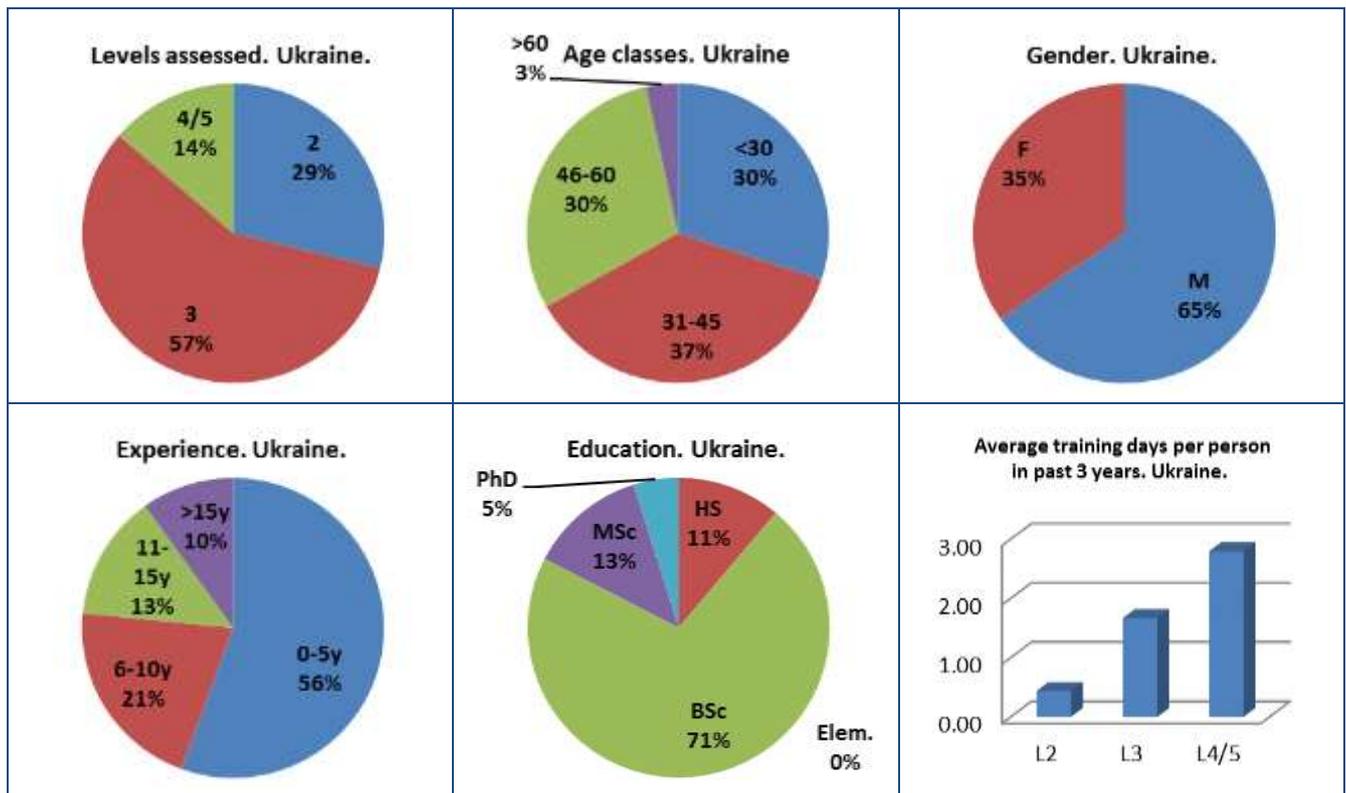
The responses to the General Questionnaire list 455 personnel, whose distribution between job categories is shown in Figure 1. This provides an indication of the overall balance of staff levels in the system.

Figure 1. Personnel of protected areas covered by the General Questionnaire according to job level



The Self-Assessment Questionnaire provided much more details about specific individuals in the protected areas covered. Figure 2 shows the aggregated results from the personal information section of the questionnaire.

Figure 2 Summary of personal information from self-assessments (2593 responses)



4.4 TRAINING

4.4.1 RECENT TRAINING PROVISION

In the General Questionnaire, respondents were asked for details of training provided for personnel in their organisation in the past three years. This showed that PA personnel (excluding support staff) in Ukraine received 0.31 training days per person per year, around 15% of the regional average of 2.04 days per year, which is itself very low.

4.4.2 TOPICS OF TRAINING REPORTED IN THE GENERAL QUESTIONNAIRE

Figure 3 shows the proportions of different training topics reported in the General Questionnaire, classified according to the standard skills categories used in the survey. This suggests that the training has only covered a limited number of topics, focusing primarily on field craft skills, protected area management.

Figure 3 Training topics reported in the General Questionnaire



4.4.3 TRAINING PROVIDERS REPORTED IN THE GENERAL QUESTIONNAIRE

Figure 4 shows that most of the training has been provided by a range of agencies, with a significant proportion provided nationally, with less reliance on training by international donors than many countries.

Figure 4 Training providers reported in the General Questionnaire



4.4.4 IDEAL TRAINING PROVISION

Respondents to the General Questionnaire were asked to suggest an ideal number range of annual training days for personnel at different levels. The results are shown according to ranked preferences in Figure 5. They suggest that the preferred amount of training is around 10 days per year for senior and middle managers and around 5 days for rangers.

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

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

4.4.5 FUTURE TRAINING PRIORITIES

Respondents to the General Questionnaire were asked to identify what they personally considered priorities for future training for staff in their organisations. Figure 6 shows the result for Ukraine, compared with the aggregated result for the entire region. See Figure 3.

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

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

4.4.6 MODES OF LEARNING AND TRAINING

Respondents were asked to rank in order of importance eight modes of learning and training for personnel at different levels. The results are shown in Figure 7. They indicate a preference for study visits and short courses for most staff. There is less interest in more 'modern' forms of learning such as e-learning and self-directed study.

Figure 7 Preferred modes of training

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

4.4.7 FUNDING FOR TRAINING

Respondents to the General Questionnaire were asked to detail budgets for training in the past three years. Most countries did not report expenditure, but seven protected areas from Ukraine reported variable levels of expenditure.

4.5 RESULTS FROM THE COMPETENCE ASSESSMENTS

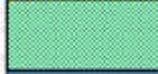
4.5.1 GENERAL ASSESSMENTS OF COMPETENCE BY MANAGERS OF PERSONNEL IN THEIR ORGANISATIONS (GENERAL QUESTIONNAIRE)

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

Each set of assessments is summarised in three graphics.

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

Table 8 Colour coding used for competences

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

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

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

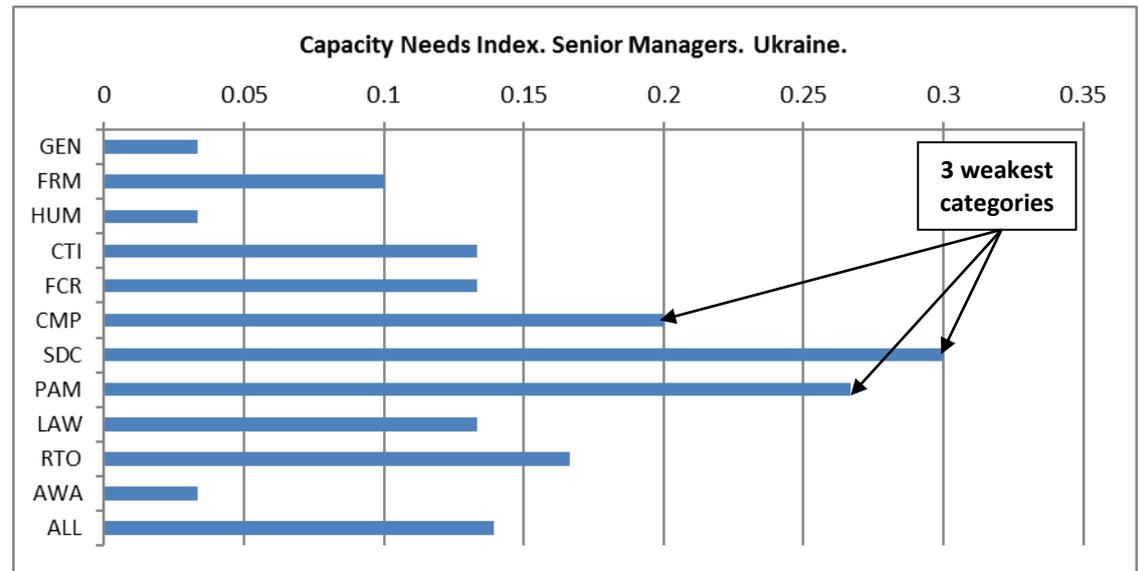
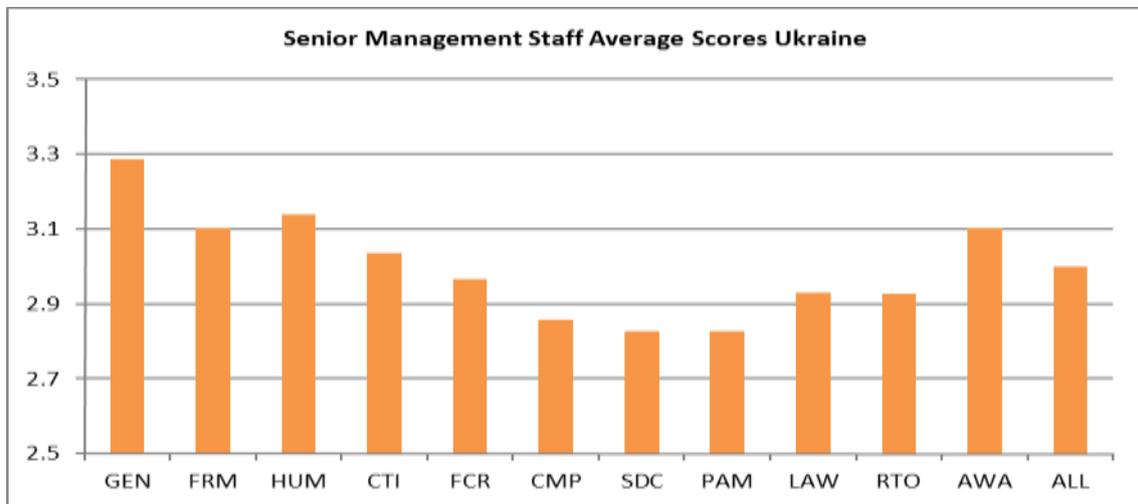
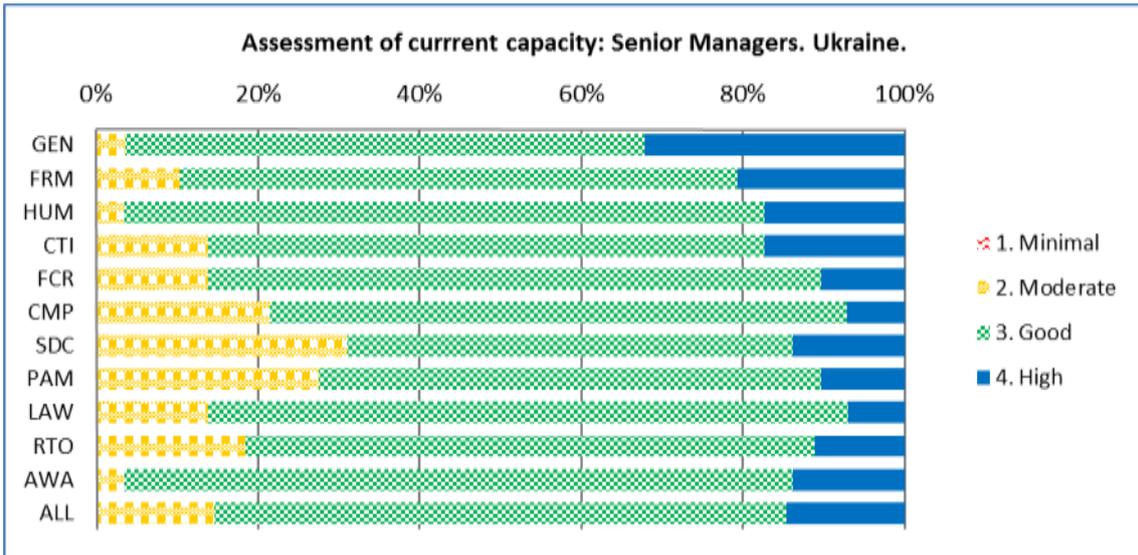
Capacity Needs index (CNI) =

Proportion of responses that assess the skills category as relevant) * Proportion of responses that assess competence in the skills category as either 1(Little or no competence) or 2 (some competence).

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

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

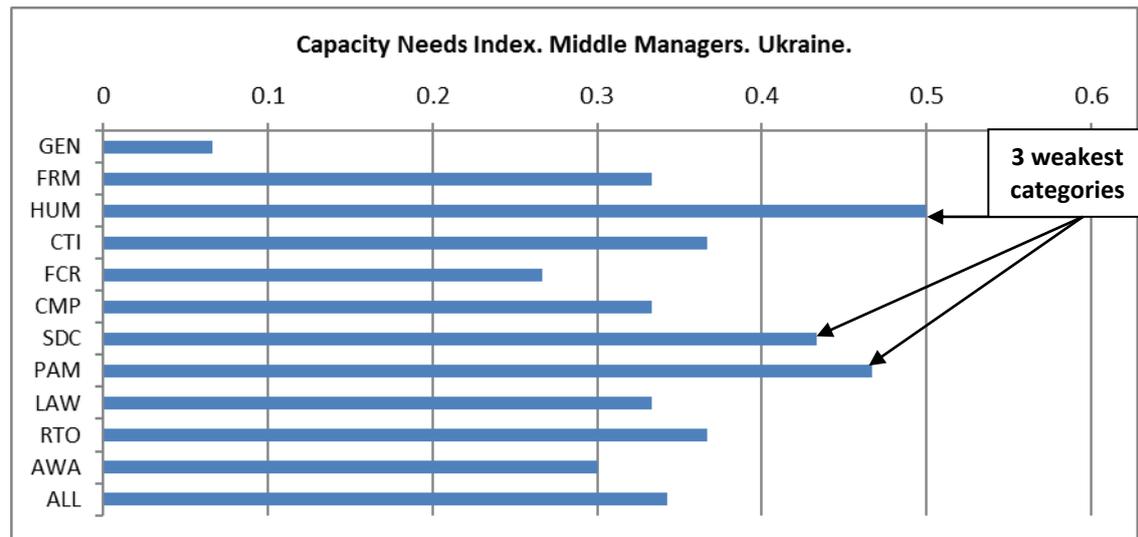
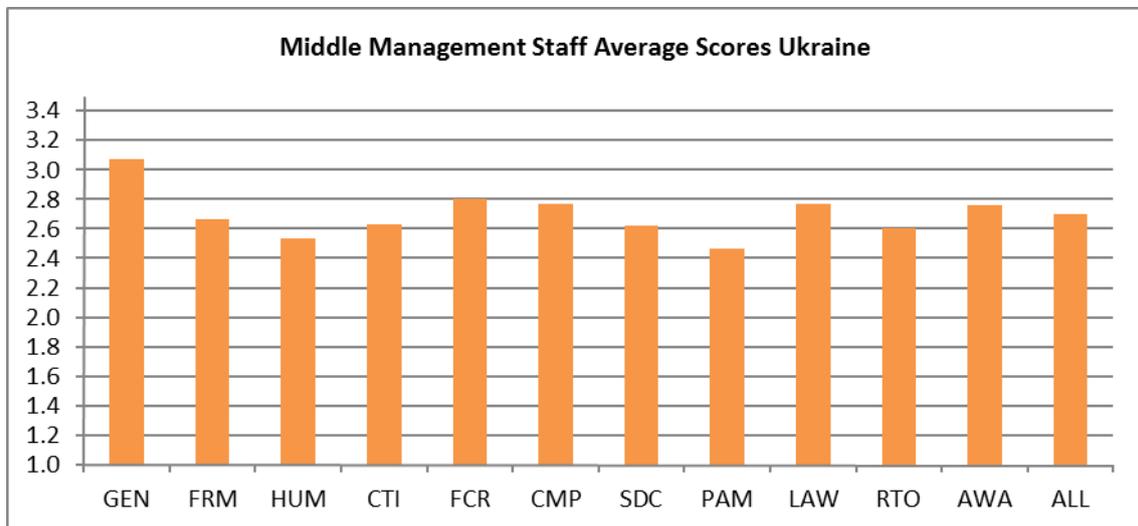
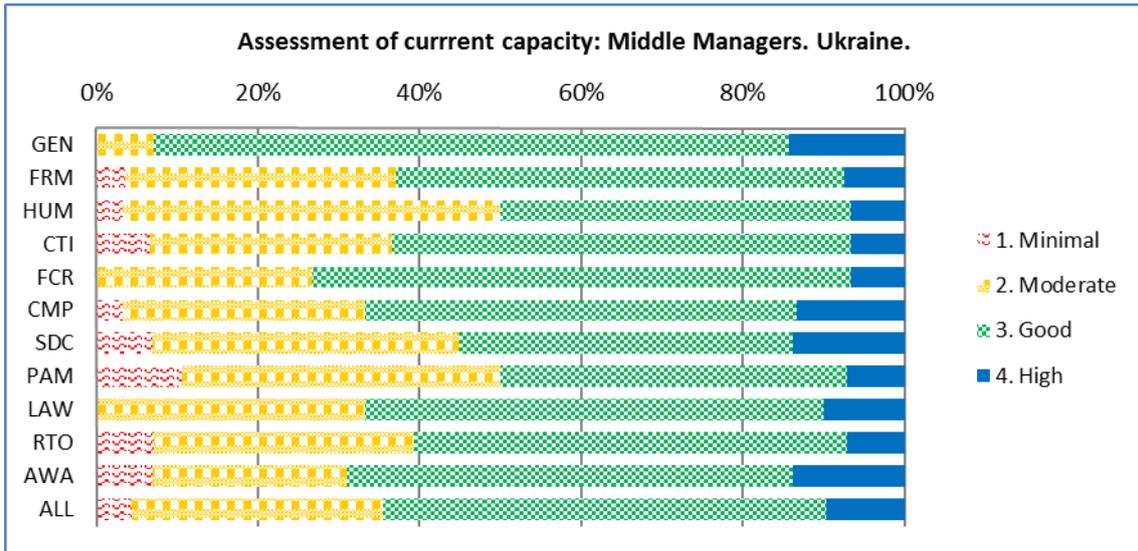
GENERAL ASSESSMENTS BY PA DIRECTORS OF COMPETENCE IN PROTECTED AREAS: SENIOR MANAGERS



OBSERVATIONS

Overall, confidence in the competence of senior managers is considered to be quite good, with only 15% of the responses in the two weakest two bands. The weakest categories are SDC, PAM and CMP.

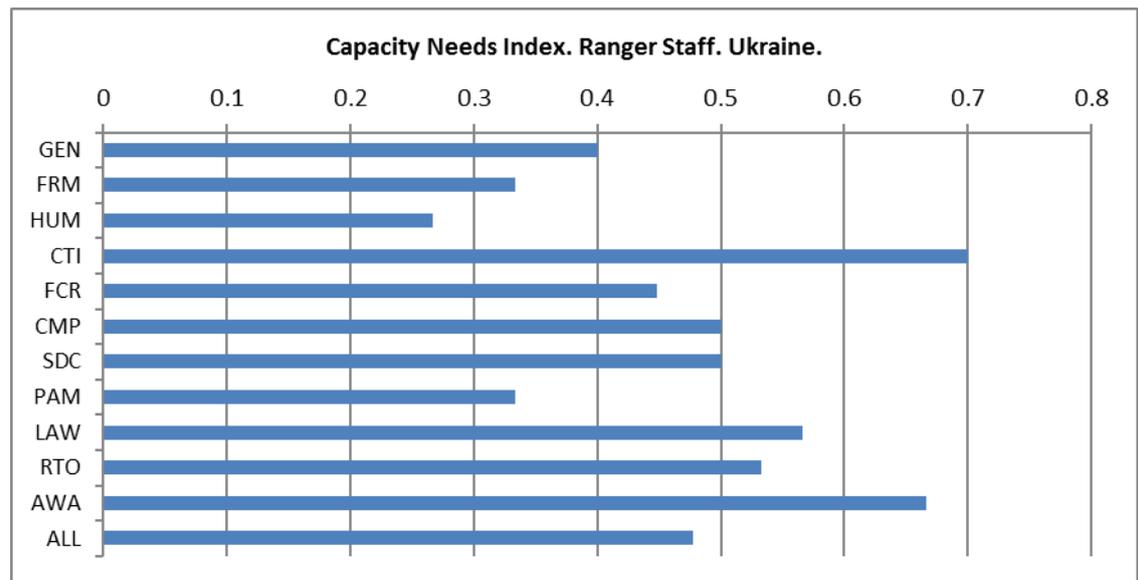
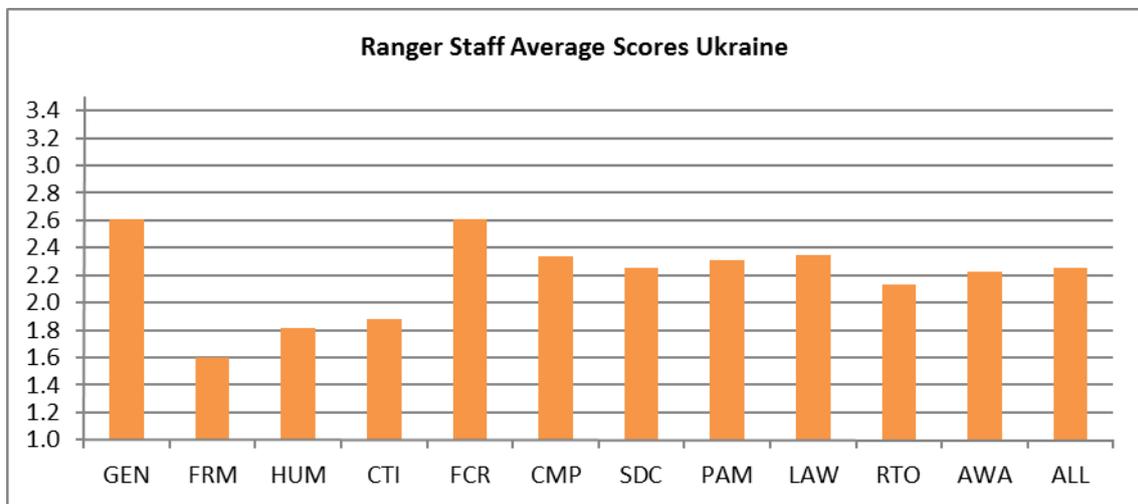
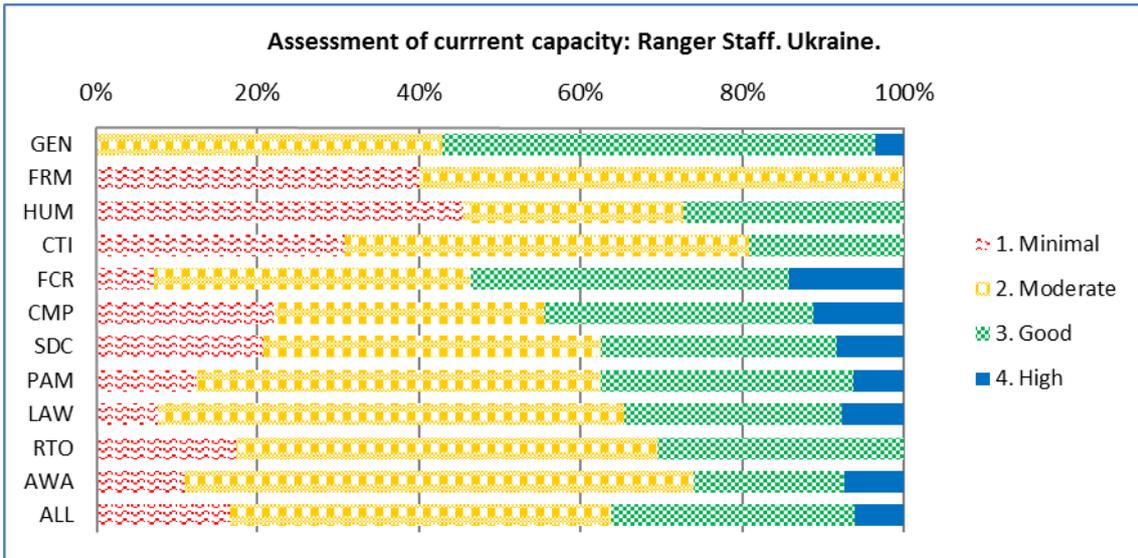
GENERAL ASSESSMENTS BY PA DIRECTORS OF COMPETENCE: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows moderate levels of competence with more than 30% of assessments in the weakest two bands. PAM, SDC and HUM are conspicuously weak.

GENERAL ASSESSMENTS BY PA DIRECTORS OF COMPETENCE: RANGERS AND FIELD STAFF



OBSERVATIONS

Nearly 50% of responses were in the two weakest bands (1 and 2). The weakest categories relate to communication skills (CTI and AWA), but there is clearly a need for training in almost every aspect of ranger skills and field work.

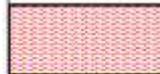
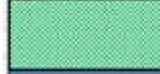
4.5.2 SELF ASSESSMENTS OF COMPETENCE BY INDIVIDUALS

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

Each set of assessments is summarised in three graphics.

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

Table 9 Colour coding used for competences

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

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

Graphic C shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The CNI is calculated as follows:

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

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

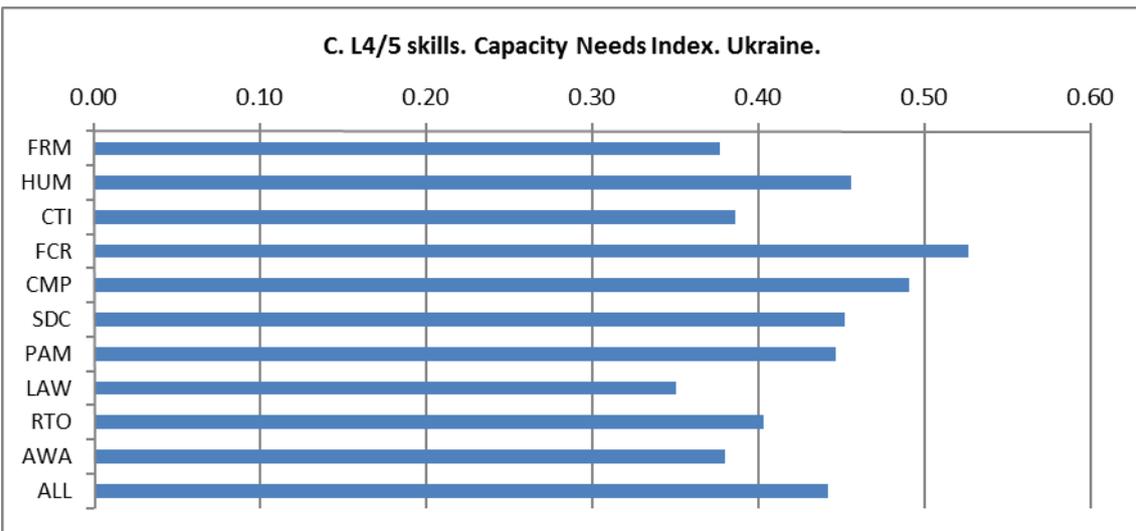
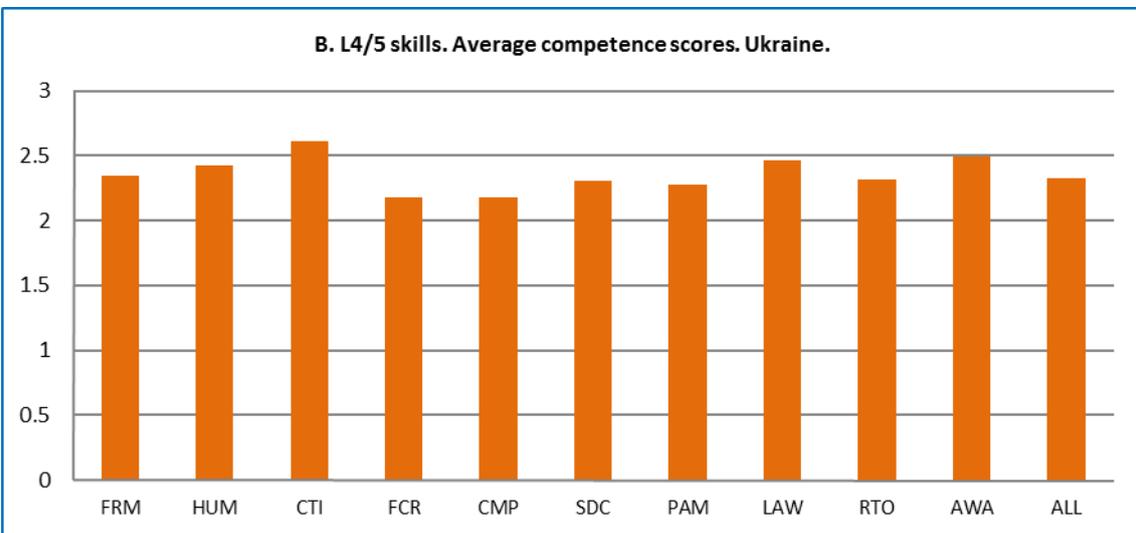
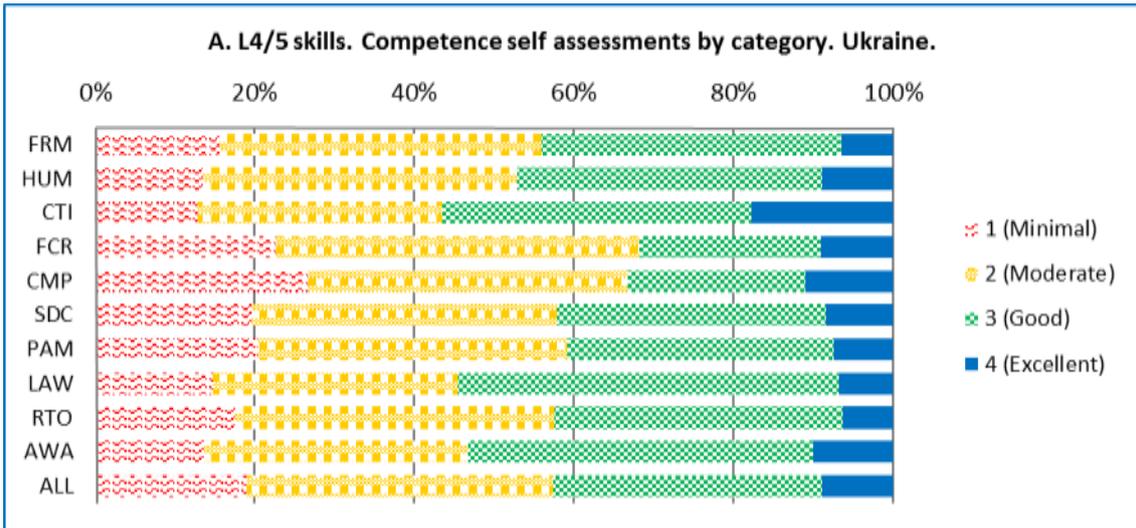
The results are shown grouped according to the levels associated with the competence. Individuals provided responses about skills at their level and the level below; in the case of Ukraine Level 5 staff also self-assessed for Level 3 skills; the numbers of individuals answering questions at each level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

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

Level of Skills	2	3	4/5
Numbers of respondents	120 Level 2 staff	240 Level 3 staff	57 Level 4/5 staff
	240 Level 3 staff	57 Level 4/5 staff	
	360 responses	297 responses	57 responses

Each set of results is accompanied by brief observations. See Section 5 for more detailed assessment and discussion and Section 6 for recommendations.

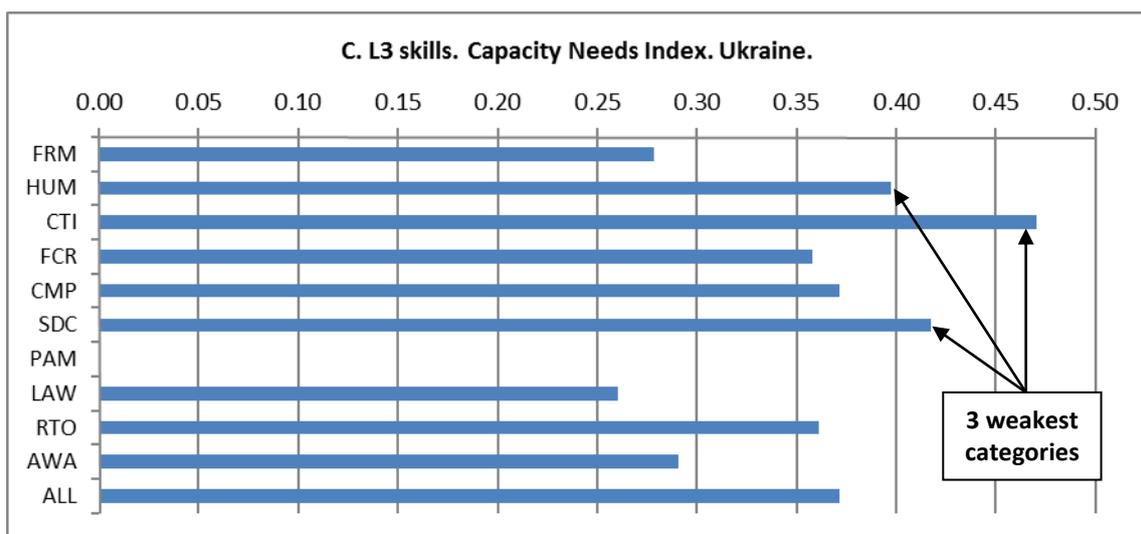
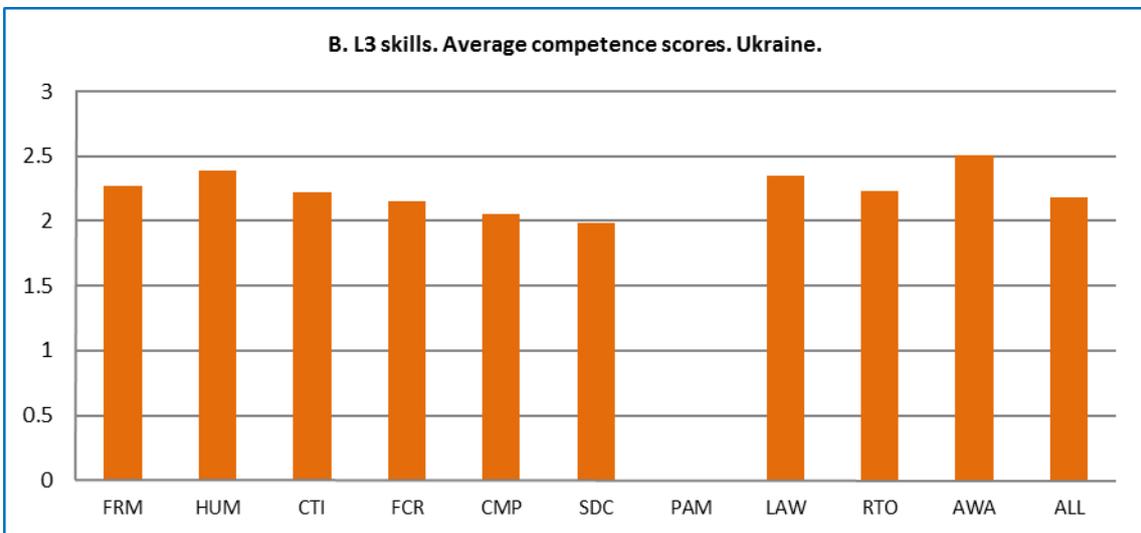
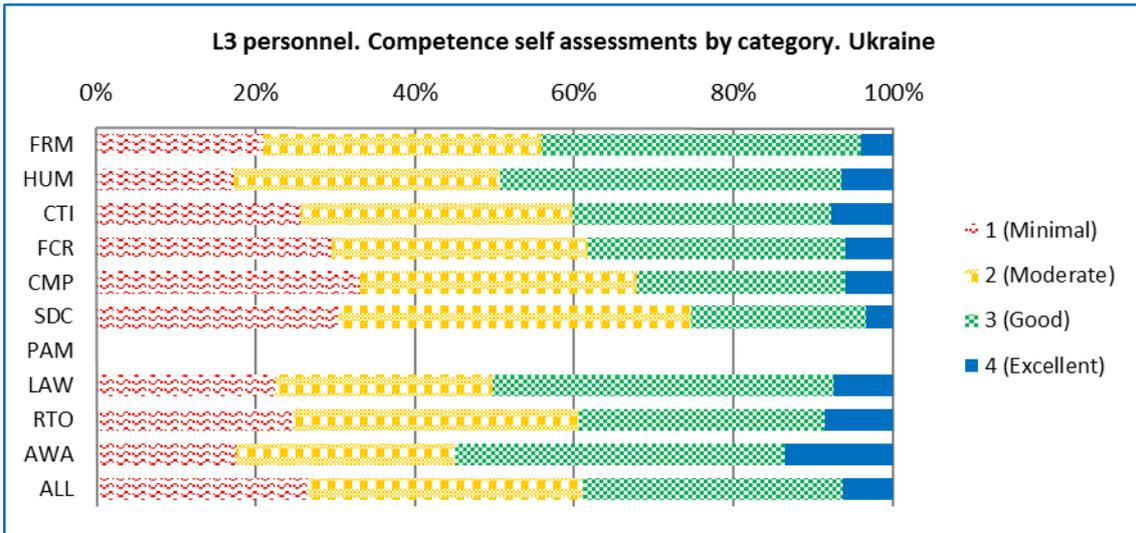
SELF ASSESSMENTS OF COMPETENCE: LEVEL 4/5 SKILLS



OBSERVATIONS

The self-assessments for this group are much weaker than the general assessments. Around 45% of the self-assessments are in the two weakest score bands (1 and 2), indicating a general need for capacity development. The weakest categories are FCR (mainly related to the need for improving financing of protected areas), PAM, AWA, RTO and SDC.

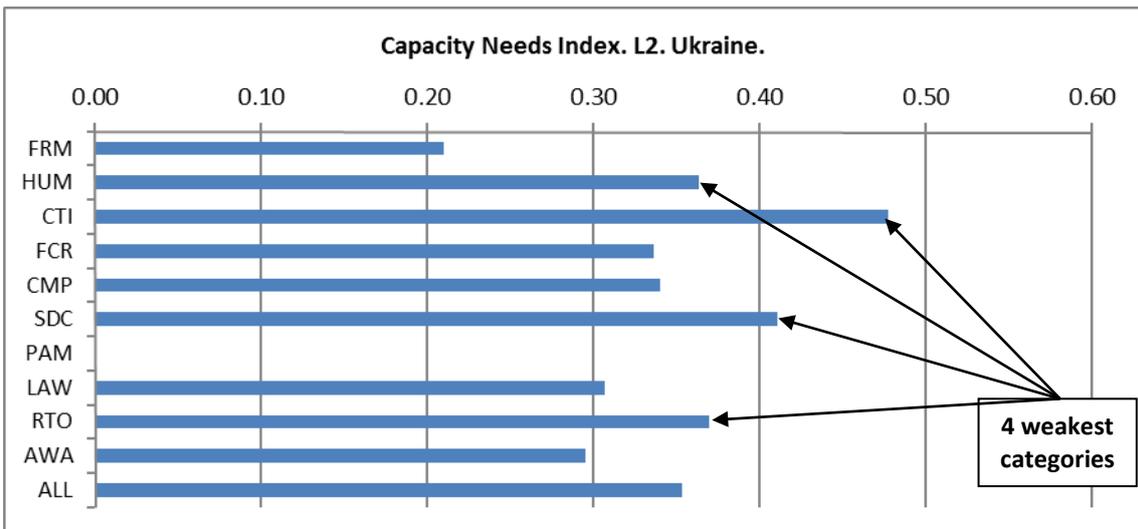
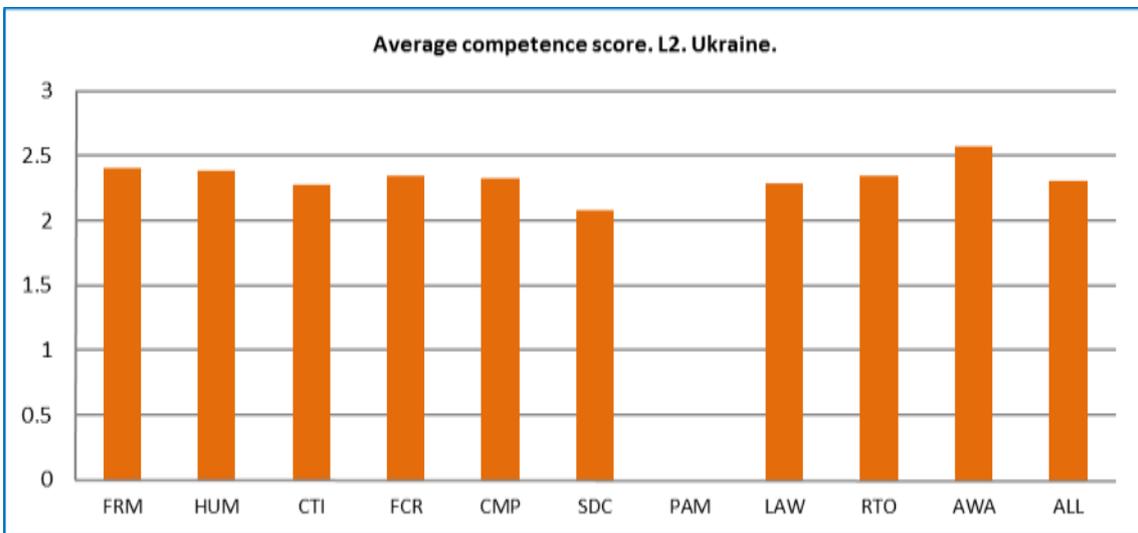
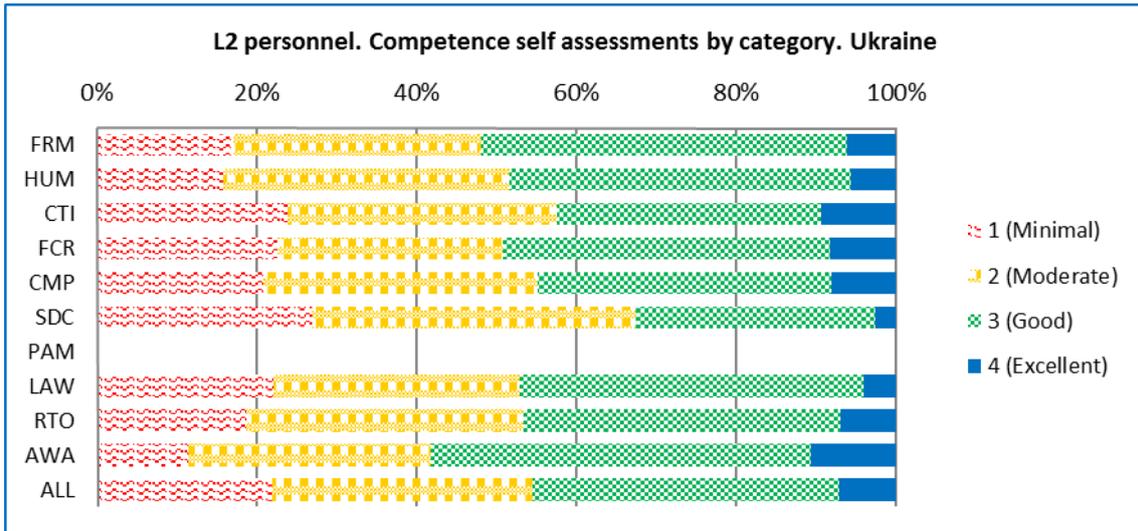
SELF ASSESSMENTS OF COMPETENCE: LEVEL 3 SKILLS



OBSERVATIONS

Overall, more than 35% of self-assessments at this level are in the two weakest bands. Several categories are quite weak, the strongest are LAW, AWA and FRM.

SELF ASSESSMENTS OF COMPETENCE: LEVEL 2 SKILLS



OBSERVATIONS

Self-assessments at this level are slightly stronger than at the other two levels. Four categories are noticeably weak: SDC, CTI, RTO and HUM.

4.5.3 RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES FROM THE SELF ASSESSMENT

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

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

Figure 8 Comparison of ranked capacity development priorities of senior managers according to the self-assessment (left) and ranked personal preferences for capacity development (right)

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Preferences
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	0.60	FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	23
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))	0.60	FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	16
HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	0.58	RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	11
SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	0.58	HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	9
CMP 4.1	Plan, manage and evaluate scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	0.54	CMP 4.2	Plan, manage and evaluate scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.)	9
PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0.53	RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	9
FCR 4.1	Contribute to specification and design of major infrastructure projects.	0.53	FCR 4.1	Contribute to specification and design of major infrastructure projects.	8
CMP 4.2	Plan, manage and evaluate scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures)	0.53	HUM 4.4	Lead training and development needs analysis.	7
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	0.53	HUM 4.5	Plan, design, supervise and evaluate staff training and capacity development programmes	7
SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	0.53	CMP 4.1	Plan, manage and evaluate scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)	7
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	0.51	HUM 4.2	Manage staff recruitment and contracting.	6
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	0.51	CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	6
HUM 4.4	Lead training and development needs analysis.	0.49	PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	6
HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	0.47	PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.	6
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	0.46	PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)	6
PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	0.46	RTO 4.3	Establish safety standards and codes of conduct for protected area users.	6
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.)	0.44	CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	5

CMP 4.5	Determine the value of ecological/environmental services.	0.42	CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	5
FRM 4.2	Develop detailed business plans, fund raising and revenue generating schemes.	0.42	CMP 4.5	Determine the value of ecological/environmental services.	5
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas	0.42	SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders.	5
SDC 4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)	0.40	LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	5
RTO 4.1	Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities	0.40	HUM 4.3	Plan for and ensure the welfare, health and safety of staff, visitors and other users	4
RTO 4.2	Develop business and financial plans and forecasts for tourism and recreation in the protected area	0.40	PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	4
PAM 4.3	Lead development of contingency plans for potential disasters.	0.40	PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	4
AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	0.40	PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes	3
CTI 4.1	Negotiate agreements and resolve disputes and conflicts.	0.39	AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	3
PAM 5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.	0.39	AWA 4.2	Research and plan interpretive/tourist/visitor centres and other major infrastructure	3
CTI 4.2	Institute mechanisms for public consultations, communication and participation over decisions, policies & plans.	0.39	AWA 4.3	Plan and manage marketing, media and public relations activities.	3
RTO 4.3	Establish safety standards and codes of conduct for protected area users.	0.39	SDC 4.4	Design and implement long socio economic and cultural research and monitoring programmes.	2
AWA 4.1	Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts	0.39	PAM 4.3	Lead development of contingency plans for potential disasters.	2
LAW 4.1	Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations.	0.37	PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.	2
HUM 4.1	Identify staffing needs and structures, assign roles and responsibilities and set performance standards	0.37	PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN METT)	2
HUM 4.2	Manage staff recruitment and contracting.	0.37	LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	2
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process	0.35	CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)	1
AWA 4.3	Plan and manage marketing, media and public relations activities.	0.35	SDC 4.3	Identify and mobilise external sources of assistance, support and finance for local communities.	1
LAW 4.2	Coordinate protected area law enforcement activities with law enforcement and regulating agencies	0.33	PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	1
FRM 4.1	Develop and monitor annual financial plans and prepare financial reports	0.33	PAM 5.3	Plan and negotiate trans boundary protected area and conservation initiatives.	1
PAM 5.2	Direct the design of protected areas, networks, systems and strategies.	0.33	SDC 4.1	Develop agreements with communities for resource access and use.	0
SDC 4.1	Develop agreements with communities for resource access and use.	0.30	PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettment.	0
PAM 5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettment.	0.26	PAM 5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation	0

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 3 SKILLS

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

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
CODE	SKILL	CNI SCORE	CODE	SKILL	Prefer-ences
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	0.45	FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	22
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.44	CTI 3.3	Operate and maintain computers for advanced functions	19
CTI 3.2	Give technical presentations and write technical reports/papers.	0.44	LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	18
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.43	FRM 3.1	Prepare budgets and keep books and accounts	16
SDC 3.5	Promote development of local networks and organizations.	0.42	CTI 3.4	Operate GIS systems	16
FCR 3.2	Organise and lead search and rescue operations in the field.	0.42	HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	15
SDC 3.6	Provide advice on sustainable community based natural resource use and management.	0.42	FRM 3.2	Manage purchasing and inventory.	14
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	0.42	HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	12
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	0.41	CMP 3.7	Analyse, and present interpret survey and monitoring data.	11
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	0.40	AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.)	11
HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	0.39	CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	10
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	0.38	RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	10
CMP 3.7	Analyse, and present interpret survey and monitoring data.	0.38	HUM 3.4	Plan, prepare and deliver formal vocational and skills training for staff	9
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments.	0.38	CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	9
RTO 3.1	Identify recreation opportunities and design appropriate recreation activities for a protected area.	0.38	AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	8
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems	0.38	HUM 3.3	Determine causes of poor performance and workplace conflicts and take appropriate action	7
HUM 3.1	Brief, supervise, motivate and evaluate performance of individuals and teams.	0.37	FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	7
FCR 3.6	Locate, mark and inspect boundaries in the field.	0.37	CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.	7
RTO 3.4	Supervise safety and security of visitors and other users.	0.37	CTI 3.1	Organize and chair formal meetings.	6
FCR 3.1	Plan and organise logistics for field trips, surveys and patrols.	0.37	FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	6
FCR 3.7	Identify and assess fire risks and hazards and plan fire prevention and control.	0.36	CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods	6
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring	0.35	CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.	6

FCR 3.3	Operate and use base station radio and communication equipment.	0.35	LAW 3.1	Plan law enforcement activities and programmes.	6
RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	0.35	AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	6
RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	0.34	CMP 3.5	Plan and supervise animal capture, transport, care and management.	5
FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	0.34	SDC 3.6	Provide advice on sustainable community based natural resource use and management.	5
CMP 3.8	Curate collections and manage museums	0.33	LAW 3.2	Lead patrol and law enforcement activities in the field.	5
CMP 3.5	Plan and supervise animal capture, transport, care and management.	0.33	LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	5
HUM 3.2	Prepare detailed work plans for staff and direct, monitor and report on work plan implementation	0.33	HUM 3.5	Plan, prepare and deliver formal lectures and presentations	4
LAW 3.1	Plan law enforcement activities and programmes.	0.30	CTI 3.5	Manage library, archives and other information resources.	4
AWA 3.1	Plan and design awareness and education activities and events for visitors, educational groups and local people.	0.30	FCR 3.3	Operate and use base station radio and communication equipment.	4
AWA 3.3	Research, plan and design special education programmes for schools.	0.30	SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	4
FRM 3.3	Manage official documentation and reporting on finances, assets, equipment, infrastructure etc.	0.30	RTO 3.2	Plan and implement recreation surveys to gather information about visitors and the use of the site	4
AWA 3.2	Research, plan, and design awareness and educational publications, exhibits and signs	0.30	AWA 3.3	Research, plan and design special education programmes for schools.	4
LAW 3.3	Liaise with local communities to resist and prevent illegal activities.	0.29	AWA 3.5	Provide information for the media	4
FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	0.29	CTI 3.2	Give technical presentations and write technical reports/papers.	3
FRM 3.2	Manage purchasing and inventory.	0.29	FCR 3.2	Organise and lead search and rescue operations in the field.	3
AWA 3.4	Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups	0.29	FCR 3.6	Locate, mark and inspect boundaries in the field.	3
AWA 3.5	Provide information for the media	0.27	SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)	3
FRM 3.1	Prepare budgets and keep books and accounts	0.25	RTO 3.3	Identify potential recreation impacts and design impact monitoring and mitigation systems.	3
LAW 3.4	Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence.	0.24	CMP 3.8	Curate collections and manage museums	2
LAW 3.2	Lead patrol and law enforcement activities in the field.	0.20	SDC 3.5	Promote development of local networks and organizations.	2
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)	0.45	RTO 3.4	Supervise safety and security of visitors and other users.	2
HUM 3.5	Plan, prepare and deliver formal lectures and presentations	0.44	FCR 3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work	1
CTI 3.2	Give technical presentations and write technical reports/papers.	0.44	FCR 3.5	Inspect and specify maintenance and repair requirements and schedules.	1
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	0.43	SDC 3.3	Develop and negotiate participatory community conservation and management agreements.	1
SDC 3.5	Promote development of local networks and organizations.	0.42	SDC 3.4	Plan, coordinate and facilitate community capacity development activities.	1

RANKING OF INDIVIDUAL COMPETENCES AND PERSONAL PREFERENCES: LEVEL 2 SKILLS

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

PRIORITIES BASED ON SELF-ASSESSMENTS OF COMPETENCE. GREATEST CAPACITY DEVELOPMENT NEED FIRST.			PRIORITIES BASED ON PERSONAL SELECTION OF SKILLS. MOST PREFERRED FIRST.		
COD E	SKILL	CNI SCORE	CODE	SKILL	Preferences
CTI 2.3	Communicate in other languages and/or dialects.	0.63	CTI 2.3	Communicate in other languages and/or dialects.	31
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	0.49	FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.	26
CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	0.46	CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	24
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	0.46	LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	23
CTI 2.5	Operate office and audio visual equipment	0.44	FCR 2.3	Fight fires.	22
CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	0.44	FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	22
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace)	0.44	LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	20
CTI 2.2	Prepare written reports of work activities using standard formats	0.43	CTI 2.4	Operate and maintain computer for basic functions (word processing, internet, email)	19
CMP 2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs	0.43	CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	17
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	0.42	HUM 2.1	Supervise and motivate work teams under direct supervision	15
RTO 2.2	Respond to emergencies and accidents to visitors.	0.41	LAW 2.2	Conduct enforcement activities legally and safely	15
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.	0.40	LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	15
CMP 2.4	Use identification aids to identify plants and animals.	0.37	FCR 2.5	Use compass and chart or map for navigation and orientation.	14
HUM 2.1	Supervise and motivate work teams under direct supervision	0.36	CMP 2.4	Use identification aids to identify plants and animals.	13
HUM 2.2	Provide training and instruction in the workplace for supervised staff	0.36	CTI 2.2	Prepare written reports of work activities using standard formats	12
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	0.36	RTO 2.1	Guide, assist and regulate visitors on site.	12
FCR 2.5	Use compass and chart or map for navigation and orientation.	0.35	CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	11
CMP 2.6	Conduct practical habitat creation, restoration, management and manipulation work	0.35	HUM 2.2	Provide training and instruction in the workplace for supervised staff	10
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.	0.35	LAW 2.4	Report correctly on law enforcement activities	10
FCR 2.10	Use and maintain radio handset for field communication.	0.34	LAW 2.6	Care for and use firearms correctly and safely (if relevant)	10
CMP 2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists)	0.34	RTO 2.2	Respond to emergencies and accidents to visitors.	10
FCR 2.3	Fight fires.	0.33	SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.	8
CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	0.33	AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	8
LAW 2.2	Conduct enforcement activities legally and safely	0.33	FRM 2.1	Collect and present evidence of expenditure and other financial transactions	7
RTO 2.1	Guide, assist and regulate visitors on site.	0.33	CTI 2.5	Operate office and audio visual equipment	7
CMP 2.5	Use and care for basic scientific instruments used in surveying	0.33	SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors	7
CMP	Accurately record and report wildlife observations	0.32	FRM	Manage stores of equipment and supplies.	6

2.2	using standard forms (where available)		2.2		
FCR 2.7	Construct and repair outdoor structures, paths and trails.	0.31	CTI 2.1	Make basic oral presentations to colleagues, local people and visitors	6
FCR 2.1	Care for, check and maintain basic field equipment.	0.31	FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	6
CMP 2.9	Care for captive animals	0.30	CMP 2.2	Accurately record and report wildlife observations using standard forms (where available)	6
CMP 2.8	Check and replenish feeding stations for wild animals.	0.30	FCR 2.2	Follow good safety and environmental practice in the field.	5
AWA 2.1	Provide basic information about the protected area to visitors, community members and the public.	0.29	FCR 2.9	Safely operate and maintain small boats and their engines	5
LAW 2.4	Report correctly on law enforcement activities	0.29	FCR 2.7	Construct and repair outdoor structures, paths and trails.	4
FCR 2.2	Follow good safety and environmental practice in the field.	0.28	FCR 2.10	Use and maintain radio handset for field communication.	4
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.	0.27	CMP 2.5	Use and care for basic scientific instruments used in surveying	4
FCR 2.9	Safely operate and maintain small boats and their engines	0.26	CMP 2.8	Check and replenish feeding stations for wild animals.	4
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines	0.25	SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.	4
FRM 2.1	Collect and present evidence of expenditure and other financial transactions	0.22	FCR 2.1	Care for, check and maintain basic field equipment.	3
LAW 2.6	Care for and use firearms correctly and safely (if relevant)	0.20	CMP 2.7	Assist in the capture / immobilisation, handling and transportation of animals.	3
FRM 2.2	Manage stores of equipment and supplies.	0.20	CMP 2.9	Care for captive animals	2

4.5.4 OVERALL RANKED NEEDS FROM THE SELF ASSESSMENTS

Figure 11 shows the overall ranked priorities for capacity development in the ten competence categories for Ukraine.

Figure 11 Ranked country capacity development needs. Ukraine

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

5 CONCLUSIONS

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

5.1 OVERALL CONCLUSIONS

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

5.2 STAFFING

Ukrainian protected area employ a relatively balanced range of staff, with the majority working at Level 3. This is evidence of quite a 'flat' staffing structure typical of centralised PA administrations that include a strong technical and administrative team. Ukraine (65% male/35% female) has gender balance among PA staff, close to the rest of the region (average: 66% male/34% female). The personnel surveyed are very well educated, with 89% having a university education and the remainder educated to high school level. The workforce has quite a good balance of ages, but lacks experience; the majority of staff have 5 years or less experience.

5.3 TRAINING

- Although an encouraging number of training courses have been delivered in recent years, these are not sufficient to meet the need. Overall, PA personnel (excluding support staff) in Ukraine received only 0.31 training days per person per year.
- Training has only covered a limited number of topics, focusing primarily on field craft skills, protected area management.
- An encouraging proportion of training has been provided internally both on administrative and theoretical topics and on practical protected area management. However, there is no institutionalised programme of capacity for PA staff, and a high dependence on international assistance for capacity development.
- The educational centre of Shevchenko State University/Kaniv Nature Reserve is an important example of a protected area training centre.
- Managers' preferred learning methods are study visits and short courses.

5.4 THE COMPETENCE ASSESSMENTS

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

5.4.1 MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

This is a low priority at all levels. However, the specific element of business planning was quite highly rated as a need at Level 4/5.

5.4.2 MANAGEMENT OF HUMAN RESOURCES (HUM)

This was a high priority at all levels. At Level 4/5 the specific need was for capacity needs assessment and organisation of staff development. At Level 3 and Level 2 the main needs relate to leadership and supervisory skills.

5.4.3 COMMUNICATION, TECHNOLOGY AND INFORMATION (CTI)

With respect to IT skills, these rate very highly at Level 3 (advanced computing and GIS) and at Level 2 (basic computer use).

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

5.4.4 FIELD CRAFT (FCR)

Management of major developments in protected areas is a major requirement at Level 4/5. These are quite traditional protected area skills in which competence often rates quite highly.

At Level 2 the three top needs are use of GPS, first aid and safety and firefighting.

5.4.5 CONSERVATION PLANNING, ASSESSMENT AND MANAGEMENT (CMP)

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

5.4.6 SUSTAINABLE DEVELOPMENT & COMMUNITIES (SDC)

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

5.4.7 PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM)

This category is assessed at Level 4/5 only. Although this category is at the very core of protected area work, both questionnaires show that there are still weaknesses. These relate specifically to transboundary protected area management, management effectiveness monitoring and project planning and management.

5.4.8 LAW ENFORCEMENT (LAW)

This is a traditional aspect of protected area management, where the need for capacity is governed by the severity of the threats to protected areas and biodiversity. Capacity in Ukraine appears to be quite good at all levels. There is a major need at Level 2 in training in conflict management and self-defence.

5.4.9 RECREATION AND TOURISM (RTO)

There appears to be moderate capacity in this topic. Level 2 staff require training in guiding and assisting visitors. Some staff at Level 4/5 need training in planning and managing recreation provision in protected areas.

5.4.10 AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

There appears to be moderate capacity in this topic. Some staff at Level 4/5 need training in planning and managing awareness programmes for visitors.

6 RECOMMENDATIONS

OVERALL RECOMMENDATIONS

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

1. ESTABLISH A BASIC FORMAL STAFF DEVELOPMENT POLICY AND PROGRAMME FOR PROTECTED AREAS IN UKRAINE

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

1.1 The Ministry of Ecology and Natural Resources should develop a general overall policy, strategy and plan for capacity development of its personnel.

This strategy should be based in part on the results and recommendations arising from this survey and from other recent TNAs and should be used to guide and direct the capacity development elements of donor assisted projects. Model planning processes and plans have been developed for Croatia, Georgia, Romania and Moldova under the current project and could be used as the basis for the plan.

1.2 The Ministry of Ecology and Natural Resources should establish a project to investigate the formal registration of occupational standards for the positions of protected area specialist and protected area ranger.

This is being done in Croatia, Georgia and Romania and has the potential to secure the professional recognition of protected area work, encouraging improved investment in training and availability of formal qualifications.

1.3 The Ministry of Ecology and Natural Resources should establish basic norms for how much capacity development should be made available to staff.

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

1.4 The Ministry of Ecology and Natural Resources and its offices should seek increased budgets for capacity development to provide the required amount of training and capacity development.

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

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

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

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

2.1 Appoint a capacity development/training officer (or small team) in The Ministry of Ecology and Natural Resources and, ideally, regionally or in the larger protected area administrations.

This person should be responsible for identifying and mobilising a wide range of ways in which staff can improve their skills and knowledge. This is particularly important for Ukraine, given the large size of the country and expense and time required to attend centrally run courses. The role should include

- Organising and coordinating formal training events.
- Coordinating and directing the capacity development programmes of donor assisted projects to ensure that are correctly aligned with the national strategy and with national needs.

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

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

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

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

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

2.4 Continue to build the capacity of the Educational Centre of Shevchenko State University/Kaniv Nature Reserve to develop and deliver training programmes for protected area staff.

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

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

3. DEVELOP THE CAPABILITY OF THE EDUCATIONAL CENTRE OF SHEVCHENKO STATE UNIVERSITY/KANIV NATURE RESERVE TO DEVELOP AND DELIVER TRAINING PROGRAMMES FOR PROTECTED AREA STAFF.

The existence of the Centre is an important opportunity for supporting establishment and development of training programmes PA staff in the future, and one of the only examples of a training centre in the region.

3.1 Encourage and enable the Educational Centre of Shevchenko State University to continue to provide complementary training and capacity development for protected area staff.

3.2 Encourage donor assisted projects to invest in development and delivery of training through the centre.

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

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

4.1 The Ministry of Ecology and Natural Resources should prioritise development of a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.

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

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

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

There is a general movement to improve the profile of PA management across Europe, as recognised in the resolutions of the workshop held on in Germany in June 2013 and of the 'Little Sydney' conference on protected areas in Europe held in 2015.

5.1 Continue to be an active partner in regional and global capacity development initiatives through Europarc, Eurosite, IUCN etc.

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

Ukraine 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, The Ministry of Ecology and Natural Resources personnel from Ukraine should be enabled to visit and learn from other protected areas in Europe with well-established and successful tourism programmes.

SPECIFIC PRIORITY CAPACITY DEVELOPMENT RECOMMENDATIONS

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

Rather than develop many small courses, it would be more effective and efficient to establish a basic standard foundation course covering essential skills, knowledge for all personnel with operational duties in Ukraine. This course could be delivered internally or regionally by training officers or by the national capacity development team.

Suggested basic principles of the programme are that:

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

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

This package could be developed as part of a donor assisted project.

6.3 The course should be delivered by a national training team or by local/regional trainers.

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

Table 11 shows a possible curriculum for the course.

Table 11 Possible curriculum for a general staff induction course

Course Title	Protected Area Staff Induction	
Duration	2 days	
Target group	All new ranger, scientific and technical staff with responsibilities in protected areas. All staff who have been employed in the past 3 years.	
Purpose	To ensure that all staff working in protected area have a good understanding of the area, its functions and of basic standards of good and safe practice.	
Assessment	Required attendance for the entire course Written and practical tests.	
Topic		Mode of Delivery
INTRODUCTION Values, purpose and functions of protected areas. Threats to protected areas.		Lectures, presentations.

Administrative and legal basis and procedures for protected area management. Main conservation and management strategies of protected areas. Functions and duties of protected area staff and key stakeholders. Essentials of good personal conduct and environmental practice in the work place.	
ADMINISTRATIVE Record keeping and note taking. Official procedures for administration and documentation. Official procedures for reporting.	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. Personal security and safety. 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.
INTERPERSONAL SKILLS Basic leadership, team building and motivation. Communication with stakeholders and visitors. Conflict avoidance and de-escalation.	Presentations with examples. Practical exercises and simulations.

7. 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.

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

This could be developed in association with universities, but it must have a strong focus on management oriented rather than research based approaches. A possible curriculum is shown in **Error! Reference source not found.** 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.

Table 12. Under the current project, the ProPark Foundation has developed a model course in detail on this topic; it is recommended that this is consulted.

7.2 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.

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

<p>Background</p> <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. <p>Survey and assessment</p> <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. <p>Conservation management and planning</p> <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 	<p>Formal lectures</p> <p>Seminars and discussions</p> <p>Field survey exercises</p> <p>Group work and exercises</p> <p>Study visit to protected areas</p>
---	--

8. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

The results of the assessments clearly show that there is a need for improved capacity for staff at all levels in working with communities. The training that is offered should not just deal with the underlying principles and theory, it should include training in practical, personal skills associated with working with communities, for example interpersonal communication, conflict resolution or development of local awareness strategies.

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

An outline of a possible basic curriculum is shown in Table 13.

Table 13 Possible curriculum for a community outreach course

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

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

9. BUILD CAPACITY OF SENIOR STAFF ON PROTECTED AREA FUNDING AND FINANCIAL PLANNING

9.1 Hold a training course on financing and financial planning of protected areas for senior managers and administrators.

This event should.

- Explain and introduce options for diversifying the funding base for protected areas, providing concrete examples and case studies.
- Explain the principles of ecosystem valuation and payments for ecosystem services.
- Provide training on how to develop protected area business plans (linked to management plans).

10. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR STAFF OF THE MINISTRY OF ECOLOGY AND NATURAL RESOURCES AND OF PA ADMINISTRATIONS

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

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

This topic was a 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.

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

10.3 Hold seminars/learning events for senior staff on planning and management of infrastructure developments in protected areas and mitigation of their impacts.

10.4 Hold seminars/learning events for senior staff on project planning, implementation and monitoring.

11. PROVIDE TRAINING IN INFORMATION TECHNOLOGY FOR SELECTED STAFF

This is a specific high priority need across all levels, but should be treated with caution. It is probably not necessary to provide training for all staff, but rather to select staff with a particular interest and aptitude from each protected area. The following specific measures are recommended.

11.1 Provide training for selected staff in low cost IT tools to support effective protected area management.

These are likely to include online information sources, biodiversity information management and use of open source GIS.

11.2 Make IT equipment and internet connections available at all protected areas and accessible to all staff.

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

Although capacity in this category is quite good, it is important to continually train and update ranger staff.

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

7 ANNEXES

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					
The institution has a training budget			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.		3 = Staff at this level need these skills and have good competence in them: Periodic updating only is needed.			
1 = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.		4 = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.			
2 = Staff at this level need these skills and have some competence in them: Further training and development are needed					
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 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 one choice 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

--

2. COVER SHEET FOR THE SELF-ASSESSMENT QUESTIONNAIRE

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

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

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

FCR 2.1	Care for, check and maintain basic field equipment.
FCR 2.2	Follow good safety and environmental practice in the field.
FCR 2.3	Fight fires.
FCR 2.4	Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid)
FCR 2.5	Use compass and chart or map for navigation and orientation.
FCR 2.6	Use GPS for georeferencing locations and for navigation and orientation.
FCR 2.7	Construct and repair outdoor structures, paths and trails.
FCR 2.8	Drive and provide basic maintenance for motor vehicles and small engines
FCR 2.9	Safely operate and maintain small boats and their engines
FCR 2.10	Use and maintain radio handset for field communication.
FCR	LEVEL 3
FCR3.1	Plan and organise logistics for field trips, surveys and patrols.
FCR3.2	Organise and lead search and rescue operations in the field.
FCR3.3	Operate and use base station radio and communication equipment.
FCR3.4	Draw up plans and specifications for small works and basic site infrastructure and supervise construction work
FCR3.5	Inspect and specify maintenance and repair requirements and schedules.
FCR3.6	Locate, mark and inspect boundaries in the field.
FCR3.7	Identify and assess fire risks and hazards and plan fire prevention and control.
FCR	LEVEL 4
FCR 4.1	Contribute to specification and design of major infrastructure projects.
CMP	CONSERVATION ASSESSMENT, PLANNING AND MANAGEMENT
CMP	LEVEL 2
CMP2.1	Recognise common and typical vegetation and habitat types, plant and animal species and their signs
CMP2.2	Accurately record and report wildlife observations using standard forms (where available)
CMP2.3	Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features
CMP2.4	Use identification aids to identify plants and animals.
CMP2.5	Use and care for basic scientific instruments used in surveying
CMP2.6	Conduct practical habitat creation, restoration, management and manipulation work
CMP2.7	Assist in the capture / immobilisation, handling and transportation of animals.
CMP2.8	Check and replenish feeding stations for wild animals.
CMP2.9	Care for captive animals
CMP	LEVEL 3
CMP 3.1	Specify management requirements for conservation of habitats and ecosystems
CMP 3.2	Specify, and evaluate sustainable quotas for natural resource use using scientific methods
CMP 3.3	Specify site based special measures for assisting protection, survival or recovery of key species.
CMP 3.4	Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict.
CMP 3.5	Plan and supervise animal capture, transport, care and management.
CMP 3.6	Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring
CMP 3.7	Analyse, and present interpret survey and monitoring data.
CMP 3.8	Curate collections and manage museums
CMP	LEVEL 4
CMP 4.1	Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems)
CMP 4.2	Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.)
CMP 4.3	Plan, manage and evaluate ex-situ animal conservation and projects (rescue centres, captive breeding etc.)
CMP 4.4	Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.)
CMP 4.5	Determine the value of ecological/environmental services.

SDC	SUSTAINABLE DEVELOPMENT AND COMMUNITIES
SDC	LEVEL 2
SDC 2.1	Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors
SDC 2.2	Provide basic information, guidance and assistance for community-based conservation and sustainable use.
SDC 2.3	Monitor compliance by local communities with agreements and laws affecting them and the protected area.
SDC	LEVEL 3
SDC 3.1	Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.)
SDC 3.2	Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.)
SDC 3.3	Develop and negotiate participatory community conservation and management agreements.
SDC 3.4	Plan, coordinate and facilitate community capacity development activities.
SDC 3.5	Promote development of local networks and organizations.
SDC 3.6	Provide advice on sustainable community based natural resource use and management.
SDC	LEVEL 4
SDC4.1	Develop agreements with communities for resource access and use.
SDC4.2	Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups)
SDC4.3	Identify and mobilise external sources of assistance, support and finance for local communities.
SDC4.4	Design and implement long socio economic and cultural research and monitoring programmes.
PAM	PROTECTED AREA POLICY, PLANNING AND PROJECTS
PAM	LEVEL 4
PAM 4.1	Understand and interpret relevant legislation for the planning and management of protected areas
PAM 4.2	Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process
PAM 4.3	Lead development of contingency plans for potential disasters.
PAM 4.4	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM 4.5	Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes.
PAM 4.6	Develop and negotiate collaborative partnerships, plans and programmes
PAM 4.7	Direct, review and evaluate implementation of special projects (with national or international funding)
PAM 4.8	Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT))
PAM	LEVEL 5
PAM5.1	Direct and evaluate policy and strategy development for biodiversity conservation and protected area management.
PAM5.2	Direct the design of protected areas, networks, systems and strategies.
PAM5.3	Plan and negotiate trans boundary protected area and conservation initiatives.
PAM5.4	Direct the process of protected area boundary formalisation, rationalisation, gazettelement.
PAM5.5	Contribute to updating of policies and legislation related to protected areas and biodiversity conservation
LAW	LAW ENFORCEMENT
LAW	LEVEL 2
LAW 2.1	Recognise and identify signs and evidence of illegal or restricted activities in the field.
LAW 2.2	Conduct enforcement activities legally and safely
LAW 2.3	Treat suspects and members of the public correctly and legally during patrol and enforcement activities.
LAW 2.4	Report correctly on law enforcement activities
LAW 2.5	Deal effectively with hostile situations and defend oneself against physical attack.
LAW 2.6	Care for and use firearms correctly and safely (if relevant)
LAW	LEVEL 3
LAW 3.1	Plan law enforcement activities and programmes.

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